



## BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

### Independent Higher Education (IHE) Full Inspection

**NAME OF INSTITUTION:** Eduvos (Pty) Ltd

**ADDRESS:** 44 Alsatian Road  
Glen Austin  
Midrand  
Gauteng  
South Africa

**HEAD OF INSTITUTION:** Siegie Brownlee

**DATE OF INSPECTION:** 8–11 April 2024

**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: 23 January 2025

## PART A – INTRODUCTION

### 1. Background to the institution

Eduvos (Pty) Limited (Eduvos/the Institution) is a private higher education provider that is affiliated to the NetEd Group, which is a publicly listed company in South Africa that owns three higher education institutions. Eduvos is registered with the Department of Higher Education and Training (DHET) to provide a variety of short courses and higher education programmes across five subject-sector areas. The courses are accredited by South Africa's Council on Higher Education (CHE), which is the accreditation body for higher education qualifications in South Africa. The qualifications are also registered by the South African Qualifications Authority (SAQA) on the National Qualifications Framework (NQF).

Eduvos has a rich heritage in higher education dating back to 1979, when it began as the Computer Training Institute. This institute later merged with the Midrand Graduate Institute and was subsequently purchased by Pearson United Kingdom, offering qualifications as the Pearson Institute of Higher Education (PIHE). Pearson agreed to sell PIHE in 2020, leading to the establishment of the Eduvos identity in February 2021.

The Institution is headquartered in Midrand, north of Johannesburg, and has 12 campuses throughout South Africa.

The Institution's vision is for Eduvos to become a thriving African meta-university by 2027, combining scale, quality and culture, with a presence in every region. Eduvos aims to foster collaborative think-tanks where learning extends beyond traditional classroom settings. Its ethos is to make high-quality, private higher education accessible and affordable to all so as to nurture individual potential. Its overarching mission is to nurture individual potential, student by student, towards Africa's prosperity.

The Institution collaborates with several funding partners to assist students in financing their studies. The meta-university concept focuses on supporting students to tailor their curriculum to meet their needs, preparing them for the world of work through flexible, interactive learning.

The Executive Board of Directors delegates authority to the Chief Executive Officer (CEO), who is supported in managing the Institution by the Senior Leadership Team (SLT). Each campus also has a Principal or General Manager responsible for the day-to-day operation of provision and facilities. Centralised functions for the development of provision, timetabling, recruitment and financial management are spread across all centres.

### 2. Brief description of the current provision

Eduvos offers a variety of higher education qualifications, from non-accredited, short-course and pre-degree programmes to higher certificates, undergraduate degrees and post-graduate degrees. Undergraduate degrees are normally of three years' duration, with professional degrees normally of four years' duration. On completion of a first degree, students can undertake a one-year postgraduate honours degree. The majority of teaching is delivered in person on campus.

As well as in-person courses, Eduvos offers distance learning for a wide range of the qualifications offered, using a modular credits system. Students can choose to study these on a full- or part-time basis. Some qualifications share modules that build into higher certificates or degrees in a range of provision in business and management, commerce, computing, biosciences, law, graphic design, media studies and psychology, with pathways in English and communications. Prospective students can choose from a portfolio of accredited qualifications across the four faculties that offer qualifications in Applied Science, Commerce and Law, Humanities, and Information Technology (IT).

Programmes are managed within the four faculties across 12 campuses, with online students having access to synchronous teaching with the in-person, class-based sessions. Programmes are all centrally developed and supported, including for the curriculum, teaching activities, assessments and online resources.

At the time of the inspection, 14,565 students were enrolled, with the very large majority on full-time courses. The students are studying programmes covering a wide range of subjects, levels, and durations. These include pre-degree programmes, short courses aimed at distance-learning individuals in professional settings, higher certificates and degree programmes. The largest number of students are enrolled on the degree programmes.

Approximately, equal numbers of male and female students were enrolled, with most students coming from South Africa and a small minority from other countries, including the Democratic Republic of the Congo, Angola, Zimbabwe, Swaziland, Nigeria and Lesotho. The majority of students are aged over 18 years, with a few students being under 18 years in the first term of their course.

Course delivery is divided into four blocks in each year, with the majority of students enrolling in block one in January, which coincides with students completing high school. Further enrolments take place in blocks two, three and four. All enrolment prerequisites, including the requirement of a South African National Senior Certificate or, a National Certificate (Vocational) at level 4 issued by the Council of General and Further Education and Training, are clearly shown on the website, as well as in printed brochures.

### **3. Inspection process**

The inspection was undertaken by three inspectors, including a student inspector, over four days. Four campuses were visited and inspected, one in Midrand, one in Pretoria and two in Cape Town. Meetings were held with senior managers, including the CEO, Heads of Faculty, the Registrar, senior academics, lecturers, administrative staff and seven groups of students, including some students studying online. Lesson observations were undertaken, and a wide range of documentation was scrutinised. The Institution co-operated fully with the inspection process.

## PART B – JUDGEMENT AND EVIDENCE

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

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

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

1.1	The overall organisational structure, including the role and extent of authority of any owners, directors or governing body, is clearly defined, documented and effectively communicated to stakeholders, including governors, management, staff and students.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
1.2	There is an identified senior committee, with decision-making authority on academic matters, in order to protect the integrity of academic freedom.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
1.3	The link between governance and management is clearly articulated and documented.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
1.4	Internal stakeholders develop and implement policy through appropriate structures and processes while involving external stakeholders.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
1.5	An explicit procedure for risk assessment is implemented, producing a risk assessment statement, which is regularly reviewed and updated.	<input 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

The organisational structure is clearly set out in diagrams that include the overarching management structure as well as the academic development, delivery and support structures. The roles of the SLT and the Board of Directors are communicated to staff and to students as part of their induction programmes, with information also available through the intranet and on the Virtual Learning Environment (VLE). The sharing of information supports a clear understanding of management responsibilities.

The senior committee with responsibility for academic matters is the Senate, which monitors the quality of programme developments and delivery, including the integrity of provision and academic freedom. The Senate has a clear remit and receives reports from the Academic Board, along with faculty reports. This allows it to maintain a clear overview of how effectively provision is managed.

The links between management and governance are clearly articulated in handbooks and through the online information available to students and staff. These support their understanding of responsibilities. Staff and students confirm that the information they receive makes clear the relationship between management and governance.

All policies are developed through appropriate consultations with staff and, as appropriate, with students. Regular student surveys are conducted, and students are represented on committees that review policy development and are able to add their views. The Board of Directors, which includes external representatives, reviews and endorses policy developments. The involvement of students and other stakeholders in the development and agreement of policies is clear, and their views inform the deliberative process of policy development.

A clear risk assessment policy and procedures capture the identification of risks, which are entered onto the risk register to inform both the SLT and the Board of Directors on the nature of risks and their possible implications. The audit and risk committee has a key role in ensuring that all risks are kept under review and assessing the impact of any actions taken to mitigate risks. As a result, risks are effectively monitored and managed, and regular reports are provided to the SLT and the Board to support their risk management strategies.

The relationship of Eduvos with the CHE is clearly defined and documented in line with South African legislation. Only those qualifications accredited by CHE are offered as approved, and their status is made clear to all prospective students and their parents, where applicable.

Clear channels of communication support the flow of information across Eduvos, including across the 12 campuses. Regular weekly meetings between programme and administrative staff across campuses support the regular exchange of information and the sharing of developments. Reports from the four faculties are received by the Academic Board, the SLT and the Senate on a quarterly basis.

Senior managers also have regular meetings, and reports are regularly sent to the Board of Directors to keep them informed, including about recruitment, retention, quality and development initiatives. The clear and effective communications, including online meetings, support the governance and management of Eduvos.

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

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

This standard is judged to be:

Met  Partially Met  Not Met

### Comments

Eduvos has very clear strategic objectives linked to growth, quality and broader cultural factors that inform the Institution's priorities for the strategic development of its higher education programmes. Current and new markets are explored and the need for new programmes identified in line with the knowledge and skills needs of the labour market. Implementation plans are developed by the programme development teams, and the curriculum reflects the essential knowledge and skills identified through consultation with sector professionals.

The input of stakeholders effectively informs new programme outlines that are developed for approval by the Senate and the Board. Recognising that higher education is just the beginning of a student's career journey, Eduvos ensures its graduates are highly sought-after by industry. Continuous refinement of qualifications, lecture spaces and learning methodologies is crucial to meeting the evolving demands of the workplace. Vibrant student communities, enhanced by an array of clubs, societies and a thriving e-sports league, contribute to students' success.

Regular surveys are conducted to collect student feedback, including through end-of-module surveys. Student representatives are included in a range of committees, including the Senate and the Board of Directors. Student forums are held at campus level, and feedback is shared at regular inter-campus academic and management meetings. In addition, students meet regularly with their allocated student advisers, who provide a summary of feedback at faculty and programme meetings, thereby ensuring that the student voice consistently informs developments.

Staff are also able to provide feedback through weekly module meetings and through faculty meetings, which are minuted. All feedback is reviewed by the SLT and the Senate through programme reports, the key points of which are shared with the Board of Directors, which approves strategic developments. The input from faculty industry boards is

also used to inform local and broader strategic priorities. As a result, the Institution's strategy is informed by a range of stakeholder views, as well as sector and financial considerations.

The Eduvos strategy is communicated to staff and students via the VLE and the staff intranet and is included on induction programmes. External stakeholders are made aware of the institutional strategy through the Eduvos brochures available in hard copy and online, as well as through regular meetings with staff and students. This process provides a range of mediums for sharing institutional developments and keeps all parties well informed.

Quarterly reports are produced that review the Institution's overall performance, drawing on programme and faculty reports. These are brought together and reviewed by the SLT and shared with the Board of Directors. Reports include a review of emerging demand and performance against strategic targets. The systematic review of performance supports the effective identification and updating of strategic targets.

### 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

Eduvos conducts its financial management in accordance with national statutory requirements, with annual financial statements being submitted to the DHET.

Quarterly accounts are made available to the Board of Directors and on the intranet, which is available to all staff. This includes information on revenues.

The accounts are subject to regular independent external audit. This ensures appropriate scrutiny, transparency and accounting probity.

## INSPECTION AREA – GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

### 4. The institution is effectively managed

- |     |   |   |
|-----|---|---|
| 4.1 | The management structure is clearly defined, documented and understood by all stakeholder groups, including governors, management, staff and students.  | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 4.2 | There are clearly delineated responsibilities and reporting arrangements at institutional, faculty, departmental, programme and course levels.  | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 4.3 | There is an appropriate and effective committee structure, with appropriate reporting lines to inform management decision-making.   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 4.4 | Committees have clear and appropriate terms of reference and meet regularly. The meetings are accurately recorded with clear action-planning.   | <input 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 Institution has a clearly defined academic management and administration structure that is led by the Executive Head of Academics, who is also a member of the SLT, and the chair of the Academic Board. The Senate is the senior committee with oversight of academic matters and is chaired by the Executive Head of Academics. Information on academic management is made available to staff and students as part of their induction. This supports their understanding of the Institution's management structure.

All programmes, including their teaching and assessment materials, are centrally devised by programme development teams, which are led by heads of programme. Programme convenors are responsible for monitoring academic delivery and they report to module leads, who in turn report to one of the four heads of faculty. The National Manager for Academic Operations and the Registrar manage the teams at campus level, which support and monitor programme delivery. These responsibilities are clearly set out in job descriptions, including reporting lines. This ensures consistency in the management of provision across the 12 campuses. As a result, an appropriate reporting structure is in place, with clear definition of levels of responsibility, which provides a framework for effective management decision-making.

The committee structure is comprehensive and effective. Committee membership is inclusive, reflecting key responsibilities and stakeholder interests. The Senate includes staff and student representatives. The Senate is the body with overall responsibility for scholarship, policy and governance and is directly supported by various committees covering teaching and learning and academic planning and development and by faculty boards. The committee structure is robust and enables the effective governance and management of Eduvos in taking account of the views of all stakeholders, with appropriate reporting lines enabling effective management decision-making.

All committees have appropriate terms of reference. They meet regularly, and meetings are recorded. The structure, remit, procedures, decision-making authority and schedules of committees are set out in the staff and student handbooks and academic governance system documentation. This supports a broader understanding of the deliberative structure among staff and students. There is a clear practice of recording agreed actions based on evidence identified and for communicating these to appropriate stakeholders to support improvements as needed.

There are robust procedures for the control of internal and external provision of information. These include checks for accuracy, proofreading and approval stages at programme and faculty levels, and also for checks by module leads. Eduvos has clear marketing and advertising policies and advises staff on its expectations in relation to transparent communications that will reach target audiences. As a result, the information provided internally and externally is accurate and fit for purpose.

## 5. The institution is administered effectively

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

5.14 There is a policy on the collection of and refund of students' fees that is implemented effectively.  Yes  No

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

The Institution is administered effectively. The administration team is of sufficient size and with sufficiently experienced staff to support the effective operation of the Institution. Levels of administrative support are clearly documented and communicated to staff and students and updated as appropriate to ensure information is current, accurate and fit for purpose and supports a broader understanding of administrative functions.

Administrative support focuses on operational administration, assessment, library support, student support, careers and Information and Communication Technology (ICT). The support is clearly defined and documented and is appropriately focused on supporting academic management. The well-documented policies and procedures are efficiently disseminated across the Institution, both online and through handbooks. This supports all stakeholders' understanding of administrative policies, procedures and systems.

Each campus sets its own class timetables, taking full account of the requirements of each course offered. Class timetables and venues are available to students on the VLE and reflect a four-block model that operates across all campuses. The timetabling of classes is well managed and communicated to students, who confirm that timetables are clear and provided in a timely manner.

Data collection and collation systems are well developed. The systems in operation are well documented and make use of an appropriate platform that ensures data is accessible and kept under review. A new system is being introduced that will allow students to verify their own data to further support its currency.

An appropriate academic management system is in place that ensures that student records are clearly organised and that data is stored accurately and securely. The system provides marketing and financial information and a variety of reports for management that provide up-to-date information on a range of functions, including recruitment, student progression and satisfaction.

Eduvos maintains full, accurate and up-to-date student records in compliance with the requirements of South African legislation. This includes a comprehensive record of the academic achievement of each student. Compliance with this requirement is carefully monitored at campus and at senior management level. As a result, systems are appropriate and effective.

Staff records are accurately maintained and kept up to date in the centralised system, which complies with South African data protection legislation. The robust security policies and systems for staff and student data are centralised and protected by multi-step verification processes. All personal information for students and staff is securely managed and administered in accordance with South African legislation relating to data protection.

There are strict security measures in place in relation to the award of qualifications. In addition to the control measures in place relating to student achievement records that are held centrally, the Institution verifies student identity on enrolment and admission eligibility through certificated educational achievements. All students are provided with a registration card that allows access to the Institution's premises and systems and also verifies the individual students identify as required.

There is a comprehensive policy and strategy in place for the administration of assessments and examinations. This incorporates security of assessment compilation, storage and delivery to the hall in the case of examinations. The identity of students taking the assessments is verified by access codes, their Eduvos identity cards and through national identification cards or passports.

The procedures for internal and external moderation are robust and effective. Internal moderation is administered by faculties and ensures that there is alignment between the learning outcomes and assessment criteria and that the

marking rubric is sufficiently detailed to provide consistent marking across the Institution's various sites. Internal moderation also ensures that the components of assessments are allocated appropriate marks and weighting.

External moderation is administered by the central academic team and employs robust selection criteria for the appointment of external examiners. External moderation is carried out on all summative assessments to verify the appropriate level and consistency of marking between academic staff within and across campuses. The external examiner provides a report with recommendations, which is circulated to all assessors, programme convenors and module leads, who action any recommendations as appropriate. The internal and external moderation of assessments is effective in maintaining the quality and standards of the programmes offered by Eduvos.

The Institution has appropriate procedures for the timely dissemination of records and transcripts, which students are able to access by logging into their individual student account on the VLE. As a result, students are able to access their grades and monitor their own progress.

The policy on the collection and refund of student fees is provided on the website and forms part of the student contract of enrolment. The schedule of payments is made clear, as are the conditions under which refunds are made, so that students are clear about the terms and conditions before they enrol.

**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 are 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 are taken to support staff to address these and gain additional qualifications, where relevant.  | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

Eduvos has a clear and robust system to support the recruitment of appropriately qualified staff that includes background security checks to ensure the safety of students. The recruitment policy is open and fair and complies with South African statutory requirements. Appropriate checks are made on qualifications and experience, and interviews are conducted that result in the recruitment of well-qualified and appropriately experience staff.

Clear and detailed job descriptions, including reporting lines, are provided for all roles. This supports staff to understand their duties and line management responsibilities. Staff receive an appropriate induction that is managed by the Human Resources (HR) department and includes information on the values, mission and vision of the Institution, wellness services and other Eduvos services and facilities. Staff confirmed that their induction and clear job descriptions helped them settle quickly into their roles as part of Eduvos.

A clear equality and diversity policy is in place. Staff have access to an appropriate complaints and appeals procedure. The HR policies clearly reflect the equality and diversity ethos of Eduvos, and HR hosts workshops to ensure that staff are clear about the equality strategies and support procedures. The staff handbook and the training and support systems ensure that staff are clear about how to address any problems they experience and provide details of complaints and appeals procedures. Staff confirm they feel well supported and are able to access policies as needed.

All staff have regular performance reviews. The performance review documentation is clear and appropriate and includes regular classroom observations for teaching staff. All staff are expected to set goals that align with those of their line manager and the Institution's broader strategic goals and mission. The goals and progress milestones and reviews are uploaded to the HR portal, which allows for clear oversight of staff performance and the identification of any generic training or development needs.

Managers have access to their team's goals and progress. Where shortfalls in performance are identified, performance improvement plans are put in place and progress is monitored. As a result, the performance and the development needs of staff are systematically monitored. Staff are supported to access additional training or qualifications as needed to further their individual skills and knowledge development.

**7. Academic management is effective**

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

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

There are appropriate procedures for the proposal, design and validation of programmes of study that take account of the mission of the Institution. All proposed new programmes have a valid rationale and purpose, which demonstrates that they link to the vision and mission of Eduvos. The level of qualification being offered is also matched to the target student audience. The development of new programmes takes into account regulatory requirements and any site constraints. Ultimately, all new programmes are approved by the Senate and must be accredited by the South African regulatory body, which supports their credibility.

Intended learning outcomes for all programmes are clearly articulated and understood by students and are publicly available. The South African regulatory body requires institutions to clearly articulate programme exit-level outcomes before accreditation, and for these to be included in the prospectus and programme overview. Module learning outcomes and learning unit objectives are provided in the learning content documentation and are also publicly available. This supports a broader understanding of provision among stakeholders.

There is a clear management approach, which includes observations of teaching and moderation of assessments, to ensure that all students achieve the same learning outcomes across all campuses, although delivery may differ according to local circumstances. This helps to ensure that students have a consistent learning experience wherever they are studying.

Programmes are regularly reviewed through Community of Practice (CoP) sessions involving staff from programme teams across campuses, which are held before, during and after each course is delivered, with outcomes clearly recorded. This allows for stakeholder input to inform the ongoing development of programmes within an ethos of continuous improvement.

A planning and resource allocation process is in place as part of the central programme development and review process, to enable appropriate resource provision to be made for all new programmes and for additional resources to be acquired where these are identified in CoP sessions. Each new programme is subject to a rigorous budgeting process to ensure the consistency and quality of materials and to ensure the provision of required resources. As a result, appropriate course materials are purchased for all programmes.

7.6 While student surveys are regularly conducted to identify areas for development, students are provided with limited opportunities to actively engage in the development of provision to support student-centred learning that could further support their learning experience.

**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 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 Institution takes reasonable care to recruit and enrol suitable students for its courses. Eduvos has detailed course descriptors where entry requirements for each programme are clearly set out and accessible to all stakeholders, including prospective students. Entry information is also clearly included in brochures and marketing materials, which are published online and in hard copy. Additional information is provided directly by the admissions team as requested to ensure all applicants are clear about their eligibility.

All Eduvos programmes are delivered in English and all programmes have clearly published English language proficiency requirements. Where students have not studied in English, they are required to produce evidence of their English language proficiency as part of the admissions process before acceptance on a course. The clear checking of English language proficiency ensures all students have appropriate language competency.

A clear and coherent application form is available on the Institution's website, and students are required to confirm their prior qualifications, which are checked to ensure students meet the entry requirements and can engage with their chosen programmes. The students confirmed that the application process is clear and self-explanatory. Inspection findings support this view.

Students confirmed that the Eduvos admissions team is very prompt in its replies to queries and always willing to help right from the start of the application process. The Institution has confirmed that it works to ensure that it meets a response time of two hours for all enquires, resulting in an efficient system.

Eduvos provides advice and guidance to support students in selecting their programmes. Students, along with their parents, where applicable, are invited to attend interviews with the admissions team, which provides advice and

information on programmes to support students in making their choice. The previous qualifications and interests of prospective students are explored as part of their interview process, along with their English language proficiency, to ensure they have the ability to engage with the programme for which they wish to enrol.

As part of the interview process, students are also informed that it is their responsibility to ensure that they have the skills and commitment to engage with their chosen course. The clear information provided through interviews supports students effectively in their choice of programme.

Eduvos has a clear policy on the accreditation of prior learning, which is brought to the attention of students as part of the application process. Students confirmed that they were clear about the process for the transfer of credit, should this be required. The policy on the recognition of prior learning is clearly documented and supports students' understanding of it.

No recruitment agents are used.

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

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

Eduvos encourages and supports its staff to undertake research and other forms of scholarship and to engage in other professional activities. Engagement with research and scholarly activity is identified as a key performance area within the professional development plans of academic staff. The Institution has an active focus on building and supporting research activity to inform programme development and delivery. Whilst there is no formal requirement for academic staff to publish their findings, staff receive appropriate support to do so as needed.

Each faculty organises monthly seminars and an annual research conference to both encourage academic staff to engage with research and to share research activities. The seminars and annual conference effectively support the development of research confidence and capacity across programme areas.

Eduvos is committed to providing opportunities for academic staff to be research active, including through supervision of students' research projects. In particular, the IT subject areas are working in collaboration with the Design for Learning team to undertake pedagogical research and to explore how this can support and enhance learning and teaching at Eduvos.

Training is available for both early career researchers and those more experienced in the field. Examples include support with proposal writing, ethical applications and sourcing funding opportunities. As a result, staff feel well supported in developing their research activities.

Eduvos encourages and incentivises research through its credit system, which can be used to finance future research engagement and attendance at conferences. Academic staff are supported to attend conferences and professional development opportunities at Master's and PhD level to progress their research skills. This is supported financially by Eduvos. This ensures that there is equity of opportunity across the academic staff base.

An institutional research community has been established. This meets monthly to review current activity and to explore project proposals. Collaborative research projects are encouraged and include intra-departmental activity as well as those involving external stakeholders. The level of support provided promotes and engages staff effectively in their research activity across Eduvos, which also supports the development of the curriculum.

There is a focus on engendering a culture of academic research at Eduvos. This is formalised within the Eduvos research agenda. This is an emerging area for Eduvos, which shows commitment to developing its own research capacity and profile.

**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 about the status of the qualifications offered, including the awarding body and level of award.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
10.5	Students are informed of the full cost of all programmes, including costs of assessments, activities and any required materials.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

Publicity material, both printed and electronic, gives a comprehensive, up-to-date and accurate description of Eduvos and its curriculum. Eduvos has a designated marketing team that manages information across all its campuses, with its main team being based at the Pretoria campus. The marketing team is responsible for ensuring that all social media content, website content and its brochures are up to date, including information about locations, premises, facilities and services offered.

A review of the website and printed materials confirms that the marketing material provides a true representation of the Institution and is informative in supporting students to understand the range of provision, resources and services offered.

Eduvos ensures that there is regular review of all the material published internally and externally. Programme information is found on the online learning system, the website and on the campuses. Students confirmed that the information they receive is accurate and accessible and supports their choice of study effectively. Inspection findings confirm this to be the case.

Designated marketing teams at Eduvos ensure that all material is checked as regularly as possible. The Head of Marketing is based in Pretoria and has the final say on any new marketing material or changes. Staff on other campuses meet with the marketing team as needed to discuss any needs or updates, as appropriate. These regular checks and meetings ensure that information provided to stakeholders is relevant and accurate.

Student meetings on all four campuses visited for the inspection confirm that students feel that they are well informed about all the qualifications that Eduvos has to offer, including the accreditation by CHE and the level of each programme and module. As a result, all students are appropriately informed about the status of their qualifications, including the qualification levels.

All costs associated with programmes are clearly provided on the website, in brochures and in the relevant module handbooks. Any additional costs are made clear so that students and their parents are fully aware of the full costs associated with individual programmes.

## INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

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

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

This standard is judged to be:

Met  Partially Met  Not Met

#### Comments

Lecturers are well qualified and experienced and are recruited to ensure that they fulfil the subject knowledge requirements and have appropriate teaching and communication skills. There is a requirement for academic staff to be qualified to a level above the qualification they teach. Many bring significant experience of industry to support their delivery. The robust recruitment process ensures that appropriately qualified and experienced staff are consistently recruited to teaching roles.

Teaching staff are appropriately allocated to teach classes linked to their subject specialisms. Academic staff contribute to a subject-specific CoP that meets regularly to discuss and review programme content, assessment strategies and matters of operational delivery. This helps to ensure that there is a co-ordinated and consistent approach to the learning experience across the campuses.

The assessment strategy articulates formative and summative opportunities to assess learning. Assessments are designed centrally by the content management services team and are clearly linked to module learning outcomes, have appropriate weightings and are varied in design. The cumulative approach to assessment prepares students for their final examinations, which are also supported by scheduled revision sessions. The centralised approach to programme development, resources and assessment effectively supports the consistency of content delivery.

Comprehensive module guides are published that outline the module aims, intended learning outcomes, assessments and a reading list. Teaching staff use module guides and the associated centrally prepared content effectively to ensure parity and consistency of teaching delivery across campuses. Programme content is also peer reviewed by industry boards for relevance and to support the employability of students at the end of their programme.

Individual learning needs are disclosed by students on application to Eduvos and uploaded to the student records system. Lecturers are informed of individual learning needs and, with the help of the student support assistance team, identify adaptations to align with these needs, including additional assessment time or the offer of a reader or scribe. Students identified as being at risk are recognised through progress reviews and formative assessment points, and additional support sessions are provided, which further supports student engagement and progression.

The teaching sessions observed during the inspection demonstrated a variety of learning activities, including online quizzes, lecturer-led delivery and collaborative groupwork. Student engagement in lessons was enhanced effectively

where activities encouraged interaction, for example with case-study scenarios and where students interacted with their peers.

Programmes and modules have been designed to reflect a range of graduate attributes and skills, and students are expected to undertake their own research into topics. This is effective in supporting the development of independent learning skills. In particular, the work-integrated learning component in the final year of degree programmes provides opportunities for students to engage with internships and live briefs to enhance their employability and transition to the world of work.

Eduvos provides a comprehensive Learning Management System (LMS) that stores module guides and associated content to ensure that students are able to access the resources they need for their programme. This is further supported by library resource, which are accessible via the library application portal.

Academic staff have access to a comparable system that provides the relevant module guides and content required to support their teaching, as well as broader online learning sources. Both academic staff and students are introduced to the platforms during their induction and confirmed that they are satisfied with the quality and standard of resources. Staff and students are appropriately supported by materials that are available and that support student achievement.

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

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

At the start of each teaching block, students are issued with an assessment schedule for each module, which clearly states the assessment plan and submission dates. The student support assistance team provide guidance for students on time management to ensure that the assessment load is appropriately engaged with, and any difficulties are addressed at an early stage to promote progress.

Various assessment types are used, which are aligned with the subject content and level of the module. Assessments are mapped to appropriate intended learning outcomes, which support students to achieve. Formative assessment is weighted, rather than allowing a student to apply and build their early understanding without having any grading implications. Students confirmed that they found the formative assessments helpful in building their understanding.

Assessment tasks are clearly written and provide detail on the task, deliverables, weighting and recommended reading to enable a student to achieve the relevant intended learning outcomes.

Students can request an individual meeting with the lecturer to receive personalised and detailed feedback.

12.4 The degree of feedback received by students as part of their summative assessment varies across programmes, both in terms of its constructiveness and the level of detail provided so that the usefulness of the feedback lacks consistency for all students.

Eduvos has a clear plagiarism policy in place, which is discussed during student induction and reinforced at assessment points. Appropriate steps are taken to identify and challenge suspected cheating through anti-plagiarism software on the VLE. Students are also reminded about the need for clear referencing to avoid any issues with the originality of their work. This ensures the originality of student work.

An appeals policy is in place that clearly documents how a student is able to appeal the marks awarded. This policy is shared during orientation and also available for reference on the LMS and in student handbooks. As a result, students confirm that they are aware of the appeals policy.

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

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

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

Programme documentation and resources are centrally commissioned and developed to ensure a standardised approach to design that is aligned with the relevant level of study. This allows for parity of programme experience across the campuses, with all academic staff working with the same programme design and materials.

Programme materials are well presented and sufficiently comprehensive, with clear and appropriate aims and learning outcomes. Study and assessment requirements are identified and mapped to the learning objectives, supported by a reading list. The materials provided for each course are effective in supporting students' understanding of the intended learning outcomes.

Eduvos reviews its course materials triennially as part of its rolling programme of evaluation and updates. There are additional opportunities for updates to respond to sector-specific requirements or as part of a revalidation exercise. The summative programme review is underpinned by formative reviews following the completion of each programme, when an evaluation takes place and modifications are made before the next cohort. This ensures the currency of provision.

The central design team is experienced in creating engaging teaching and learning resources and teaching aids, including for presentations and class-based activities that are aligned with the subject area learning outcomes at each level. This provides for a contextualised, consistent and engaging learning experience for students.

Electronic course resources are centrally stored on the VLE, which students are able to access both on campus and from home. All students undertake a detailed induction to the VLE when they enrol and receive further support from the student support assistance team throughout the academic year.

Physical resources, such as books and journal articles, are also available at the campus libraries, which also offer intercampus loans. Students noted their satisfaction with the breadth and currency of the resources they could access, with specific praise for the quality of resources available on the VLE. Inspection findings confirm that the Institution makes effective resource provision that supports students' learning.

**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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
14.7	Effective safeguarding arrangements are in place and are regularly reviewed to keep all participants safe.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
14.8	Effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

Students receive pastoral support appropriate to their age, background and circumstances. Eduvos has named staff who are responsible for student welfare on each campus. Student affairs advisers provide the main point of contact for students, who have an adviser allocated to them during induction week. This provides them with a main source of advice and guidance. Students who study at Eduvos for longer than a year keep the same student adviser during that period.

Students are encouraged to contact their student advisers as their first port of call. Eduvos also offers a counselling service both online and via an application that is available 365 days a year to ensure that students receive the support they need. The comprehensive student welfare and support information represents good practice.

The thorough two-week induction programme is provided for all students and covers the modules, assessments, health and safety, staff members and their roles, student support, library, IT provision, and the broader facilities available to support student life on all campuses. This information is also easily accessible in the student handbook. The comprehensive induction ensures that students receive all the information and support they need to settle into their studies.

Students are also provided with access to pastoral support via their student advisers and the counselling service. Key contact numbers, including out-of-hours contacts in the event of an emergency, are included in the student handbook. The range and accessibility of information and support ensure that students are able to obtain appropriate support as needed.

Eduvos has an anti-harassment, discrimination, sexual assault and gender-based violence policy, which states the procedures in place for dealing with such issues. Students confirmed that they are aware of the policies and know how to access them. Students confirmed that if an issue arises, staff at Eduvos are prompt in responding to students and continue to update students as appropriate.

Student advisers act as a first point of contact and are able to refer students to other responsible members of staff as needed. Students confirmed that any issues or queries raised are dealt with promptly and efficiently and that they feel well supported. Inspection findings confirm this to be the case.

Eduvos uses several different platforms to communicate with its students, both during class hours and outside class time. These include electronic platforms, e-mail communications and the VLE. Students confirmed that the systems work effectively and that they receive timely responses. They feel that communications are handled efficiently.

Eduvos has an appropriate safeguarding policy, which is communicated to students as part of their induction. All staff are required to have background checks, including a criminal records check, prior to employment. While the large majority of students are aged over 18 years, a small minority join programmes shortly before their 18th birthday. The student advisers allocated to younger students are appropriately trained and offer additional support and advice to assist students with any problems. The safeguarding arrangements are clear and support students to feel safe.

Effective arrangements are in place to protect students from the risks associated with radicalisation and extremism. A risk assessment policy and risk register are in place and kept under regular review by the SLT. All staff are required to attend training annually, which ensures that all staff have a clear understanding of the risks and appropriate steps to take in dealing with any threats.

#### 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/or disabilities (SEND) are identified so that appropriate support can be provided.   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

This standard is judged to be:

Met  Partially Met  Not Met

#### Comments

Students receive appropriate academic support and guidance. Students are encouraged to contact their teachers through the VLE, e-mails and at the end of class, if they need additional support. Students are able to book one-to-one consultation sessions with their teachers to discuss any problems and to gain additional advice. Students confirmed that they are able to contact their tutors outside classroom hours, which supports their progress.

The student advisers allocated to students for pastoral support also help guide students throughout their studies. Eduvos encourages students to contact their tutors if they require any clarification on their academic work or further feedback and guidance. Student advisers meet with students to review their academic progress as part of the monitoring of student performance. This provides students with effective academic guidance and support for their progress.

Any student who is at risk of not making satisfactory progress is quickly identified by both the lecturers through engagement in class and by the student's allocated student adviser, who monitors the student's engagement and achievement. The lecturer can either speak to the student directly or contact the student adviser, who can follow up any concerns with the individual student. Student advisers also monitor engagement and the outcomes of assessments and follow up with individual students as appropriate to discuss their options. If a student is not responding to the student adviser, the student's sponsor is contacted to ensure all is well. The support provided to students is effective and tailored to individual student needs.

Eduvos has a committed careers team that guides students in drafting their Curriculum Vitae (CV) and informs them about career options. The Institution also has a compulsory internship that students undertake in their final year, which helps to guide them towards employability. Destination surveys show that unemployment among graduates is very low.

The student handbook has clear information on the complaints procedure. A presentation on the complaints process is included as part of the induction. The Institution encourages students to discuss with their student adviser any issues they may have, and the adviser can provide appropriate guidance on the use of the complaints procedure.

Eduvos has a dedicated study skills hub that assists students with any study skills support needs they may have. Students are given access to study skills courses and information through the VLE, and student advisers are also able to provide guidance. Students confirm that they have sufficient support to help them to learn effectively.

The student application form has a section that students can complete with details of any learning support needs or disabilities they wish to disclose. Each campus has a dedicated team that deals with support needs and ensures that teaching staff and student advisers are made aware of these so that appropriate support can be provided. As a result, students receive support that is appropriate to their individual needs.

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

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

**This standard is judged to be:**

Met  Partially Met  Not Met  NA

**Comments**

International students receive appropriate advice and guidance throughout the application and admission process from the recruitment team, including for travel and visa arrangements. All staff involved with the application and admission process receive training once a year so that they have current knowledge and skills to provide appropriate support to international applicants.

International students take part in the same induction programme as national students. International students also have an additional induction day where they can meet with other international students and get further advice and help on the surrounding area. Students confirmed that they found the information and additional guidance helpful in enabling them to settle into their studies and the local area.

Information specific to international student is clear and appropriate. The Institution takes great care to ensure that all students have access to information and advice throughout the year, and that they understand the support that is available to them. Feedback from international students confirms that they feel well supported.

Eduvos has cultural days once a semester that are open to all students. An allocated multi-faith room is available on each campus, and trained staff provide support and guidance as needed. The Institution takes considerable care that the cultural needs of its students inform facilities and support provision.

Eduvos has a range of staff members from different backgrounds who can communicate in a range of languages if any students need to speak to someone in their first language. When this is not available, the Institution will ensure through other means that students can speak to someone in their first language, to ensure appropriate and ongoing support.

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

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

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

In order to promote student engagement, a clear policy on student attendance and punctuality is in place, and students are advised of the requirements as part of their induction.

Registers are completed for all classes, and attendance is logged on a central database and monitored by student advisers, who follow up promptly in the case of any absences.

As a result, student attendance is well managed, and support is provided to address absences.

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

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

**This standard is judged to be:**

Met  Partially Met  Not Met  NA

**Comments**

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

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

**This standard is judged to be:**

Met  Partially Met  Not Met  NA

## Comments

The Institution provides an appropriate social programme for students and information on activities in the locality. During the induction week, students are informed of the social events that the Institution offers, including sports and clubs. The Institution regularly updates students on social events through e-mail, notice boards and the VLE, including information on any costs. Many events and activities have low or no cost attached, making them accessible to all students.

The student representatives for each course are encouraged to voice their peers' suggestions, which are taken forward to the social team. The social team takes feedback every semester regarding the events that took place and uses the information in planning future events to meet students' needs. They also ensure that responsible members of staff are present, as appropriate, to ensure the safety of students. This ensures that events are suitably organised and supported.

All events that are organised must be discussed with the social events committee. A background check on any risks is also made, and a risk assessment is put in place to safeguard the students. The Student Representative Council organise events after discussions with relevant members of staff to ensure that student safety and well-being are protected.

Eduvos organises three or four social events a year for all students to attend at each campus. Where possible, it encourages students from other campuses to attend to encourage greater student interaction. Students confirm that they are encouraged to engage in helping to develop and take part in extramural activities. Online students confirmed that they can have events organised virtually and that online forums support broader interaction among students. The resulting social programme is inclusive and reflects students' interests and preferences.

Using the VLE, notice boards, social media pages and student representatives, students are encouraged to interact with their peers and to share their views and updates on their participation in social events. Discussion groups are effective in bringing together students from across the campuses on matters of mutual interest.

## 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

Eduvos has secure tenure on its premises through renewable leases. At the time of the inspection, leases of five years or more were in place.

All premises are licensed for educational use and approved by the DHET and provide suitable education environments.

No external premises are leased for activities.

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

- |      |   |   |
|------|---|---|
| 21.1 | Access to the premises is appropriately restricted and secured.   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No                             |
| 21.2 | The premises are maintained in an adequate state of repair, decoration and cleanliness.   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No                             |
| 21.3 | There are specific safety rules in areas of particular hazard (e.g. science laboratories) which are brought to the attention of students, staff and visitors. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input 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 premises provide a safe, secure and clean environment for students and staff. All four campuses visited had high levels of security, including to the car parking and pedestrian entrances, where passes are scanned to gain entrance. Interior sections of the campuses are only accessible using identification cards, which are scanned to open any external doors. As a result, the premises are appropriately restricted and secure.

A range of facilities were visited, including classrooms, lecture theatres, laboratories, IT rooms, leisure areas and libraries. The facilities are clean and well maintained and provide a pleasant and comfortable learning environment.

Clear safety guidelines are displayed across the campuses for staff, students and visitors. Specific safety rules are clearly displayed in laboratories. Students are supervised in laboratory areas at all times and made aware of the safety rules as part of their induction. This is effective in supporting a safe working environment.

Clear signage is in place across all campuses to guide staff, student and visitors. General information is displayed on notice boards in the reception areas. Notice boards in other areas, including the leisure areas, provides information and guidance, including on social events.

The campuses are spacious and provide a good range of circulation areas for staff and students, as well as a reception area in which to receive visitors. Areas are provided for private study and for socialising and for refreshments. This meets the needs of staff and students.

Toilet and handwashing facilities are appropriate for the number of staff, students and visitors and are cleaned daily. All areas are well ventilated and the temperature is controlled. The campuses therefore provide a comfortable working and learning environment.

**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 that allows for the effective delivery of each programme.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
22.3	There are facilities suitable for conducting assessments such as examinations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

**This standard is judged to be:**

Met  Partially Met  Not Met  NA

**Comments**

All campuses have classrooms of appropriate sizes to accommodate classes, including large rooms for lectures and classrooms that can accommodate examinations. Smaller rooms are available that can be used for seminars or small-group teaching. Groups of various sizes are therefore appropriately accommodated.

Laboratories and IT rooms are equipped to an appropriate level, which supports the delivery of programmes effectively. All classrooms are fitted with appropriate technology to support the effective delivery of teaching, including multiple screens in the larger rooms to ensure visibility for all students.

Students can use open-access ICT areas to work on their assessments. Spaces are provided for groupwork, including small study rooms that can be booked.

The range of accommodation available provides a good teaching and study environment. Appropriate facilities are also available for conducting both practical and written assessments under test conditions.

**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**

There are appropriate additional facilities for students and staff. All campuses have allocated student spaces for private study, including in the library. Small rooms are available via the library for students to book for group and individual study. Students can make use of open-access ICT areas to undertake private study. The individual study space is appropriate for the number of students and staff on each campus and provides comfortable accommodation.

Appropriate work rooms are provided for staff to undertake their lesson preparation and marking, as needed. Staff also have access to areas where they can meet with students. Private spaces that are suitable for the delivery of online classes are available on all the campuses. These are free from outside noise and distractions. Academic staff confirmed that they have adequate space in which to work, and inspection findings confirm this to be the case.

Each campus has a student union area in which students can relax and also have space to study. The campuses each have a canteen that provides refreshments for students and staff. Where appropriate, students have access to a food truck for the purchase of refreshments. The provision of refreshments therefore meets the needs of staff and students.

Students and staff have access to secure storage for personal possessions, where appropriate. Students are encouraged to keep their personal possessions with them at all times to ensure these remain safe.

Each campus is well equipped, with individual boardrooms and meeting rooms that can be booked and used as and when needed. Each workspace is well equipped with desks, chairs, whiteboards and a projector if required and provides suitable accommodation for staff or senior management meetings.

Good-sized administrative office space is provided that is suitable for carrying out administrative functions on each campus, with computers provided. These are password protected to ensure that information is kept secure. The administrative offices are appropriately resourced to support their function.

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

24.1	There is sufficient provision of learning materials, including books, journals and periodicals and online materials.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
24.2	There are clear, systematic and effective means of ensuring the adequacy and currency of library stock to reflect staff and student needs.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
24.3	The library has sufficient space for student independent study and group working.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
24.4	There is a well-organised lending policy.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
24.5	The library is adequately staffed with appropriately qualified and experienced staff.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
24.6	Library opening times are sufficient to encourage and support students' independent learning.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

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

Each campus has a well-equipped library. Copies of key texts are available in hard copy, and the majority of books, journals and other materials are available online, which ensures that resources are accessible to all students. To support students' study, books can be requested from other campus libraries on short-term loan. The online library resources are available to students to access remotely. The learning materials available in the libraries and online are fit for purpose in supporting students' learning.

Library stock is reviewed annually, and any outdated stock is removed or replaced. Students are encouraged to inform the library if a certain textbook does not meet their study needs. The Institution is very receptive to investing in the materials that support students' learning, and the current review systems support the currency of study materials effectively.

Students are made aware of the library services during their induction and they are informed about the clear lending policy, which ensures that everyone has an equal opportunity to request a book. Rarer books are not allowed to be removed from the library and are kept only for reference purposes to protect their availability. Students confirmed that the library lending policy is clear and well organised. Inspection findings confirm this view.

All campus library areas have both groupwork and individual study spaces. They also have personal computers for students to use whenever they wish. The library has set opening and closing times, though closer to examination periods, students can ask that the library be open outside its usual hours. The library is staffed by appropriately trained staff who provide assistance to students as needed. Students confirmed that library staff are approachable, well informed and friendly.

Extended opening hours during assessment periods support students' independent learning effectively.

**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 VLEs that reflect the needs of the programmes.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
25.4	There is an effective means of ensuring the renewal of hardware and software to ensure efficiency and currency.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
25.5	The institution has access to the services of an experienced Information Technology (IT) technician who can ensure that systems are operative at all times and provide support to students, academic staff and students and staff working remotely.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

25.6 The institution makes effective provision for students to access conventional and online resources.  Yes  No

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

The information technology resources are well managed, effective and provide a fit-for-purpose learning resource for the students. All campuses provide students and staff with free wireless internet access, which enables students to undertake their studies easily.

Resources are available online through the VLE, and the provision of computers and internet connectivity supports good access to study materials and reference sources on campus and from home. Students are able to communicate with their student advisers and lecturers as needed via e-mail and receive prompt responses, which supports their learning.

The software is reviewed and updated as appropriate at least annually to ensure that the VLE and systems to support remote study and online learning meet teaching and individual study requirements. An annual budget is allocated for the renewal and maintenance of IT systems, which staff and students confirm works well.

IT technicians are based on each campus and provide timely and appropriate support to ensure systems remain operative to support both on-campus and online learning. This effectively supports students to access easily resources, online teaching and tutor support.

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

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

26.1 The views of all stakeholders are canvassed and recorded regularly, considered objectively, analysed and evaluated thoroughly and, where necessary, appropriate action is taken.  Yes  No

26.2 Student feedback is obtained through appropriate formal student representation mechanisms.  Yes  No

26.3 The institution has appropriate formal feedback mechanisms to inform all stakeholders of any action taken as a result of their views.  Yes  No

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

The Institution regularly obtains and records feedback from students and other stakeholders and takes appropriate action where necessary. Eduvos has established mechanisms for gathering feedback from stakeholders. The CoPs provide a good forum to canvas programme-specific feedback, which is analysed and evaluated, and relevant actions are determined.

The management committees, which meet weekly, provide a clear communication channel between the SLT and managers. Faculty meetings are also scheduled and used to gather feedback from course teams. Staff feel that their views are considered and acted on with an appropriate mechanism to close the feedback loop with an action identified.

External stakeholder feedback, including from moderators and professional bodies, is used across programmes to further enhance the student experience. Analysis of the wide-ranging feedback informs appropriate enhancements.

All students are invited to provide feedback at the end of each module through the LMS and other relevant feedback mechanisms. There is an effective student representative body that is proactive in feeding back via the Student Representative Council to the SLT on issues raised by their peers. Students are also able to provide feedback via their

student advisers, who feed into the CoPs. This is further supported by regular surveys to collect feedback on institution-wide matters.

Formal feedback mechanisms for students and staff include newsletters, notice boards on the LMS and social media platforms. Faculty meetings and management committees are used to communicate key updates, with weekly business meetings providing details on operational matters.

Eduvos makes use of an internal discussion forum to feed back to all staff and students the actions that have been taken following proposals made by stakeholders, thus ensuring an inclusive approach to sharing news on new initiatives and responses to feedback received.

Eduvos is highly effective in gathering feedback from all stakeholders through a variety of channels. Feedback is discussed and acted on at the different levels across the Institution to ensure that the feedback loop is complete. Feedback is analysed and evaluated to identify key themes, which are documented and contribute to strategic planning.

**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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No
27.5	Management compiles regular reports that present the results of the institution's reviews and incorporate action plans.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
27.6	Particular attention is paid to the quality of the student learning experience and to ensuring that there is fair treatment of all students.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
27.7	The nominated course leader produces an end-of-session, end-of-semester or end-of-year course report that includes measures of student satisfaction, completion rates and achievement levels.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
27.8	The nominated programme leader, drawing upon reports from its constituent courses, produces an annual programme report, which includes analysis of year-on-year results on student satisfaction, achievement levels, completion rates and progression to further study or employment.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
27.9	Key performance indicators include an analysis of student outcomes in terms of year-on-year performance, which highlights any significant variations.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
27.10	General performance reports include an analysis of year-on-year data, including on student satisfaction, retention and achievement, staff performance (including research and other forms of scholarship) and a review of resourcing issues.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
27.11	Review and revalidation of programmes on a regular basis involves external assessors as appropriate.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
27.12	Institutional systems ensure the effective consideration of programme reports and that appropriate actions are incorporated into action-planning.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

Quality assurance policies are approved by the Academic Board, the Senate and the Board of Directors. Quality management policies and procedures are clearly documented and regularly updated to reflect any changes required to ensure consistency and clarity of the management of academic standards. Staff and students are provided with an

introduction to policies and procedures as part of their induction. Policies and procedures are stored centrally on teaching and learning management platforms and in the quality assurance manual, which supports their accessibility.

Eduvos has a designated roadmap for quality assurance that was introduced to provide a comprehensive oversight of quality assurance and enhancement and to capture areas for development and actions to be taken. The roadmap has enabled Eduvos to conceptualise the plans regarding quality management and to provide a timeline for when developments are planned. Eduvos quality assurance policies and procedures have been developed to align with the requirements of the DHET and provide effective measures of institutional performance as part of strategic management.

Eduvos aspires to continual improvement in all aspects of quality assurance and enhancement, which includes the quality and standards of its provision. This commitment to quality improvement is embedded in the ethos of the leadership and academic delivery teams, who encourage shared ownership of the quality culture. This broader engagement with quality processes ensures that all staff are clear about the key measures and areas for development.

Regular and systematic monitoring of its programmes and developmental activities is evidenced in the range of reviews that are undertaken. These include programme- and module-level reports, analysis of student data and feedback, and metrics such as those relating to recruitment and retention.

27.4 The benchmarking of quality data and outcomes is not clearly linked to identified and specified performance indicators, which would provide clear measures of success and evidence of the impact of initiatives over time.

The programme management committees receive regular reports and reviews of modules, which are discussed at weekly meetings and then escalated to faculty-level meetings as appropriate. Action plans are developed to capture emerging actions, which are documented and monitored to ensure that they are completed. The reports contain performance data at both programme- and module-level, as well as items that relate to individual campuses to support a clear overview of local and broader quality matters and to help identify priorities for improvement. Students' learning outcomes are collated and analysed on an ongoing basis and the overview of quality matters supports the monitoring of the student learning journey effectively.

Eduvos places a strong focus on the quality of the student learning experience by capturing and analysing feedback from a range of sources, including surveys and focus groups. The Student Representative Council plays an effective role in championing the fair treatment of all students through its proactive and collaborative relationship with the SLT. Students feel that they are treated fairly and that their voices are heard and respected.

27.7 27.8 Information from student feedback and module reviews is not captured in a specific, centrally collated formal module report. No end-of-year or semester reports are compiled that include clear measures and consideration of student satisfaction, retention, completion and achievement levels or qualitative analysis of year-on-year performance. As a result, no consistent, comparative measures of progress are recorded, and each operational area does not currently have defined targets and benchmarks to fulfil.

27.9 27.10 Eduvos does not provide clearly articulated key performance indicators for course teams to use at both programme and module level. Information about each operational area's defined targets and benchmarks is not collated centrally. As a result, the analysis of student outcomes and performance, including year-on-year trends, is underdeveloped.

External moderators and professional bodies are regularly and routinely invited to review and participate in the revalidation of provision. This ensures that the Eduvos portfolio is current and closely aligned to industry needs and benchmarked against comparable provision across the South African higher education sector.

Eduvos has established mechanisms to consider, review and evaluate programme reports, from the operational programme-specific level through to the Board of Directors and the Senate. Appropriate actions are identified and reflected within the Institution-wide reporting structure and in action plans that are regularly reviewed. Completed actions are evaluated, which inform further priorities for improvement.

**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**

The Institution has a strong commitment to, and procedures that facilitate, the continuing enhancement of its provision. Eduvos discussion forums provide a formal mechanism to disseminate and share best practice. This is further supported by the management committees across the Institution, which actively encourage collaboration and co-operation both within and across subject areas. The CoPs are well established and provide a highly effective arena for colleagues to work together and co-create programme content and appropriate assessment activities and to share best practice.

A module review report is produced at the end of each module that captures quantitative performance metrics and qualitative feedback from both tutors and students. The reports are reviewed and discussed at the subject-level CoP meetings, which bring together consideration of data and feedback across all campuses. Collating evidence across the campuses provides an overview of where a module has been effective and where further enhancements would be required, based on the experience of the staff delivering the provision. Annual programme reports are developed based on campus staff feedback to provide a subject-level overview of performance and to identify areas for enhancement. The programme and module reviews are also shared with the content development team, which analyses the feedback and data to inform future enhancements.

Both module and programme-level reports have an associated action plan where actions are identified, recorded, implemented and evaluated by the programme and module leaders. The action plans are monitored within the management committee structure to identify and discuss subject-, campus- and tutor-specific areas for development. The action plans effectively support the development and evaluation of practice.

Programme and module leaders feel that the review system supports them in developing their own teaching and subject knowledge. They also comment that the CoPs provide a valuable forum to discuss subject-level matters, where clear actions are identified and followed up.

**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**

Academic staff have a good understanding of the demands and requirements of successful Online, Distance and Blended Learning (ODBL). The content development team employs staff with the necessary knowledge and skills to develop course materials that are specifically aligned to the requirements of this mode of learning. This supports student learning and engagement.

A comprehensive training programme is offered at induction to academic staff who are new to ODBL. A rolling development programme is also in place to upskill academic staff on the effective use of institutional technology and the specific pedagogical techniques and approaches that ODBL requires. Policies specific to this type of delivery are documented and disseminated to programme teams and students. These include guidance on safe online studying. As a result, ODBL is effective in supporting student progress and achievement.

Student profiles and needs are carefully considered, as well as their appropriate access to IT and digital literacy to support a good learning experience. Eduvos has support mechanisms in place to help those students in digital poverty through a laptop loan scheme for the duration of their programme.

The comprehensive and continual training programme, which is underpinned by the centralised expertise of the content design team, provides an effective support infrastructure for academic staff who are also trained on how to overcome the challenges of teaching via ODBL. Academic staff feel that Eduvos is proactive in providing the training and support they require to undertake their role to its full potential and to ensure a good-quality learning experience for students.

All students are made aware of the level of digital capability required before enrolling on this type of course and are required to undertake a digital literacy assessment. Where development needs are identified, students are supported through both generic training and individual support by their student support adviser.

Workshops for staff and students are provided to train them in the use of up-to-date online platforms. Instructional guides, which are regularly updated for currency and accuracy, are available on the respective staff or student portals. The online training and support effectively support engagement with online delivery.

Academic staff and students comment that they feel supported with the Eduvos ODBL programmes. The weekly best-practice sessions for staff are particularly effective in providing an arena in which issues specific to ODBL can be shared, discussed and resolved.

#### **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 clear organisational structure is clearly communicated to staff and students through induction and handbooks and effectively supports their understanding of key roles and responsibilities.

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

### GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

#### Institution's strengths

The clear application and admission process provides students with clear information and guidance to support them in accessing their chosen programme.

There are opportunities and support available for staff to engage in and share research initiatives, which enhances the Institution's research profile and the development of staff's research skills.

Actions required	Priority H/M/L
7.6 The Institution must support opportunities for students to engage with the review of programmes to support student-centred learning.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

### TEACHING, LEARNING AND ASSESSMENT

#### Institution's strengths

The centralised approach to programme development and resource management is effective in supporting the consistency of content delivery across campuses.

Actions required	Priority H/M/L
12.4 The Institution must ensure that students consistently receive detailed and constructive feedback on all summative assessments.	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

### STUDENT SUPPORT, GUIDANCE AND PROGRESSION

#### Institution's strengths

The helpful and accessible student support allows students to gain advice and additional guidance to resolve any barriers to learning.

The regular review of student progress serves to identify students at risk of not progressing at an early stage in order to provide support in a timely manner.

The clear and helpful information on careers and employability is embedded in programmes and supports students to explore their career options.

The accessible well-being support for students is available on each campus and is helpful in encouraging ongoing student engagement and completion.

Actions required	Priority H/M/L
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None  High  Medium  Low

## PREMISES, FACILITIES AND LEARNING RESOURCES

### Institution's strengths

Visible security measures ensure student and staff safety on all campuses.

Clear and comprehensive VLE content supports students to engage with their learning and assessments.

The availability of technical support for staff and students on each campus provides help and guidance with technical issues and ensures access to teaching and learning materials.

**Actions required**

**Priority H/M/L**

None  High  Medium  Low

## QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

### Institution's strengths

The quality assurance roadmap clearly sets out the quality assurance ethos and procedures and supports the embedding of a clear quality ethos.

**Actions required**

**Priority H/M/L**

27.4 The Institution must ensure that the review of its operations is evaluated against clear performance indicators.  High  Medium  Low

27.7 27.8 The Institution must ensure that end-of-module, semester and year reports are produced that include measures of student retention, achievement and satisfaction, along with an analysis of year-on-year results.  High  Medium  Low

27.9 27.10 Key indicators must be developed to support the analysis of student year-on-year performance and student satisfaction rates, including significant variations in module and programme reports.  High  Medium  Low

## ONLINE, DISTANCE AND BLENDED LEARNING

### Institution's strengths

Individual support is available to students to assist them with online study and continued engagement and achievement when studying through ODBL.

**Actions required**

**Priority H/M/L**

None  High  Medium  Low

## RECOMMENDED AREAS FOR IMPROVEMENT

The Institution is recommended to review the awarding of credit as part of formative assessment to support students to test their understanding without having to achieve credits.

## COMPLIANCE WITH STATUTORY REQUIREMENTS

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**THE INSPECTION WAS CARRIED OUT BY:**

Miranda Hobart	Lead Inspector
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