



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

INTERIM INSPECTION (Independent Higher Education)

INSTITUTION: Texila American University, Guyana

ADDRESS: 2442 Plantation Providence
East Bank Demerara
Guyana

HEAD OF INSTITUTION: Saju Bhaskar

ACCREDITATION STATUS: Accredited

DATE OF INSPECTION: 21&23 October 2025

ACCREDITATION COMMITTEE DECISION AND DATE: Continued accreditation, 2 March 2026

PART A – INTRODUCTION

1. Background to the institution

Texila American University (TAU/the Institution) is a privately owned institution that offers undergraduate and postgraduate qualifications in Medicine, Public Health, Business Management and Information Technology (IT).

The Institution was established and registered with the National Accreditation Council of Guyana in 2010. Its Doctor of Medicine (MD) programme began in 2011. The Institution moved to its current premises in 2017.

The Institution's main office and campus are located in a purpose-built building in Georgetown, Guyana. Students studying on the MD qualification programme study in person on campus, while most students on non-medical programmes study online.

The Institution aims to be recognised as a leader committed to excellence in higher education, research and innovation that meets the aspirations of the global community.

The Board of Trustees, which is an independent body comprising seven members, oversees the management of TAU. All operational and academic activities are delegated through the President. The senior leaders of TAU include the Chief Executive Officer (CEO), Chief Academic Officer, Provost, Chief Operating Officer (COO) and the Dean of Quality Assurance. The senior leaders are supported by various academic and administrative staff.

In 2019, the Institution diversified its range of courses to include undergraduate and postgraduate programmes in non-clinical qualifications in Public Health, Business Management and IT.

2. Brief description of the current provision

TAU currently offers its Doctor of Medicine (MD) programme as a full-time course over four or five years, depending on entry qualifications and level of experience. Students attend these classes in person.

The Institution also offers a range of non-clinical undergraduate and postgraduate programmes at Levels 6 to 8. Undergraduate Bachelor's degree programmes are offered in Business Administration, Financial Management, Human Resources (HR) Management, Marketing Management, Production and Operations Management, IT Network Administration and Public Health.

The Institution offers postgraduate degrees at Doctoral and Master's levels in Business Administration, IT and Public Health. Almost all students study for these non-medical programmes online and on a part-time basis.

At the time of the inspection, 15 courses were being delivered and 2,251 part-time and 510 full-time students were enrolled. All students are over the age of 18, and the majority are female. TAU has capacity for 1,200 students on campus and 4,000 students studying online. A large majority of students are from Guyana. International students are mainly from India, Jamaica, Nigeria, and Trinidad and Tobago.

Student enrolment on the MD programme takes place in March and September each year. Enrolment on all other programmes is in September.

Students must meet the published entry criteria, which typically include a minimum level of qualification achievement and proficiency in the English language.

3. Inspection process

The inspection was conducted online by one inspector over two half-days. Meetings were held with the CEO, the Dean of Medicine, Academic Heads, and students and teachers. Observations of in-person and online delivery were conducted. A visual tour of the Institution was conducted. A range of evidence was scrutinised. The

Institution responded very well to all requests for information and was very supportive of the inspection process.

4. Inspection history

Inspection type	Date
Full Accreditation	23–25 April 2023

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

There are no significant changes since the last inspection.

2. Response to action points in last report

5.12 Appropriate external moderation arrangements must be put in place for non-medical programmes at the post-assessment stage.

The action has been met.

A clear external moderation policy for non-medical programmes has been developed. The policy outlines the criteria for moderator selection and the expectations of moderators at both the pre-and post-assessment stages. Well-qualified external moderators are now employed. A comprehensive evaluation sheet for external moderators has been developed that includes a summary of strengths and weaknesses. A comprehensive summary of external moderator feedback is reviewed by the student promotion and graduation committee before grades are discussed and approved.

15.8 The Institution must implement clear, systematic and thorough mechanisms to continually support students with SEND across all programmes.

The action has been met.

A clear and suitable policy outlines the range of available support interventions, such as a personalised curriculum, assistive technologies and accessible materials, access to counselling services and mentor support. A Special Educational Needs and/or Disabilities (SEND) calendar clearly outlines the range of activities and interventions that have been planned for the academic year. A comprehensive admissions questionnaire allows for the effective assessment of additional needs and clearly signposts what additional support may be needed.

A SEND awareness workshop has been delivered, and outcomes of a discussion with staff have shown it has been very effective in raising staff awareness. Informative written support materials have also been developed and shared with staff. Support for students with SEND is included in student orientation activities and in the student handbook. Students confirm that support for SEND is clear and effective. Inspection findings confirm this.

3. Response to recommended areas for improvement in last report

The Institution should consider establishing a dedicated careers department to provide comprehensive careers support for students on all academic programmes.

This recommendation has been met.

The Institution has established a comprehensive career services department. The service offers support across all programmes, including counselling, workshops, career fairs, alumni engagement, and guidance for internships, residencies and employment opportunities. A first career fair was held in January 2025.

It is recommended that the Institution implements a formal risk assessment process for students' social activities.

This recommendation has been met.

The Institution has adopted a suitable and comprehensive formal risk assessment process to ensure the safety and well-being of students during all social and extracurricular activities. This includes site visits, security considerations and supervision arrangements. A suitable risk assessment report is completed before any social activity. This results in all students being safe during social and extracurricular activities.

The Institution should consider further developing the mechanisms for identifying and sharing best practice across the programmes.

This recommendation has been met.

The Institution has established a bi-weekly leadership conference that serves as a platform for senior administrators, deans and programme leaders from all the programmes offered to provide updates and to highlight successful initiatives, evaluate their impact and consider scaling them up across the Institution. This results in an effective mechanism to further identify and share best practice.

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

The Institution has a clear and effective organisational structure. The structure includes the role of the Board of Trustees as the governing body. Clear and well-documented organisation charts and related policy documentation ensure that the structure is understood and communicated effectively to all stakeholders. This results in the effective governance and management of the Institution.

The Institution has highly effective communication channels in place, which include the Board of Trustees, management, staff and students. Communication includes e-mail, meetings, social media and regular updates on the Institution. This includes students studying online or staff working remotely. Outcomes of meetings held with managers, staff and students confirm that the communication methods are effective in keeping stakeholders informed and up to date. Inspection findings confirm this.

Senior leaders have developed and implemented a clear and highly effective strategy for the development of the Institution's higher education provision that aligns with the Institution's mission and vision statements. Scrutiny of the strategic plan clearly shows how the Institution will fulfill its commitment to meet the future needs of students and Guyana. This results in a robust and effective strategic plan that meets the needs of stakeholders.

The Institution's finances are internally managed by committee and subject to regular independent external audit. Financial records are clear, transparent and regularly reviewed. This results in well-managed, transparent financial management.

4.2 General and Academic Management and Administration (spot check)

The standards are judged to be: Met Partially Met Not Met

Comments

The Institution has an effective management structure, with clearly identified responsibilities and reporting arrangements at all levels. In meetings with the inspector, staff confirmed that they fully understand their roles and responsibilities and the reporting arrangements. Inspection findings confirm this view.

The organisation chart and staff feedback demonstrate that the size and structure of the administrative team ensure that the Institution is administered effectively. All departments are headed by an administrative manager, who is supported by a team of administrative staff. This provides sufficient administrative support across all faculties and support services.

A range of robust examination security mechanisms ensures the secure administration of examinations. All examinations are conducted through the secure online Learning Management System (LMS). Students attend the examination testing centre, and all examinations are invigilated. Students studying online take their examinations online.

The examinations are invigilated, with cameras switched on. Students have to provide an Identity Document and passwords in order to access the secure examination portal. These measures ensure the secure and effective administration of examinations and other means of assessment.

A clear external moderation policy for non-medical programmes has been developed. The policy outlines the criteria for moderator selection and the expectations of moderators at both the pre- and post-assessment stages.

Well-qualified external moderators are employed. A comprehensive evaluation sheet for moderators has been developed that includes a summary of strengths and weaknesses. The student promotion and graduation committee reviews a comprehensive summary of external moderator feedback before grades are discussed and approved.

A review of Curricula Vitae (CVs) and meetings with staff confirm that staff members are suitably qualified and experienced in carrying out their roles. Clear job descriptions and effective management ensure that staff understand their specific responsibilities and carry these out effectively.

Senior leaders have implemented systematic arrangements to monitor and review the performance of all staff. Academic staff performance is regularly monitored through formal evaluations each semester, informed by student feedback. Teachers complete a recently reviewed and comprehensive peer evaluation form that is used by peer observers to capture classroom practice. Clear areas of improvement are identified.

The annual performance review considers a range of Key Performance Indicators (KPIs) that are aligned with the Institution's strategic mission and goals. In meetings with the inspector, staff confirmed that performance monitoring was effective in improving practice. As a result, students benefit from teaching staff who are continuously improving their skills and knowledge in teaching and learning.

Managers use the outcomes of performance reviews very effectively to identify priorities for staff development and training and to develop a faculty Continuing Professional Development (CPD) programme. Scrutiny of the programme and performance reviews shows that the programme is suitable to address staff training needs effectively. In meetings with the inspector, staff confirmed that the Institution supports their CPD needs. Inspection findings support this view.

Effective arrangements are made to ensure that students receive a suitable initial assessment to confirm their ability to complete their programme of study successfully. Enrolment advisers complete initial interviews, which include the verification of claimed academic qualifications. Students who speak English as an additional language are required to provide proof of English language proficiency or to undertake additional interviews to confirm their English language competence.

A comprehensive admissions questionnaire allows for the effective assessment of additional needs and clearly signposts what additional support may be needed. As a result, students are effectively assessed and supported to ensure completion and achievement of their qualifications.

The Institution provides time for staff to meet regularly to share and discuss current research activities. An annual event provides opportunities for staff to access additional development activities. Good use is made of external speakers to enhance the development of teaching and learning skills. Staff confirm that they are very well supported in accessing opportunities to discuss research and further develop their pedagogic knowledge and skills. Inspection findings confirm this view.

4.3 Teaching, Learning and Assessment (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

Teaching staff are effective in delivering teaching and learning. The evidence from lesson observations identifies that teachers have high levels of subject knowledge and communication skills that are appropriate for the level and content of the course. Pedagogic skills are good and support effective delivery of knowledge and skills. This results in students benefiting from good teaching and learning that support their progress and the achievement of their target qualifications.

The allocation of courses to teaching staff is effective. Heads of faculty ensure that lecturers are allocated to courses that reflect their subject expertise and experience. Appropriate mechanisms are used to monitor performance in the classroom. This includes peer observation, student feedback and observation by the Dean.

Detailed planning documents demonstrate the use of effective programme planning and assessment methodologies that support the acquisition of knowledge and skills. There is a wide range of formative assessment tasks, for example case studies, peer teaching, and practice questions, which are very effectively aligned to summative assessment and examinations.

Formative assessment is used very well to build on students' skills and knowledge. Students confirm that assessment tasks are effective and well planned. Inspection findings confirm this. As a result, students are well prepared for their summative examinations and assessments.

A majority of academic staff use a range of effective group and individual activities. This includes pair- and groupwork, peer teaching and self-directed study. In the vast majority of teaching sessions observed, these activities were effective in encouraging participation and supporting learning. A small minority of teachers need additional support, including in the use of technological tools, to ensure group activities are more consistently used to further engage students.

Students have access to a range of opportunities that develop their independent learning skills. Planning documents show a consistent approach towards using self-directed study for session activities. Student assessment strategies include research-based activities that further develop their independent learning skills.

Students are very satisfied with the opportunities available to them for independent learning. The outcomes of the inspection confirmed this. As a result, students develop the skills and knowledge they need in order to learn independently.

4.4 Student Support, Guidance and Progression (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

Pastoral support is good. The student welfare department offers a range of support services, including counselling referrals to a third party. All students have access to an adviser from outside their programme area. Students can access support from teachers and faculty staff, who have an open-door policy.

Students are assigned peer mentors who can provide additional academic guidance and support. Students confirmed that the pastoral support on offer meets their needs. Inspection findings confirmed this.

The Institution has a suitable policy to protect students from the risks associated with radicalisation and extremism, which has been updated. The policy outlines the Institution's approach to managing guest speakers and events and identifying and supporting those who may be at risk.

A comprehensive risk assessment has been completed that demonstrates that relevant risks have been identified and that effective mitigations are in place. Staff have completed suitable training, including recently updated training. As a result, students are well protected from the risks associated with radicalisation and extremism.

Students have access to good support, including regular academic progress reviews. Students' assessment outcomes are monitored very effectively. Where students' grades do not meet the minimum benchmarks, they are contacted by academic and support staff who offer a range of focused support interventions, including academic support from peer mentors or academic advisers.

Students have access to teachers for additional support. For example, support was provided by a review of learning resources to better suit learning needs. Students confirm that assessment monitoring and academic reviews are highly effective. Inspection findings confirm this. This results in students making good progress towards the achievement of their qualifications.

Students considered to be making insufficient progress are provided with prompt advice and support from teachers and their academic mentors. Effective arrangements are in place that support students to transfer to another course where appropriate. Students reported that advice and support to improve their progress towards their target qualifications are particularly good. Inspection findings confirm this.

The Institution has a career services department that offers a wide range of services. The service offers support across all programmes. Support includes counselling, workshops, career fairs, alumni engagement, and guidance for internships, residencies and employment opportunities. As a result, students have access to accessible, well-resourced advice and guidance while on programme and after graduation.

A clear and suitable SEND policy outlines the range of available support interventions, such as a personalised curriculum, assistive technologies and accessible materials. A comprehensive admissions questionnaire allows for the effective assessment of additional needs and clearly signposts what additional support may be needed.

Informative written support materials have also been developed and shared with staff. Staff attended a SEND awareness workshop, which they confirmed was highly effective in raising awareness. Students confirm that support for SEND is clear and effective. The inspection confirmed this.

Support and guidance for international students on arrival are good. Students are provided with a range of information as part of their induction. Information is clear and suitable and includes advice on personal safety.

Practical support is available, for example help with opening a bank account and finding accommodation. In meetings with the inspector, international students confirmed that the support was accessible and useful. Inspection findings confirm this. As a result, international students settle quickly into their programme of study.

Appropriate staff members supervise social activities. A comprehensive risk assessment informs a detailed report that is conducted before any social activities take place. This results in all students being safe while undertaking social and extracurricular activities.

4.5 Premises, Facilities and Learning Resources (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

A virtual tour of the campus demonstrates that the premises are appropriately secured and restricted. A range of relevant security arrangements keep staff and students safe, such as security staff, access barriers and identification verification.

The premises provide a clean and welcoming environment for study and work. Information posters, examples of students' creative work and photographs from student activities contribute to the suitable decoration of the premises.

Classrooms are large and well resourced. Classrooms are appropriate for the number of students. Students have access to smaller group study and tutorial rooms as required.

The learning resource centre provides students with access to physical and digital resources, and there are appropriate spaces for independent and group study.

4.6 Quality Management, Assurance and Enhancement (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

Discussions with staff, students and managers demonstrate that the Institution has a wide range of effective mechanisms in place for gathering and recording feedback from its stakeholders. Members of programme evaluation committees analyse and evaluate feedback each semester. Scrutiny of the minutes of committee meetings shows that prompt and effective action is taken. As a result, stakeholder feedback is very effective in informing continuous improvement of the Institution's operations.

A wide range of mechanisms are used to inform stakeholders of actions taken based on their feedback. This includes the LMS, e-mail, the Institution's website and the committee structure. During holidays and outside working hours, a digital platform is used for urgent announcements. These mechanisms ensure that stakeholders are well informed of the Institution's response to their feedback.

The Institution's balanced scorecard system, which is used to evaluate the quality of the provision against a detailed set of quality indicators and outcome measures, effectively informs the strategic plan. The scorecard is reviewed regularly. The strategic planning committee regularly considers the outcome of performance reviews when confirming its strategic choices. This ensures that strategic management is systematic and focused on maintaining and improving the quality of the Institution's provision.

The Institution undertakes regular and systematic monitoring of its operations. Senior managers and faculty heads review all aspects of the Institution's performance against clearly specified and suitable KPIs. The strategic planning committee regularly reviews performance reports and sets out detailed and well-monitored action plans. This ensures that all aspects of the Institution's performance are systemically reviewed to ensure the achievement of the Institution's strategic goals.

The Institution has a bi-weekly leadership conference that serves as a platform for senior administrators, deans and programme leaders from all the programmes offered to share best practice. The conference provides updates and highlights successful initiatives, evaluates their impact and considers scaling them up across the Institution. This results in an effective mechanism to identify and share best practice across the Institution.

4.7 Online, Distance and Blended Learning (spot check)

The standards are judged to be:

Met Partially Met Not Met NA

Comments

Observations of teaching and learning and meetings with staff demonstrate that academic staff have a good understanding of the needs and demands of delivering effective online learning. Staff who deliver online learning benefit from comprehensive and useful training that helps them to update and develop their skills and knowledge.

Staff are informed of the skills and knowledge needed to deliver online learning at induction, including through the use of a range of digital technologies. A well-designed internal training programme supports the development of their online teaching skills. Staff confirmed that training has helped develop their knowledge, skills and confidence in delivering online learning. The inspection findings confirmed this.

Staff benefit from a range of regular CPD opportunities that help them to continue to develop and enhance their skills, for example in how to engage students online. Up-to-date documented records of training show that staff have benefited from regular and consistent training opportunities.

In meetings with the inspector, staff confirmed that regular training opportunities were effective and useful in updating their skills. The inspection findings confirmed this. As a result, students benefit from staff who can deliver effective online teaching.

Students benefit from regular and effective support to help them study online. Students complete useful training modules before starting their main learning programme. Training modules support students to understand how to study online, how to use the Institution's online platforms and tutorial materials, and how assessments and examinations will be conducted. Students confirmed that support is effective. Inspection findings confirm this. As a result, students are confident in studying online.

4.8 Compliance Declaration

Declaration of compliance has been signed and dated.

Yes No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

STRENGTHS

The high levels of teacher subject knowledge and experience support students’ progress in acquiring knowledge and skills.

Focused and effective formative assessment planning supports high levels of achievement in summative examinations and assessments.

Robust monitoring of students’ grades and well-planned academic reviews resulting in prompt and effective support mechanisms support students’ progress and high levels of achievement.

A wide range of regular and accessible student feedback mechanisms inform prompt, focused and responsive improvement actions that enhance the student experience.

ACTIONS REQUIRED

None

High Medium Low

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

It is recommended that the Institution improve the consistency of groupwork activities in order to enhance student engagement in online learning.

COMPLIANCE WITH STATUTORY REQUIREMENTS – FURTHER COMMENTS, IF APPLICABLE

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BAC OFFICE USE ONLY:	THE INSPECTION WAS CARRIED OUT BY:	
	Linda Ross	Lead Inspector