



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

INTERIM INSPECTION (Independent Higher Education)

INSTITUTION:	The South African College of Applied Psychology
ADDRESS:	Sunclare Building 21 Dreyer Street Claremont Cape Town 7708 South Africa
HEAD OF INSTITUTION:	Tamara Kenny
ACCREDITATION STATUS:	Accredited
DATE OF INSPECTION:	12–13 March 2025
ACCREDITATION COMMITTEE DECISION AND DATE:	Continued accreditation, 29 May 2025

PART A – INTRODUCTION

1. Background to the institution

The South African College of Applied Psychology (SACAP/the Institution) is a limited company offering a variety of undergraduate, postgraduate and professional qualifications across social sciences, management and education disciplines. These programmes range from Levels 5 to 9 and include short courses and micro-credentials in Applied Psychology, Coaching, Management and Leadership, Social Work and Community Development, and Education.

SACAP was founded in 1997 and offered short courses in counselling and coaching. In 2005, it was officially registered as a private higher education institution by the South African Department of Higher Education and Training.

SACAP's head office is situated on the fifth floor of a shared office building in central Cape Town, South Africa. The Institution delivers in-person teaching at its four physical campuses in Cape Town, Johannesburg, Pretoria and Durban, as well as online learning.

With a focus on developing skilled and innovative graduates, SACAP aims to cultivate critical thinkers and change-makers equipped to address societal needs and drive positive impact.

Governance is overseen by the Executive Committee, which consists of the Managing Director (MD), Business Development Director, Chief Finance Officer, Chief Information Officer and Academic Dean. This committee reports to SACAP's Business Board and shareholders. Academic decision-making authority rests with the Senate, while the Academic Board plays a critical advisory role.

Since the previous inspection, SACAP has undergone several staffing changes, particularly to its Senior Management Team (SMT), alongside new appointments to the Academic Board. The Institution has broadened and diversified its academic portfolio, introducing new programme areas and expanding its online learning provision. A key development has been the establishment of the Centre for Innovation in Education, which has been instrumental in the roll-out of an updated Learning Management System (LMS).

2. Brief description of the current provision

SACAP provides a variety of full-time and part-time courses ranging from Levels 5 to 9. Higher Certificate programmes are available in Human Resources (HR) Management, Business Management, and Counselling and Communication Skills. A single Diploma in Counselling and Communication Skills is available.

Undergraduate degree programmes include those in Social Work, Psychology, HR Management and Business Management. Several courses, including those for the Bachelor of Social Work and Bachelor of Psychology, also lead to accreditation with relevant professional bodies.

Postgraduate offers include the Bachelor of Social Science Honours in Psychology, and in HR Management and Business Management, as well as a Postgraduate Certificate in Education in Senior Phase and Further Education Training (PGCE), a Postgraduate Diploma in Coaching, and a Master of Social Science in Community Mental Health Promotion.

Students can choose from various study formats, including on-campus learning at one or more of the four campuses, or part-time study and online learning for selected courses. The Institution also provides flexible, self-paced, online short courses, available at any time, covering topics such as a growth mindset and coaching skills for managers. Additionally, micro-credential courses are scheduled throughout the year, with weekly content releases to allow students to progress at their own pace.

At the time of the inspection, SACAP had an enrolment of 3,115 full-time and 1,899 part-time students. The student body is predominantly based in South Africa, with all students aged over 18 years. There is a balanced representation of genders.

The academic year runs from January to December, with several programmes offering multiple intake periods to accommodate students' individual needs and preferences. Enrolment takes place in February and June.

Admission requirements typically include a minimum qualification level and English language proficiency. However, mature students aged 24 and older who do not meet the standard entry criteria may submit evidence of relevant formal or informal education, training and work experience for consideration.

3. Inspection process

The inspection was carried out online over one and a half days by one inspector. Meetings took place with the MD, Academic Dean, Business Development Director, Chief Finance Officer, Chief Information Officer, Registrar, Deputy Dean: Learning and Teaching, Head of Learning and Teaching, and the Student Administration Manager. Further meetings took place with members of the quality assurance and enhancement team. Meetings also took place with representatives from the student support and welfare team and with representative groups of programme leaders, educators and students. A range of synchronous and recorded sessions were observed. Virtual tours were conducted of all campuses to inspect the premises and facilities. The Institution provided its full support and co-operation throughout the inspection.

4. Inspection history

Inspection type	Date
Full Accreditation	13 & 15–16 September 2022

PART B – JUDGEMENTS AND EVIDENCE

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

1. Significant changes since the last inspection

SACAP has undergone several changes within its SMT, including the appointment of a number of qualified and experienced professionals, including the Chief Information Officer, Head of Campus Cape Town, Head of Campus Pretoria, Finance Manager, Deputy Dean - Institutional Planning and Regulatory Compliance, Project Manager, Head of Learning Innovation and Head of Human Capital. There have been two new appointments to the Academic Board. These strategic appointments strengthen institutional leadership and governance, enhancing SACAP's capacity to manage its expanding operations effectively.

SACAP has implemented changes in its provision offer, which include the launch of the Bachelor of Social Work and the PGCE. The portfolio has also expanded to include in-person and online options for a number of its courses, such as the Master of Social Science Community Mental Health Promotion. The Higher Certificates in Business Management and HR Management have been adapted to provide an online, self-directed learning journey. SACAP's Global division has been launched and offers a suite of micro-credentials, short courses and CPD workshops. SACAP demonstrates a commitment to programme innovation and diversification.

SACAP has seen a marked increase in student numbers and has responded by recruiting additional full-time educators, practitioner-educators and supervisors. The management structure has also been reviewed and numbers increased to accommodate the growth in student numbers and programmes.

SACAP has transitioned to a new LMS and has also established its Centre for Innovation in Education. These enhancements represent a clear investment in digital infrastructure and pedagogical innovation and are likely to strengthen the overall quality of learning and teaching.

2. Response to action points in last report

16.2 International students must receive an appropriate induction on issues specific to the local area.

The action point has been met. In February 2024, SACAP developed an International Student Orientation Proposal and an International Student Standard Operating Procedure (SOP), which included a new induction programme for international students. The orientation week supports students in adjusting to academic and social life, understanding South African culture and regulations, and accessing key information about SACAP's policies, programmes and support services. It also helps students integrate into the online learning community and build social connections with peers from around the world.

The induction process is clearly documented in a SOP that sets out key responsibilities and arrangements for ensuring that international students are provided with additional guidance, workshops and support to help them adjust to their studies and the local area. The programme is clearly planned and sequenced with indicative timelines. A range of useful resources relevant to international students has been created and shared through the Institution's website. Managers have a clear plan to measure the impact of the new international student orientation programme at the end of each term.

3. Response to recommended areas for improvement in last report

Managers should fully implement the formalised process for updating and reviewing the risk register.

This recommendation has been met. The management of risk at SACAP is well structured and appropriately overseen, with the Chief Finance Officer responsible for maintaining and reviewing the risk register. Risks are clearly documented with their associated impacts, consequences and mitigation measures, and each is assigned a designated risk owner. There is regular monitoring and formal reporting at senior-level meetings.

Leaders and managers should consider more clearly communicating the Institution's development strategy to stakeholders outside the Institution.

This recommendation has been met. SACAP has established effective communication channels to engage stakeholders and share its development strategy. Regular meetings, e-mail updates and inclusive events, such as the recent launch of the institutional impact strategy, demonstrate a transparent and proactive approach to stakeholder communications. As a result, this has helped build trust, foster collaboration and ensure alignment between institutional goals and stakeholder expectations.

It is strongly recommended that the Institution implement more robust measures for confirming the identity of students completing online open-book examinations.

This recommendation has not been met. SACAP has implemented a balanced assessment strategy that includes project-based tasks and timed open-book examinations with a 24-hour submission window. Students are required to use their secure, personal login details to access online systems when completing their formal assessments. Additional measures for confirming the identity of students completing online open-book examinations have not yet been introduced. The Institution has focused on cultivating a culture of academic integrity through comprehensive training and resources for staff and students. This approach reflects a values-driven commitment to ethical academic practice.

The Institution should consider implementing a routine English language competency test.

This recommendation has been met. The entry requirements address the English language expectations of its courses. The Institution focuses on enhancing and diversifying the English language support available to both prospective and current students. This approach reflects a student-centred ethos, with a commitment to ongoing review as the academic portfolio evolves.

The Institution should consider the benefits of using different furniture layouts in teaching rooms to facilitate small-group work more easily.

This recommendation has been met. SACAP adopts classroom design principles informed by the Australian College of Psychology, with current furniture and layouts intentionally aligned with the subject-specific needs of its programmes. The Institution's approach to learning and teaching remains under active review, demonstrating a reflective and responsive stance. The recommendation regarding classroom design continues to be considered as SACAP plans for future growth and scaling.

4. Compliance with BAC accreditation requirements

4.1 Governance, Strategy and Financial Management (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

SACAP has a well-defined structure, clearly depicted in an organisation chart, which confirms role allocations and reporting lines. The structure is communicated effectively to staff as part of the induction.

Good leadership is provided by the MD, who brings a strong understanding of both the strategic and operational dimensions of the Institution. The SMT comprises individuals with extensive sector experience, and roles and responsibilities within the team are clearly articulated. This clarity of structure and leadership fosters efficient decision-making and cross-functional collaboration and contributes to organisational coherence and staff confidence in institutional leadership.

SACAP places a strong emphasis on internal communication. The SMT meets bi-weekly, with additional operational meetings held to cascade key updates. Meeting schedules, internal newsletters and staff interviews provide evidence of consistent and open communication practices. A weekly staff newsletter

further supports communication by highlighting institutional priorities and developments. These structured communication mechanisms ensure transparency and promote a shared institutional vision. This approach cultivates a collaborative culture and ensures that staff remain informed and engaged with SACAP's institutional goals.

SACAP operates within a robust governance framework, underpinned by a clearly defined organisational structure and accountability mechanisms. The Executive Committee provides oversight and reports to the Business Board and shareholders, while academic quality is safeguarded by the Academic Board, composed of qualified experts.

Policies are collaboratively developed and ratified by senior committees, and regular reviews of institutional risks, including financial and IT risks, are embedded in governance practice. Records of governance meetings and policy documents support the conclusion of regular, effective oversight and risk management. As a result, governance structures are well articulated and function effectively to maintain academic standards and operational accountability. This ensures informed strategic decision-making and institutional resilience in a dynamic higher education environment.

SACAP's strategic plan outlines a clear vision for expanding higher education provision across Africa, supported by implementation plans and financial projections. Input from stakeholders, including staff and students, is routinely gathered through briefings and feedback mechanisms, and progress against defined goals is regularly evaluated by the SMT.

Strategic documents, feedback summaries and performance dashboards indicate ongoing stakeholder engagement and review. SACAP has comprehensive strategic planning processes in place that are comprehensive and ambitious. This alignment between strategic intent and execution enhances institutional adaptability and responsiveness to regional education needs.

SACAP's financial management practices are effective, transparent, professionally executed and subject to annual independent audits. Financial governance is overseen by the Business Board, ensuring responsible stewardship of resources. Audit reports, Board meeting minutes and financial statements confirm strong controls and accountability.

Financial oversight is rigorous and supported by robust financial management to equip SACAP with the capacity to invest in infrastructure, staff development and academic quality, ensuring long-term institutional stability.

4.2 General and Academic Management and Administration (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

SACAP operates within a clearly defined and structured management framework, with well-articulated roles and reporting systems that support effective institutional oversight. Leaders ensure that internal and external communications are accurate and timely, while institutional committees play a key role in facilitating evidence-based decision-making.

Regular meetings are held across departments, supported by detailed documentation, including organisation charts, meeting records and internal communication materials. These confirm the structured nature of governance and communication and contribute to a culture of transparency and shared understanding.

The SMT demonstrates a strong commitment to maintaining relevant and up-to-date institutional information. The management structure is coherent and functions effectively, promoting clear leadership and inclusive decision-making. This clarity in leadership and decision-making processes supports operational efficiency and staff confidence.

The administrative structure at SACAP is robust, with staff roles clearly defined and supported by comprehensive institutional policies. Administrative operations, including the scheduling of timetabled sessions and institutional communications, are efficiently managed. Role descriptions, operational manuals and timetabling systems provide evidence of coherent administrative practice. Administrative systems are well-co-ordinated and responsive to institutional needs, contributing positively to the student and staff experience.

Student and staff records are managed through secure systems that are both accessible and well maintained. These systems ensure that sensitive data is protected while also supporting timely access to necessary information. Reviews of the digital platforms used and the Institution's data security policies validate the secure and efficient nature of these systems. SACAP demonstrates sound data management practices that meet regulatory expectations for security and accessibility. This provides reliable access to accurate data and supports academic and administrative functions.

The Institution has a structured process for assessment moderation. External moderation is well established and ensures alignment with academic and industry standards. Internal moderation and standardisation processes are in the process of being further strengthened in order to enhance academic credibility and ensure fairness in student assessment outcomes. Moderation reports and current standardisation policies confirm a clear commitment to quality and consistency.

Student and staff feedback is collected through a range of channels and regularly reviewed by senior management. The Institution is proactive in responding to concerns and using feedback to inform service improvements. Feedback informs both institutional and programme-level reviews. Survey data, feedback logs and action plans show consistent efforts to act on feedback. SACAP demonstrates an institutional commitment to continuous improvement through active feedback loops. Its responsiveness to feedback fosters a culture of continuous enhancement and contributes to a responsive learning environment.

SACAP's staffing practices are inclusive, rigorous and supportive of staff development and retention. Staff recruitment processes are thorough and ensure that all staff are suitably qualified for their roles. The recruitment policy promotes fairness, diversity and equality. New staff benefit from an effective induction programme designed to integrate them into institutional life and responsibilities.

Staff performance is regularly reviewed, and CPD is actively encouraged. Educators are supported through ongoing training and opportunities to pursue advanced qualifications. Recruitment records, induction schedules and CPD logs support the Institution's commitment to staff quality and progression and contribute to a well-supported workforce.

Curriculum development at SACAP is systematic and guided by industry input, ensuring academic programmes remain current, of high quality and aligned with workforce needs. This approach directly supports strong graduate outcomes and reinforces the Institution's academic credibility and reputation. Academic programmes are centrally developed, with input from SACAP's research and development department as well as industry professionals. This collaborative design process ensures relevance to the Institution's education goals and labour market needs alike.

Programmes undergo regular review to ensure alignment with SACAP's mission and evolving standards. Entry requirements are clearly defined, and applicants undergo structured assessments before admission. Curriculum review documents, industry consultation records and admissions criteria reflect a strategic and informed approach. Policy documentation and training resources confirm a strong institutional focus on integrity to support both compliance and professional ethics.

SACAP provides accurate, comprehensive information to students regarding its programmes, including on entry requirements, course content and career pathways. All marketing materials are regularly reviewed and updated for accuracy. Students report that the information provided is helpful in making informed decisions, and personalised guidance is available throughout the application process. Inspected marketing

materials and student feedback validate the reliability and usefulness of published information. As a result, clear communication improves applicant confidence and enhances the overall student experience.

4.3 Teaching, Learning and Assessment (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

SACAP demonstrates effective academic leadership and robust co-ordination, which collectively support the structured and consistent delivery of its programmes. The academic management team is composed of well-qualified professionals with substantial experience in both their academic disciplines and the field of education.

Timetables are carefully structured to include dedicated slots for theoretical and practical sessions and are shared with students early via the Virtual Learning Environment (VLE) and physical noticeboards, promoting proactive planning.

Documentation such as staff Curricula Vitae (CVs), timetable records and internal communications confirm that academic responsibilities are well aligned with staff expertise, and that operational planning is both strategic and responsive.

Course allocations are made with careful consideration of educators' subject knowledge, while regular communication between academic managers and teaching staff ensures alignment in pedagogical approaches. Inspected evidence supports the Institution's strategic alignment between industry expertise and pedagogical skills, contributing to a high-quality, student-centred education.

At SACAP, courses are developed by a centralised academic team following a structured framework that aligns learning outcomes with assessment criteria, ensuring coherence across curriculum design and delivery. Teaching methods are purposefully selected to equip students with the knowledge and practical skills required for success in their final assessments, while formative assessments are strategically embedded to encourage independent learning and provide constructive feedback.

Assessment and examination schedules are published early on the VLE, allowing students sufficient time to plan and prepare. SACAP's inclusive approach to learning ensures that individual students' support needs are identified early, with targeted assistance made available throughout their academic journey. This structured and student-centred approach is supported by curriculum templates, assessment briefs and learning support records, all of which confirm a consistent and well-organised academic process. These practices enhance the overall student experience by reducing anxiety, promoting self-directed learning and supporting equitable access to academic success.

SACAP provides a wide range of resources to support student engagement and enhance learning. Course materials are easily accessible through a well-structured and user-friendly VLE, ensuring all students have equal access regardless of location. In addition to enabling digital access, SACAP offers high-quality physical facilities, including well-equipped classrooms and private consultation spaces that support the practical elements of the curriculum.

Each campus houses a library with an extensive collection of books, professional journals and online resources, supported by the daily presence of a dedicated librarian. Evidence from site observations, VLE reviews and student feedback confirms that these resources are effectively maintained and widely used. SACAP demonstrates a clear commitment to ensuring that its learning environments are inclusive, accessible and aligned with students' academic needs. This investment in resources has a positive impact on student satisfaction, promotes independent learning and supports the delivery of a high-quality educational experience.

SACAP maintains a strong commitment to teaching quality through regular performance appraisals, which are used to assess educator effectiveness and to identify CPD needs. These appraisals inform a robust programme of CPD, supported by both in-house and external training opportunities as well as engagement in professional learning networks. Educators are recruited based on their subject expertise and relevant industry experience, ensuring that teaching is both academically rigorous and practically informed.

A range of teaching methods is employed to engage students, and strong relationships between educators and students are fostered to address individual learning needs. Staff are also provided with appropriate resources to support effective lesson planning and delivery in line with course objectives. Evidence from appraisal documentation, CPD records and student feedback confirms that educators are well supported and that teaching is responsive to students' needs. This results in a consistently high standard of instruction, contributing to student success and overall satisfaction.

SACAP's assessment methods are well aligned with the programme learning outcomes and designed to develop the practical, real-world skills students need for professional success. Detailed assignment briefs provide clear guidance, linking tasks directly to grading criteria, which helps students understand expectations and achieve their learning goals.

Feedback on assessments is constructive and timely, supporting students in identifying strengths and areas for improvement. Academic integrity is upheld through robust plagiarism policies and the use of anti-plagiarism software to ensure originality in student work. The Institution has clear, fair processes in place for managing appeals and mitigating circumstances, contributing to a transparent and equitable academic environment.

Course materials are reviewed regularly to ensure they remain current and relevant, and educators are supported with access to teaching aids and ongoing CPD. Evidence from assessment documentation, academic integrity policies and curriculum review records confirms the consistency and quality of SACAP's assessment practices. This structured and ethical approach to assessment enhances student learning, promotes academic fairness and ensures that graduates are well prepared for the demands of the workplace.

4.4 Student Support, Guidance and Progression (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

SACAP provides a well-structured and inclusive range of student support services that address both academic and pastoral needs. The student support department offers personalised academic guidance and well-being support, enhanced by a peer-mentoring programme that encourages community building and peer learning. A comprehensive orientation introduces students to academic expectations, library resources and IT systems, while a clearly written student handbook outlines the full range of services available.

The Institution's commitment to diversity and inclusion is evident in its robust policies and accessible grievance procedures. Evidence from orientation materials, student handbooks and policy documents endorses the effectiveness of these services. This comprehensive support framework positively impacts student well-being, engagement and academic success. However, support services are currently only available during standard working hours, which limits access for students with non-traditional schedules.

SACAP demonstrates a clear and proactive commitment to understanding and enhancing the student experience across its campuses, as shown by the regular collection of student feedback and active engagement with support services. This approach reflects the Institution's broader emphasis on continuous improvement and responsiveness to student needs. However, analysis of student survey data and feedback reports has highlighted inconsistencies in the level of support available across different campuses, particularly in relation to access to counselling services.

SACAP demonstrates a proactive and comprehensive approach to student safety, well-being and academic progression. The Institution has well-defined policies in place to protect students from radicalisation and extremism, supported by ongoing staff training to ensure awareness and consistent implementation. The Institution has implemented a comprehensive risk assessment framework that outlines specific risk areas, assigns responsibility, identifies individuals potentially affected, details mitigation strategies and includes an associated risk rating for each item.

Regular academic progress reviews are conducted to identify students who may be at risk, such as those missing assignments or experiencing declining grades, allowing timely interventions and support.

SACAP provides careers services, including assistance with writing a CV, interview preparation and personalised guidance to support students in transitioning to the workforce.

A clearly structured complaints and appeals process is also in place, ensuring that students are aware of how to raise concerns and seek fair resolution.

Overall SACAP's commitment to safeguarding, academic support and career readiness is robust and well-integrated into institutional practice, which promotes both academic success and personal development.

SACAP demonstrates a strong institutional commitment to inclusion by providing tailored support for students with special educational needs and/or disabilities. Reasonable adjustments, such as additional time in examinations, are offered to ensure fair access to assessment. The application process includes a section for students to disclose any support requirements, allowing the Institution to arrange timely and appropriate assistance. All SACAP campuses are fully accessible to individuals with physical disabilities, ensuring that facilities are inclusive and do not hinder participation.

International students are well supported through structured pre-arrival guidance and a dedicated induction to the local area, further reinforced by an international student handbook that provides essential information and resources.

SACAP's provision for diverse student needs is both proactive and well-integrated with institutional processes and so promotes equitable participation, fosters a supportive learning environment and contributes to improved student well-being, retention and academic success.

SACAP implements a structured and responsive approach to attendance monitoring, with clear expectations communicated to both in-person and online students. Attendance is recorded and managed through an online system, allowing for accurate tracking and regular review by academic and support staff. This enables timely identification of patterns of concern and ensures appropriate follow-up. When students provide valid documentation for absences, the Institution adopts a flexible and supportive stance, balancing academic requirements with individual circumstances. S

ACAP's attendance practices are effective and student-centred, promoting accountability while recognising the need for compassionate support. This approach supports student engagement, facilitates early intervention when needed and contributes to overall retention and academic success.

SACAP's extra-curricular provision is well structured, inclusive and effective in supporting student engagement and community building through its offer of a vibrant and inclusive range of social and extra-curricular activities that cater to the diverse interests of its student body. These activities include both in-person and virtual events, such as webinars and online social gatherings, ensuring that all students, including those studying remotely, can participate and feel connected.

Risk assessments are carried out for all external events to ensure the safety and well-being of students. The Institution actively promotes these activities through various channels, contributing to a lively and engaging

campus culture. The social programme fosters a strong sense of belonging, enhances the overall student experience and contributes positively to student satisfaction, retention and well-being.

4.5 Premises, Facilities and Learning Resources (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

SACAP maintains secure tenure across all campuses. It owns the Johannesburg site and leases those in Cape Town, Durban and Pretoria, ensuring operational stability. Official recognition by South Africa's higher education authority confirms its legal status as a registered provider. All academic and administrative functions are fully housed within these premises, supporting effective, self-sufficient operations and a consistent student experience.

SACAP ensures a consistently safe, functional and professionally presented physical environment across all its campuses, as confirmed through recorded evidence and live video tours. Each campus is secured with comprehensive access controls and safety protocols, ensuring the protection of students, staff and visitors. The interiors are decorated to a high standard, consistently reflecting the Institution's modern and cohesive corporate identity.

Health and safety information is effectively communicated through multiple channels, including clear signage, digital platforms and inclusion in staff and student handbooks. Emergency exits are prominently marked, supporting safe evacuation procedures.

Campuses are appropriately sized to accommodate the current student and staff populations, with adequate communal areas for movement and social interaction. Facilities include reception and waiting areas for visitors, as well as clean, well-maintained restrooms that are sufficient in number. Environmental comfort is supported by reliable air-conditioning, heating and ventilation systems. These features reflect SACAP's strong commitment to maintaining a secure, welcoming and professionally managed campus environment, which directly supports student well-being, operational effectiveness and a high-quality learning experience.

SACAP delivers high-quality learning environments across both its physical campuses and online platforms, reflecting a strong commitment to academic excellence and accessibility. On-campus classrooms are spacious, professionally furnished and designed to support interactive learning, with layouts that encourage participation and collaboration. Classrooms are equipped with modern audio-visual tools, which educators use effectively, and facilities meet standards for assessments and counselling services.

In the online space, SACAP's investment in a robust LMS and video-conferencing tools enables interactive, flexible learning. Evidence from student feedback and virtual class reviews confirms that online delivery mirrors the quality of in-person teaching. This blended infrastructure supports SACAP's strategic goal of providing inclusive, high-impact education across modalities.

SACAP provides well-resourced, student- and staff-focused facilities across both its physical campuses and online environment, supporting academic engagement, collaboration and well-being. On site, students benefit from a variety of meeting rooms and designated spaces for individual or group study, alongside modern, comfortable social areas and well-maintained outdoor spaces. Canteens and kitchens offer practical amenities for daily use, enhancing the overall campus experience.

Educators have access to spacious work areas and bookable meeting rooms for private consultations, ensuring they can support student learning effectively. Administrative offices and staff meeting spaces are appropriately sized and equipped, contributing to efficient operations.

In the online environment, SACAP mirrors this support through virtual meeting rooms, break-out spaces and digital student forums, enabling academic interaction, peer engagement and pastoral support. Staff also benefit from online collaboration tools and administrative systems.

Evidence from student feedback and virtual learning observations confirms that these digital facilities foster connection and academic continuity. This blended provision demonstrates SACAP's strategic commitment to inclusive, high-quality education and has a positive impact on student satisfaction, staff effectiveness and the overall learning experience.

SACAP provides students with high-quality library services that effectively support academic success across both physical and online learning environments. Each campus hosts a well-stocked library with up-to-date materials aligned to programme requirements, maintained in collaboration with academic staff to ensure relevance. Student feedback informs ongoing improvements, and qualified librarians provide effective support. Libraries offer quiet study areas, group workspaces and user-friendly lending systems, with resources easily searchable online.

Online students benefit equally from SACAP's extensive digital library, including access to e-books, academic journals and research databases. Virtual support is available, ensuring that students studying remotely receive timely assistance. Evidence from usage data and student feedback indicates high satisfaction with both physical and digital resources. This integrated, accessible library provision enhances independent learning, supports research skills development and contributes positively to student achievement and retention, reflecting SACAP's strong commitment to academic excellence.

SACAP's IT infrastructure is well managed and effective in supporting both on-campus and online learning. Reliable internet access enables students to engage with digital resources and to communicate efficiently with staff. The VLE is well integrated into programme delivery and regularly updated to meet evolving academic needs. Software and hardware are consistently maintained, ensuring operational efficiency and minimal disruption.

An experienced IT manager oversees operations, supported by technicians who ensure system reliability. Students have access to an IT helpline and an online system for reporting issues, promoting quick resolution. Evidence from student feedback and service logs confirms high satisfaction with IT support. This strong digital provision enhances access, supports academic success and reflects SACAP's commitment to a responsive and future-ready learning environment.

4.6 Quality Management, Assurance and Enhancement (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

SACAP demonstrates a well-integrated and effective quality assurance framework, grounded in clearly documented policies that are accessible through the Institution's website and the staff handbook. This transparency ensures a shared understanding of performance evaluation processes among all stakeholders.

A dedicated quality assurance team, operating within established governance structures, oversees implementation of the framework, while evidence from staff interviews and internal reports confirms that quality is widely regarded as a collective responsibility. This shared ownership fosters a culture of accountability and continuous improvement, strengthening academic delivery, student support and institutional alignment with institutional strategic goals.

In line with South African higher education regulations, SACAP's quality assurance committee conducts regular, structured reviews guided by Key Performance Indicators (KPIs). Internal audits, student satisfaction surveys and achievement data are systematically analysed to inform targeted, evidence-based action plans. The SMT actively engages with performance data to align operational outcomes with strategic priorities, demonstrating strong institutional oversight. Programme reviews, led by faculty heads and

programme developers in collaboration with the Head of Academic Standards, incorporate feedback from external assessors, ensuring both academic integrity and sector alignment. This co-ordinated, data-driven approach supports SACAP's ongoing commitment to quality enhancement and institutional effectiveness.

Senior leaders at SACAP regularly review performance reports to ensure alignment with the Institution's strategic objectives, demonstrating a clear commitment to data-informed decision-making and governance. Academic programme reviews are conducted systematically by faculty heads and programme developers, in consultation with the Head of Academic Standards and include input from external assessors to ensure objectivity and sector relevance. These reviews follow predefined institutional criteria and consistently lead to the development of action plans focused on continuous improvement. Evidence of this structured approach is found in documented review schedules, audit trails and the use of diverse data sources such as student performance metrics and feedback.

SACAP demonstrates a strong commitment to stakeholder engagement by actively involving students, academic staff, professional services personnel and alumni in structured feedback processes that directly inform decision-making and continuous improvement. A range of mechanisms, including formal surveys, team meetings and a well-established student representation system with class representatives and student councils, ensures that concerns are consistently heard and addressed. This is evidenced by responsive actions from managers on operational issues such as parking and security, as well as by the timely communication of programme changes through surveys, e-mails and social media channels.

By systematically analysing feedback from all levels, including faculty and external reviewers, SACAP integrates stakeholder perspectives into its quality assurance and strategic planning processes. This inclusive and data-informed approach enhances the Institution's responsiveness, supports a culture of continuous improvement and sustains high standards in the student learning experience.

SACAP adopts a structured and forward-looking approach to quality assurance, with its policies regularly reviewed as part of the strategic planning process to ensure continued alignment with South African higher education regulations and sector expectations. These policies are well documented and accessible to staff through induction programmes and internal management platforms, promoting consistent understanding and application across the Institution.

A key element of this approach is SACAP's designated quality assurance roadmap, which outlines clear developmental priorities and provides a timeline for planned improvements. This roadmap serves not only as a guide for institutional enhancement but also as a tool for accountability and transparency. The integration of quality assurance into strategic planning processes reflects a mature and embedded quality culture, supporting regulatory compliance, academic excellence and ongoing improvement in student learning outcomes.

SACAP is strongly committed to the continuous enhancement of its academic offer by fostering a culture of sharing best practice, as demonstrated through the publication of staff research, the organisation of academic conferences and the formal celebration of staff achievements. These initiatives not only promote academic excellence but also support CPD and institutional cohesion.

The effectiveness of SACAP's programmes is systematically evaluated through end-of-session and annual programme reports, which assess the attainment of KPIs and strategic objectives. These reports include targeted action plans for improvement, which are regularly reviewed through the Institution's committee structure to ensure alignment with strategic priorities. This structured review process reinforces accountability, maintains staff focus on institutional goals and drives ongoing quality enhancement across teaching, learning and academic delivery.

4.7 Online, Distance and Blended Learning (spot check)

The standards are judged to be:

Met Partially Met Not Met NA

Comments

SACAP adopts a strategic and well-supported approach to developing educator expertise in online, distance and blended learning (ODBL), ensuring high-quality delivery across its programmes. Educators undergo comprehensive training to learn to use the Institution's VLE effectively, and many bring significant experience and a deep understanding of the specific pedagogical demands associated with ODBL.

Regular orientation events provide valuable opportunities for collaboration, knowledge exchange and engagement with sector experts, fostering a strong professional learning culture. In addition to these foundational underpinnings, SACAP offers a range of ongoing CPD opportunities, including expert-led lectures, online peer-support forums and an annual education conference.

These initiatives reflect a clear institutional commitment to enhancing teaching practice and ensuring that staff are equipped to deliver dynamic, student-centred learning experiences. The sustained investment in staff development has a direct impact on the quality of online education and supports SACAP's strategic objective of providing accessible, innovative and high-impact learning.

The student learning experience at SACAP is strongly supported by educators' effective use of the Institution's VLE and delivery platform, which ensures content is accessible, engaging and well structured. Students consistently report that educators possess a deep understanding of the specific challenges associated with ODBL, contributing to a learning environment in which they feel supported and academically engaged. This feedback is reinforced by inspection findings, which confirm that teaching practices are well suited to the ODBL context and reflect a high level of pedagogical competence. These outcomes clearly demonstrate the positive impact of SACAP's sustained investment in staff training and digital infrastructure, resulting in a high-quality, responsive and student-centred learning experience.

SACAP takes a proactive and structured approach to developing digital literacy among both students and staff, recognising its critical role in the success of ODBL. Clear expectations regarding digital competence are embedded within programme documentation, ensuring students understand the skills required for effective engagement in a digital learning environment. To support this, SACAP offers a dedicated digital literacy module that provides targeted instruction to help students build confidence, close skills gaps and engage more effectively with online tools and resources. For staff, particularly those new to ODBL delivery, tailored training is available to strengthen both their digital capabilities and pedagogical approaches.

Evidence from training materials and staff development records demonstrates the Institution's commitment to digital readiness. This integrated approach to developing both student and staff digital capabilities strengthens the overall quality of teaching and learning, promotes equitable access to educational resources and aligns closely with SACAP's strategic objective of delivering innovative, high-impact, technology-enhanced learning experiences.

SACAP provides students with comprehensive support to develop the skills needed for successful online learning, recognising the importance of equipping them for the demands of digital education. Evidence of this commitment is seen in the delivery of targeted workshops focused on essential online study techniques, which help students build effective learning habits and improve academic self-management.

Students enrolled in online programmes benefit from a structured orientation process that includes both live and self-paced activities, such as instructional videos, podcasts and interactive sessions designed to develop core digital literacy skills and enhance students' ability to navigate and engage with the VLE. Feedback from students and orientation participation data confirm the accessibility and relevance of these resources.

This multi-faceted, forward-thinking approach highlights SACAP's strategic commitment to equipping students for success in online learning environments, fostering greater student confidence, autonomy and digital competence, which in turn supports higher levels of engagement, retention and academic achievement.

SACAP has responded proactively and strategically to the increasing demand for online education by making substantial investments in its SACAP Global division. This expansion reflects a clear institutional commitment to delivering high-quality, scalable online learning while maintaining rigorous academic and student support standards.

Evidence of this investment includes enhanced digital infrastructure, an expanded programme offer and the recruitment of staff with specialised expertise in online education. External reviews and student feedback affirm the effectiveness of SACAP Global in providing a well-supported, engaging and academically robust learning environment. This forward-looking approach demonstrates strong institutional leadership and positions SACAP as a competitive provider of online education, aligned with global trends and student expectations.

4.8 Compliance Declaration

Declaration of compliance has been signed and dated.

Yes No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

STRENGTHS

SACAP demonstrates strong and coherent leadership, with clear strategic direction consistently communicated and enacted across all levels of the Institution.

SACAP employs highly qualified and experienced educators with relevant and appropriate sector knowledge and experience, bringing currency and relatability for students, thus enabling an applied-knowledge approach to learning.

The Institution demonstrates a strong commitment to both the staff and student voice, actively seeking feedback and, importantly, taking responsive action to inform meaningful improvements and foster a culture of inclusion and collaboration.

SACAP has made considerable advances in developing its online portfolio, platform and associated technology to deliver efficiency as well as enhancing the experience of students and educators.

ACTIONS REQUIRED

None

High Medium Low

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

It is recommended that SACAP prioritise the implementation of more robust measures for confirming the identity of students completing online open-book examinations.

It is recommended that the Institution consider how support services could be extended outside standard working hours.

It is recommended that the Institution consider the differing student experiences across the various campuses to ensure greater equity in access.

COMPLIANCE WITH STATUTORY REQUIREMENTS – FURTHER COMMENTS, IF APPLICABLE

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BAC OFFICE USE ONLY:	THE INSPECTION WAS CARRIED OUT BY:	
	Melanie Smith	Lead Inspector