BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Independent Higher Education (IHE) Full Inspection

NAME OF INSTITUTION:	Texila American University
ADDRESS:	2442 Plantation Providence East Bank Demerara Guyana
HEAD OF INSTITUTION:	Mr Saju Bhaskar
DATE OF INSPECTION:	23–25 April 2023
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: 31 October 2024

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. The MD programme began in 2011. The Institution moved to its current premises in 2017.

The Institution's main office and Guyana campus are located in a purpose-built building in Georgetown, Guyana. Students studying on the Doctor of Medicine (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 Directors has discharged its responsibility for the governance of the Institution to the Board of Trustees, an independent body comprising seven members. The Board of Trustees oversees the management of TAU and its colleges. 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 Registrar and the Dean of Quality Assurance.

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 the 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 also offer 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, nine students were completing the Bachelor of Business Management and the Bachelor of Public Health courses in person on campus.

At the time of the inspection, 1,880 students were enrolled. All students were over the age of 18, and the majority were female. TAU has a 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 undertaken over three days by three inspectors, including a student inspector. The inspection was carried out using a hybrid methodology, with a mix of inspection activities carried out both on site and online. Inspectors held meetings with the Chief Executive Officer (CEO), Chief Academic Officer, Provost, Chief Operating Officer (COO) and Registrar, the Dean of Quality Assurance and other senior leaders. Meetings were held with students and academic and administrative staff. Inspectors observed lessons and undertook a tour of the premises. A wide range of documentation was scrutinised. The Institution co-operated fully with inspectors before and during the inspection.

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 the authority of any owners, directors or governing body, is clearly defined, documented and effectively communicated to stakeholders, including governors, management, staff and students.	☒ Yes ☐ 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.	☒ Yes ☐ No
1.3	The link between governance and management is clearly articulated and documented.	☒ Yes ☐ No
1.4	Internal stakeholders develop and implement policy through appropriate structures and processes while involving external stakeholders.	☒ Yes ☐ No
1.5	An explicit procedure for risk assessment is implemented, producing a risk assessment statement, which is regularly reviewed and updated.	☒ Yes ☐ No
1.6	Effective action is taken by the governing body and senior managers in response to the outcomes of regular risk assessments.	☒ Yes ☐ No
1.7	All relationships with other educational organisations are defined formally and are fully transparent with those organisations' requirements.	☒ Yes ☐ No ☐ 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.	☒ Yes ☐ No

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

Comments

The Institution is effectively and responsibly governed. The Senior Leadership Team (SLT) is highly capable, ambitious and values driven. Leaders provide clear educational direction, which helps the Institution grow and develop. The Institution has a clear and effective organisational structure. The role of the Board of Trustees as the governing body is clearly defined and documented. Organisation charts and policy documentation ensure that the structure is communicated effectively to all stakeholders, including governors, managers, staff and students. These arrangements ensure the Institution is governed effectively and responsibly.

Senior leaders ensure that suitable committees are in place to protect the integrity of academic freedom. The faculty executive committee is the senior committee with decision-making authority on academic matters related to the College of Medicine programmes. The academic affairs committee is the senior committee for academic matters related to all other programmes. The Chief Academic Officer and Provost provide effective academic leadership to protect academic freedom.

The Board of Trustees, acting as the governing body, is an independent body with authority over the Institution's constituent colleges. TAU bylaws and organisational structure documents clearly record and articulate the link between the Board of Trustees and the SLT.

Internal stakeholders develop and implement policy through a range of governance committees. Committees comprise faculty staff, students and other, external stakeholders. Policies are approved by the independent Board of Trustees, which is made up of external stakeholders.

Senior leaders have implemented a suitable risk assessment procedure, which is regularly reviewed and updated. The risk assessment process and management committee follow systematic processes to evaluate risk factors and ensure that the Institution complies with legal, financial, regulatory and ethical requirements. Risk assessment reports and

committee meeting minutes demonstrate the Institution's approach to identifying and reviewing risks and taking appropriate corrective actions, where required, to mitigate these risks.

The Institution has a range of relationships with different educational organisations and regulators, such as the Guyana Online Academy of Learning Scholarship programme and Monroe College in the United States of America (USA). Relationship agreements are formally defined and transparent.

TAU has effective communication channels in place with all stakeholders, including the Board of Trustees, leaders and managers, staff, and students, including those studying online. Scrutiny of online learning platforms, the website, and committee meeting records and meetings held with staff and students confirm that communication methods are effective in keeping stakeholders informed and up to date.

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.	☒ Yes ☐ No
2.2	There is provision for stakeholder input, including governors, management, staff and students, to inform the strategic direction of the institution.	☒ Yes ☐ No
2.3	The strategy is well communicated to all stakeholders within and outside the institution.	☒ Yes ☐ 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.	☒ Yes ☐ No

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

Comments

Senior leaders have implemented a clear and achievable strategy for the development of the Institution's higher education provision in line with the TAU mission. The strategic plan clearly sets out the Institution's commitment to higher education, research and innovation to meet the changing and future needs of students, the community and Guyana. The strategy identifies twelve goals and associated success factors that align with the Institution's values and priorities.

The strategy is implemented in line with the annual budget process. Departmental budget requests are subject to approval by the Board of Trustees. This ensures that strategic goals are achievable and realistic.

Leaders, managers and staff confirm that the strategic plan was developed in consultation with internal and external stakeholders. The strategy is informed by the view of students, which are captured through the Institution's various committee structures, student feedback surveys and the student council. Oversight of the strategy is through the strategic planning committee, with final ratification by the Board of Trustees, which includes external stakeholder representation. This ensures that the strategy is informed by the views of a wide range of relevant stakeholders.

The strategic plan is shared with internal and external stakeholders via the website and the Learning Management System (LMS). Hard copies are made available in the library. This ensures that the strategy is communicated well to all stakeholders within and outside the Institution.

The Board of Trustees and the SLT use a systematic scorecard review process to ensure that regular performance reviews are completed and measured against the Institution's specific strategic targets and goals. This ensures that corrective actions are identified and put in place quickly.

3.	**Financial management is open, honest and effective**	
3.1	The institution conducts its financial matters professionally, transparently and with appropriate probity.	☒ Yes ☐ No
3.2	The institution's finances are subject to regular independent external audit.	☒ Yes ☐ No

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

Comments

The Institution conducts its financial matters professionally, transparently and with appropriate probity.

The Institution has clear, professional and transparent mechanisms for financial management and effective oversight from the finance and capital planning committee and the Board of Trustees.

The Institution's finances are subject to regular independent external audit.

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.	☒ Yes	☐ No
4.2	There are clearly delineated responsibilities and reporting arrangements at institutional, faculty, departmental, programme and course levels.	☒ Yes	☐ No
4.3	There is an appropriate and effective committee structure, with appropriate reporting lines to inform management decision-making.	☒ Yes	☐ No
4.4	Committees have clear and appropriate terms of reference and meet regularly. The meetings are accurately recorded with clear action-planning.	☒ Yes	☐ 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.	☒ Yes	☐ No

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

Comments

The Institution is effectively managed. TAU has a clearly documented and published management structure that is communicated well to all stakeholders through organisation charts and relevant handbooks and policy documents. This ensures that all stakeholders understand how the Institution is led and managed.

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

The Institution has a clear and effective committee structure, with appropriate reporting lines. A variety of committees help senior leaders to make informed decisions. Committees have a suitable and logical structure, clear terms of reference and appropriate membership, including students and external stakeholders where relevant. Committee records are clear and professional and include clear action-planning where corrective actions are required to enhance the provision further.

The SLT has implemented clear and formal mechanisms to ensure the accuracy of the information provided internally and externally. For example, managers are required to review and approve all communications before they are issued centrally and systematically to students. Student handbooks are reviewed and updated annually following approval by academic leaders. These mechanisms ensure that information is accurate and fit for purpose. In inspection meetings, staff and students confirmed the accuracy of the information they receive, and inspection findings confirm this view.

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.	☒ Yes	☐ No
5.2	The administrative support available to the management is clearly defined, documented and understood and appropriately focused to support its activities.	☒ Yes	☐ No

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

Focused, well-documented and comprehensive administrative support services ensure managers are well supported. Administrative teams support individual faculties and teams effectively. This is demonstrated in the organisation chart and job descriptions, which clearly identify the administrative support roles provided. As a result, administrators support the curriculum and support services effectively.

Well-documented policies and procedures are disseminated effectively by a range of systems to all staff and students. Policies and procedures are made available in staff and student handbooks, on the website, during induction, via the LMS and through document management systems. Physical copies are available in the library. Policies and procedures are thorough and include an overview, the purpose of the policy, a table of contents and stepped procedures that are clear and easily accessible. This ensures that all staff and students are informed of the procedures that support their time at the Institution.

The timetabling of learning programmes is effective. Heads of department develop class timetables in consultation with faculty. Consideration is given to class sizes and the nature of the programme to ensure students are accommodated appropriately. This results in the use of fit-for-purpose accommodation to ensure the effective delivery of teaching and learning.

Data collection and collation are rigorous and effective. All student-related information, including registration, grades, course deferments and qualification outcomes, is maintained in the enterprise and resource planning system. Faculties have access to relevant data and are responsible for ensuring that it is accurate and up to date. Managers can use the system to generate reports to inform decision-making and manage the student experience.

Various effective mechanisms are used to ensure the accuracy of data. The registrar uses bi-weekly student status reports to monitor students and their academic status. Quarterly audits of student progression and student status are checked and verified. Staff and faculty information is accurately maintained in the HR management system. This allows the Institution to use data effectively to monitor student performance and ensure that all staff information is up to date and accurate.

The organisation, storage and accessibility of administrative records are effective. Administrative records are available digitally and physically. Staff and students have access to a range of digital records, such as student registration details, the outcomes of formative and summative assessments, and attendance records. Record-keeping practices comply with local regulations. This results in a well-organised administrative system that supports staff and students well.

Comprehensive and well-organised digital and physical student records contain a range of personal and academic information. This includes student applications, acceptance and transition records, information on housing, health, academic and finance, leave requests and any disciplinary actions that have been taken. The Department of Registration maintains these documents effectively and keeps them up to date. The Institution has a suitable record retention plan that informs the student record management process.

Comprehensive and well-organised digital and physical staff records contain a range of relevant information, including personal information, contracts, academic certificates, health information, employment documents and appraisal records. The HR team ensures that staff records are updated when required.

The Institution's comprehensive IT policy defines the guidelines for protecting the data of students and staff. The IT policy provides effective guidance related to security, acceptable use of data, data classification, incident response actions, and threat and vulnerability management. Different levels of data access are identified for staff within the Institution, including through password protection and locked cabinets with restricted access. This results in effective measures to ensure data confidentiality and cybersecurity.

There are robust systems in place that ensure the security of student identification. At application, students provide suitable photographic identification and original qualification certificates and also attend a series of interviews. Once registered, students are provided with a secure username and password to access the LMS. This results in effective measures that verify student identification at the start and end of their studies.

A range of robust examination security mechanisms ensures the secure administration of examinations. All examinations are conducted through the secure online LMS. Students attend the examination testing centre, and all examinations are suitably invigilated. Students studying online take their examinations online. The Institution has effective measures to ensure the authenticity of assessment evidence. These measures ensure the secure and effective administration of examinations and other means of assessment.

Effective procedures for internal and external moderation exist at the pre- and post-assessment stages for medical programmes. Assessments on MD programmes are set and administered by an external body, the National Board of Medical Examiners.

Effective internal moderation arrangements exist for non-medical course assessments at the pre-assessment stage. Each faculty member develops assessments, which are reviewed by senior leaders to ensure they meet the intended learning outcomes for the course and are appropriately designed. Faculty staff are provided with useful feedback to ensure that any suggested improvements are implemented. This ensures that assessments meet the required standards.

5.12 There are no external moderation arrangements in place for non-medical programmes at the post-assessment stage.

A well-administered system ensures that students receive unofficial and official transcripts that identify their performance in summative assessments promptly.

Student handbooks ensure that a comprehensive policy on collecting and refunding fees is communicated well to students. Students confirmed to inspectors that they have access to accurate and clear information regarding course fees and refunds. Inspection findings confirm this view.

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.	☒ Yes	☐ No
6.2	All staff are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out.	☒ Yes	☐ No
6.3	There are clear and appropriate job specifications for all staff.	☒ Yes	☐ No
6.4	There are effective procedures for the induction of all staff.	☒ Yes	☐ No
6.5	All staff are treated fairly and according to a published equality and diversity policy.	☒ Yes	☐ No
6.6	Staff have access to an appropriate complaints and appeals procedure.	☒ Yes	☐ No
6.7	Management monitors and reviews the performance of all staff through a clearly documented and transparent appraisal system that includes regular classroom observations of teaching staff.	☒ Yes	☐ 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.	☒ Yes	☐ No

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

Comments

TAU employs and supports appropriately qualified and experienced staff. Faculty handbooks and policies outline a range of clear and appropriate recruitment processes that are effectively implemented. The faculty appointment and promotions committee oversees appointments effectively and ensures that the necessary recruitment procedures are followed.

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

The Institution has highly effective induction and orientation arrangements. These arrangements ensure that staff understand university systems and procedures and the expectations for teaching, assessment and quality assurance. Staff handbooks and policy documents provide detailed guidance that helps staff members settle into their roles quickly. In meetings with inspectors, staff confirmed that the support provided in the induction programme is effective.

The Institution's policies outline its commitment to equality and diversity and the fair treatment of staff. In meetings with inspectors, staff confirmed that they are treated fairly and in line with published policies.

Staff have access to appropriate complaints and appeals procedures via the detailed faculty handbook, which is made available through shared online communication platforms and during induction and orientation. This ensures that all staff understand how to raise a formal grievance with senior leaders if required.

Leaders and managers have implemented effective and systemic 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. The annual performance review considers a broad range of Key Performance Indicators (KPIs) that are aligned with the Institution's strategic purpose and goals. Lecturers meet with academic heads to discuss performance data and identify areas for development and training. Lecturers complete peer evaluations of each other's classroom practice and focus on a range of relevant factors, such as interaction with students and the quality of learning materials.

Non-teaching staff also participate in a thorough performance review, which evaluates their performance based on a wide range of KPIs. Appraisal forms provide a summary of performance based on data analysis and clearly identify future training needs.

Leaders and managers use the outcome of performance reviews, as well as a development needs analysis, to identify priorities for staff development and training. This analysis is used to formulate the faculty development programme and to plan training events and workshops that will address training needs. These mechanisms ensure that staff are supported to undertake appropriate qualifications and training opportunities when necessary. In meetings with inspectors, staff confirmed that the Institution supported their Continuing Professional Development (CPD) needs.

7.	**Academic management is effective**	
7.1	There are appropriate procedures for the proposal, design and validation of programmes of study, which take account of the mission of the institution.	☒ Yes ☐ No
7.2	Intended learning outcomes for all programmes are clearly articulated, understood by students and are publicly available.	☒ Yes ☐ No
7.3	There are regularly scheduled and recorded meetings of academic staff where academic programmes are reviewed.	☒ Yes ☐ No
7.4	There is an appropriate policy and effective procedures for the acquisition of academic resources to support programmes.	☒ Yes ☐ 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.	☒ Yes ☐ No
7.6	Students are encouraged to take an active role in the development of the academic provision to ensure student-centred learning.	☒ Yes ☐ No ☐ NA

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

Comments

There is a range of effective procedures for programme development and validation that takes into account the mission of the Institution. Faculty teams are responsible for developing programmes, including a mapping exercise that refers to the mission statement. Programmes are reviewed in the appropriate subcommittee and are finally confirmed by the Institution's curriculum committee. Clear terms of reference for each subcommittee identify the appropriate procedure for the review of the programme's structure, curriculum and content.

All programmes are reviewed and approved by the National Accreditation Council of Guyana, providing an additional layer of validation. The approval involves a detailed site visit by external evaluators and subject experts. This results in high-quality learning programmes that meet the needs of the Institution and its students alike.

The communication of intended learning outcomes is effective. The student handbook includes all relevant information relating to the learning outcomes of each programme. The handbook is made available to all students via the LMS, the website and print copies that are available for review in the library. Student and faculty induction includes sessions on the programme objectives and how these are achieved.

Comprehensive programme information is made available on the website and in student handbooks and is shared at induction. Learning outcomes are shared at each teaching session, and time is given to ensure that students understand the session outcomes. Students confirmed to inspectors that they are fully informed about their programme of study, including the learning outcomes. Inspection findings confirm this view.

The curriculum committee plans and widely publishes regular academic review meetings, which include shared meetings. Students and faculty teams review academic programmes each semester. An annual programme review is planned, which includes peer review from subject experts. This results in ongoing programme development and improvement. For example, the research methodology block changed as a result of feedback to focus more on skills needed for research rather than theoretical knowledge.

There is an effective policy for acquiring academic resources. The library committee is responsible for implementing the policy to acquire academic resources based on the feedback provided by each faculty. The committee requests information on required resources annually. Requests are costed and included in an acquisition plan for final approval by the Board of Trustees. This results in effective and efficient resource-planning and acquisition that benefits staff and students.

There is an effective mechanism for commissioning course materials, including e-learning course materials. Faculty members propose changes to the delivery of specific course content, which is reviewed by heads of department and the academic committee. The technology department provides support and manages the implementation of content on the LMS for all programmes, ensuring consistency and standardisation.

Additional course materials are sourced based on requests from faculty and programme leaders. These are appropriately reviewed and approved by the library committee. This results in standardised and consistently high-quality course materials for all students.

There are effective mechanisms to ensure that students are actively engaged in the development of academic provision that reflects their needs and interests. Student representatives are included in the membership of committee structures, including the curriculum committee.

There are regular opportunities to provide feedback on programmes and the student experience using surveys and other feedback mechanisms. This includes feedback on teaching methods and programme blocks. This results in improvements in the student experience, for example in the use of interactive teaching methods such as role-play.

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.	☒ Yes ☐ No
8.2	Students are informed as to the necessary language requirements for entry onto programmes.	☒ Yes ☐ No
8.3	A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified.	☒ Yes ☐ No
8.4	All students' application enquiries are responded to promptly and appropriately.	☒ Yes ☐ 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.	☒ Yes ☐ 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.	☒ Yes ☐ 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.	☒ Yes ☐ 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.	☒ Yes ☐ No ☐ NA
8.9	Any recruitment agents are properly selected, briefed, monitored and evaluated.	☒ Yes ☐ No ☐ NA

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

Comments

The Institution recruits and enrols suitable students for its courses. The website and course brochures clearly identify the specific entry requirements for each programme. Entry requirements are set at an appropriate level. In meetings with inspectors, students confirmed that entry requirements were clear and accessible during the application process. Inspection findings confirm this view.

Students are informed about the necessary language requirements for entry to each programme. In meetings with inspectors, students confirmed that they had the necessary language skills on enrolment and that they were provided with access to additional language classes to support the ongoing development of their language skills, where required.

Scrutiny of completed application forms demonstrates that the Institution has a formal application process in place that ensures students meet the entry requirements. The Institution also has effective mechanisms in place to verify any claimed qualifications. Students must also provide a personal statement and attend an interview that enables staff to determine their suitability for the programme.

The Institution has effective arrangements in place to ensure that application enquiries are responded to promptly and appropriately. Students confirmed to inspectors that their enquiries are dealt with promptly. Inspection findings confirm this view.

Students are provided with effective advice and guidance to ensure they are comprehensively briefed about the nature of the qualifications in which they are interested. Students confirmed to inspectors that they had access to accurate and useful guidance, which had enabled them to choose the most suitable programme of study for them.

Effective arrangements are in place 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, in line with the published entry requirements. Students are provided with written confirmation of their eligibility that explains the grounds for their admission. 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.

Application forms and staff and enrolment advisers make it clear to students that they are responsible for checking that they have the skills and knowledge required to study on the chosen course.

The Institution has suitable policies for accrediting experiential learning and credit transfer. These policies set out types of experiential learning and the process for assessing prior experience. They also detail the arrangements for mapping and assessing prior formal qualifications. In meetings with inspectors, students provided examples of how prior credit had been mapped effectively and so led to successful exemptions.

Recruitment agents are subject to appropriate due diligence checks. In meetings with inspectors, staff confirmed that these checks include evidence of previous recruitment activity, at least two references, evidence of previous clients and current legal licences. Agents are provided with a detailed orientation pack that provides comprehensive information about TAU and its programmes of study. Scrutiny of agent agreements confirms that agents are properly selected, briefed, monitored and evaluated.

9.	**The institution encourages and supports its staff to undertake research and other forms of scholarship and to engage in other professional activities**	
9.1	The institution encourages academic staff to undertake research in relevant fields and to publish their findings.	☒ Yes ☐ No ☐ NA
9.2	Academic staff are encouraged to engage in research and/or scholarship that informs their teaching.	☒ Yes ☐ No ☐ NA
9.3	There is a fair and transparent procedure for staff to seek financial support for their research and other professional development activities.	☒ Yes ☐ No ☐ NA
9.4	The institution provides time for staff to meet regularly to share and discuss current research activities and, if appropriate, invites external speakers.	☒ Yes ☐ No ☐ NA

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

Comments

The Institution has a range of effective mechanisms and incentives that encourage and support staff to undertake research and publish their findings. A significant budget is available to provide financial incentives and support for staff to engage in research, participate in national and international conferences, and publish their research in peer-reviewed journals. The list of staff research publications across a broad range of peer-reviewed journals is significant and demonstrates the impact of the Institution's support arrangements.

The content of the staff contracts, policy documents and faculty handbooks clearly highlights the expectation that lecturers will engage in relevant research related to their academic area of expertise. Support workshops are provided to support early career researchers to develop their practical research skills, such as how to use specialist statistical software. The Texila international journal series allows students and staff to publish and share their research.

Leaders and managers have implemented a fair and transparent procedure for staff to apply for and access financial support for their research and for CPD activities. The procedures are clear and disseminated to staff through faculty handbooks and policy documents. In meetings with inspectors, academic staff confirmed that financial support arrangements are clear and transparent. Inspection findings confirm this view.

The Institution provides time for staff to meet regularly to share and discuss current research activities. For example, the journal club meets regularly to provide lecturers with an opportunity to discuss contemporary research articles that are linked to relevant academic areas. The annual retreat provides a useful opportunity for staff to engage in useful training and development activities. External speakers are invited to deliver useful staff development events to help support lecturers' teaching and learning skills, for example in the use of engaging and interactive online teaching strategies.

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.	☒ Yes ☐ No
10.2	Information on the programmes available, their assessment and progression is comprehensive, accurate, readily accessible and up to date.	☒ Yes ☐ No
10.3	There are effective procedures to update information on a regular basis to ensure its relevance and accuracy.	☒ Yes ☐ No
10.4	The information provided ensures students are well informed of the status of the qualifications offered, including the awarding body and level of award.	☒ Yes ☐ No
10.5	Students are informed of the full cost of all programmes, including costs of assessments, activities and any required materials.	☒ Yes ☐ No

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

Comments

Publicity material provides an up-to-date and accurate description of the Institution and its curriculum. A review of the TAU website and the printed publicity materials confirms that text and images accurately depict the Institution's location, courses, premises and facilities.

The prospectus, website and student handbook provide accurate and comprehensive information on each of the courses offered. Leaders ensure that systematic processes are in place for reviewing and updating the information when required. This ensures that the information, advice and guidance are relevant and accurate.

Through publicity materials, handbooks and induction, students are well informed of the status of the qualifications offered, including the level of award and a detailed breakdown of costs. In meetings with inspectors, students confirmed that the information they received was accurate and that they had access to the information they needed to make informed decisions about their studies. Inspection findings confirm this to be the case.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

11.	**Academic staff are effective in facilitating student learning**	
11.1	Lecturers have the required subject knowledge, pedagogic and communicative skills and experience to teach both the course content and level of course to which they are allocated.	☒ Yes ☐ No

11.2	The allocation of teaching staff to courses provides for a consistent learning experience, and delivery is monitored to ensure consistency.	☒ Yes ☐ 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.	☒ Yes ☐ No
11.4	Teaching sessions are appropriately informed by module descriptors and relate to defined intended learning outcomes.	☒ Yes ☐ No
11.5	Academic staff are effective in recognising individual learning needs and preferred learning styles and adapting their delivery to meet these.	☒ Yes ☐ 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.	☒ Yes ☐ No ☐ NA
11.7	Students are encouraged and enabled to develop independent learning skills.	☒ Yes ☐ No
11.8	Students and academic staff have access to appropriate learning and study materials as well as other resources and the institution encourages and supports their use.	☒ Yes ☐ No

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

Comments

Academic staff are effective in facilitating student learning. Observations of teaching confirm that lecturers have high levels of subject knowledge and good academic and communication skills. Scrutiny of CVs demonstrates that lecturers have appropriate experience in teaching their respective subject areas. As a result, lecturers have the subject knowledge and academic and communicative skills to teach on the courses to which they are allocated. They ensure that students receive the teaching they need to progress and achieve their qualifications.

Heads of faculty ensure that lecturers are allocated to courses that reflect their subject expertise and experience. A range of appropriate mechanisms is used to monitor performance in the classroom. This includes peer observation and feedback and observation by the Dean.

Detailed planning documents demonstrate effective programme sequencing and assessment methodologies that support the acquisition of knowledge and skills. This ensures that students are well prepared for their summative examinations and assessments. Formative assessment strategies build on students' skills and knowledge and support progress towards the standards required in summative examinations and assessments.

Module descriptors, learning objectives and learning outcomes inform the detailed session plans effectively. This ensures that students acquire the skills and knowledge needed to achieve the qualification.

Scrutiny of comprehensive planning documents shows the use of a wide range of learning strategies. Academic staff are effective in recognising individual learning needs and take action to respond to these needs. For example, students studying online are provided with robust study guides to support their learning. Medical students are supported and encouraged to use experiential learning to identify their own learning needs.

Most academic staff use a range of effective group and individual activities. This includes pair- and group work, role-play, projects and self-directed study. In most teaching sessions observed, these activities were effective in encouraging participation and supporting learning.

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. As a result, students develop the skills and knowledge they need in order to learn independently.

High-quality learning and study materials and resources are provided for students and staff. The Institution places a high value on investing in student and staff materials and resources. These include extensive physical and digital books and journals. Students have access to a comprehensive range of online learning resource platforms that provide access to additional e-books and other learning materials. Students on medical courses have access to simulated interactive

diagnostic tools, well-stocked laboratories and clinical skills development stations. As a result, MD programme students have excellent resources and materials to support their progress and 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.	☒ Yes ☐ No
12.2	Assessment strategies are relevant to the content and nature of the courses and focused on measuring students' achievement of the intended learning outcomes.	☒ Yes ☐ No
12.3	Assessment tasks are clearly written, indicating what students need to do to meet stipulated levels of achievement.	☒ Yes ☐ No
12.4	Students receive detailed and supportive verbal and written feedback on their assessments and overall performance and progress, which are effectively monitored.	☒ Yes ☐ No
12.5	The institution takes appropriate steps to identify and discourage cheating, including plagiarism and other misdemeanours, and to penalise offenders.	☒ Yes ☐ No
12.6	There are clear policies and procedures for students to claim mitigating circumstances and to appeal against marks awarded.	☒ Yes ☐ No

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

Comments

Assessment is fair and appropriate. Detailed assessment schedules are provided to students at the start of each course. Students are informed of formative and summative assessment submission dates, examination dates and planned revision periods. Students also have access to digital copies on the LMS to ensure they have the information they need.

Course outlines, assessment plans and session plans show that assessment strategies are effective and match the content and nature of the course. For example, medical students have access to multiple-choice assessments, research assignments and clinical observation assessments, which include taking case histories and interpreting X-rays and heart murmurs. Medical students' interpersonal, communication and professional skills are assessed effectively by lecturer observations.

Students on non-medical courses are assessed using written assignments, multiple-choice tests, report writing, presentations and research assignments. Marking schemes clearly show how marks will be allocated, ensuring that students are well prepared for their summative assessments and examinations.

Clear and well-written assessment tasks are provided across all curriculum areas. All assessment tasks, criteria and marking schemes are available in the detailed student handbooks. All students are informed about their assessment tasks and achievement levels during induction. Marking schemes, including guidance on levels of achievement, clearly show how students can meet or exceed the levels of achievement. This ensures that all students receive clear guidance on the assessment task and how to achieve at or above their expected level of achievement.

The Institution has effective mechanisms to identify and discourage cheating and plagiarism. The academic and disciplinary policy is communicated to students at induction and at the beginning of each semester. The policy is also available in student handbooks and includes guidance on possible penalties. The Institution uses appropriate software to identify cases of plagiarism. An invigilator monitors all exams. Where students are suspected of malpractice, evidence is reviewed by the disciplinary committee. As a result, TAU has effective arrangements to minimise cases of cheating and plagiarism.

There is a comprehensive framework that supports students in claiming mitigations and for making assessment appeals. Students are informed of the policy and procedures at induction and at the beginning of each course. The policies and procedures are also featured in the student handbook, which can be accessed digitally or physically.

Students can appeal their grades for various assessments, including examinations, written papers and projects. Students have appropriate escalation arrangements if they are dissatisfied with the outcome of the appeal process.

This includes a written complaint to the academic head, who can agree on a new review. This results in a fair and responsive system for students claiming mitigation or appealing their marks.

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.	☒ Yes ☐ No
13.2	Course materials are appropriately presented and sufficiently comprehensive to enable students to achieve the programmes' objectives.	☒ Yes ☐ No
13.3	Course materials are accurate and reflect current knowledge and practice and are regularly reviewed and revised.	☒ Yes ☐ No
13.4	Programme designers make effective use of appropriate teaching aids and learning resources.	☒ Yes ☐ No
13.5	The institution makes effective provision for students to access all resources.	☒ Yes ☐ No

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

Comments

Student learning materials are effective. Meetings with staff and scrutiny of course materials demonstrate that these are well designed and based on the specific level and programme of study. Lecturers, together with heads of department, select appropriate course materials, and the curriculum committee ultimately approves these. This ensures that materials are fit for purpose.

Lesson observations and scrutiny of course syllabi demonstrate that materials reflect current knowledge and practice. Staff undertake regular reviews of course materials based on student feedback, and changes must be approved by the curriculum committee. Staff provided inspectors with a range of examples where materials had been updated to reflect current knowledge and practice. For example, students had raised a concern about repetition in the microbiology and the infectious diseases courses. These were subsequently merged and delivered at a later point in the academic year as a result.

Lecturers use a range of teaching aids and learning resources, including medical models, technology-enhanced learning devices, and clinical and laboratory equipment. Lesson observations confirmed that these teaching aids and learning resources are used well to support active learning strategies across programmes.

Resources are made available to students in class and through the library and the LMS.

Course materials are well designed and appropriate for the specified level of study. The materials are selected to align with the learning outcomes and are approved by the head of department and the curriculum committee. This ensures that materials are appropriate for the course and level studied. Course materials are well presented, comprehensive and extensive. Students have access to a wide range of digital and physical materials that support their programme of study, including a broad array of journals. Students using digital resources can personalise the materials they need through setting up a single online place where they store and show the online publications they are using, known as a digital bookshelf.

Course materials are reviewed regularly to ensure their accuracy and currency. Heads of department review all materials before each semester starts, and any amendments are agreed. All updated materials are made available to students on the LMS. This results in improvements to the materials students can access during the year of study. At the end-of-year review, the programme evaluation committee evaluates all courses, using student achievement data to evaluate the effectiveness of the course materials. This results in improvements to study materials where appropriate, for all courses and programmes.

Students have very good access to all resources. The library has an extensive range of physical resources, including books and journals. The library maintains a web portal for easy access to all the electronic resources. Medical students benefit from highly effective teaching aids. Students can access plastinated cadavers, virtual simulation laboratories, observation stations, which are used to assess and provide feedback on the students' clinical skills, and clinical skills laboratories.

Students who study online have the opportunity to access comprehensive databases and programmes, including video teaching aids. They also have access to teaching aids that support their skills and knowledge of learning online. As a result, all students have access to high-quality course materials, teaching aids and resources that support their progress and achievement.

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.	☒ Yes ☐ 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.	☒ Yes ☐ No
14.3	Students receive appropriate information on the pastoral support available to them, including for the provision of emergency support.	☒ Yes ☐ No
14.4	The institution has policies to avoid discrimination and a published procedure for dealing with any abusive behaviour.	☒ Yes ☐ 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.	☒ Yes ☐ No
14.6	There are effective systems to communicate with students out of class hours.	☒ Yes ☐ No ☐ NA
14.7	Effective safeguarding arrangements are in place and are regularly reviewed to keep all participants safe.	☐ Yes ☐ No ☒ NA
14.8	Effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism.	☒ Yes ☐ No

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

Comments

Students receive effective pastoral support that meets their needs. All students are assigned an adviser from outside their immediate programme area. This ensures that advisers are able to provide effective advice and guidance on both academic and pastoral concerns. Students are also assigned a peer mentor who can help to provide guidance on what it is like to be a student at TAU.

Students identified as underperforming or with low attendance are also assigned an academic mentor. In addition, students can seek additional support from the student affairs department. Where students require counselling support, TAU staff provide appropriate referrals to suitable external third parties. Students confirmed to inspectors that these arrangements provided effective pastoral and counselling support services. Inspection findings confirm this view.

Students receive a comprehensive orientation pack. Scrutiny of orientation materials demonstrates that students receive an effective introduction to key staff, an explanation of the Institution's mission and vision and the standards of behaviour expected of them, and an introduction to the support departments and to Guyana more generally.

The orientation pack outlines the pastoral support available and contains emergency telephone numbers and contact details for students to use. These details are printed on the back of student ID cards, so students have easy access to the key contacts they may need.

A suitable discrimination, bullying and cyberbullying policy defines key terms, outlines prohibited conduct and details reporting procedures. The Institution also has a suitable policy on students' use of social media and devices. The policy covers device storage, internet access, and photography and recording. Student rights and responsibilities are outlined in the student handbook, together with policies that govern student mistreatment. As a result, the Institution has suitable policies to help avoid discrimination.

A dedicated IT department ensures that students are well supported with technological issues. Students confirmed to inspectors that technological support enquiries are handled promptly and effectively. No indicators to the contrary were identified during the inspection.

Students are able to contact staff outside class hours where required. This includes during scheduled office hours via social media groups and by raising targeted queries through the online communication system.

The Institution does not enrol students under the age of 18.

The Institution has a suitable policy to protect students from the risks associated with radicalisation and extremism. The policy outlines the Institution's approach to managing guest speakers and events, identifying, supporting and referring vulnerable people, and the approach to staff training. A suitable risk assessment has been completed that demonstrates that relevant risks have been identified and that suitable mitigations are in place. Suitable training on the prevention of extremism and radicalisation has been completed.

15.	**Students receive appropriate academic support and guidance**		
15.1	Students have appropriate access to teaching staff outside teaching and learning sessions.	☒ Yes	☐ No
15.2	Students have access to appropriate support to enable the regular review of their academic progress.	☒ Yes	☐ 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.	☒ Yes	☐ 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.	☒ Yes	☐ 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.	☒ Yes	☐ 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.	☒ Yes	☐ No
15.7	Instructions and suggestions on how to study are made available to assist students to learn effectively and efficiently.	☒ Yes	☐ No
15.8	Students with special educational needs and/or disabilities (SEND) are identified so that appropriate support can be provided.	☐ Yes	☒ No

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

Comments

Students have appropriate access to teaching staff outside the learning and teaching sessions. Staff can be contacted through social media groups and the online LMS. A tour of the premises demonstrated that faculty staff publicise their open-office hours. This ensures that students are clear about how and when to access their lecturers.

Students have access to appropriate support, including regular academic progress reviews. Students' assessment outcomes are monitored effectively. Where students' grades do not meet the minimum expectations, they are automatically contacted by academic and support staff who offer a range of relevant support interventions, including academic mentor support.

Students can access their grades and attendance data through the online LMS. This allows them to monitor and track their own progress and seek support where necessary.

Students deemed to be making insufficient progress are provided with effective advice and support, including by their academic mentor. When students on medical programmes decide that they have selected a course that is not right for them, they can transfer their credits to more suitable, alternative programmes, such as the Master's in Public Health.

Useful guidance on careers is currently embedded within most academic programmes. For example, students on medical programmes are provided with a named staff contact who is able to provide personalised information, advice and guidance throughout the course. This helps students to understand and make their residency applications in different geographical regions. However, there is no dedicated careers support service to provide more specialist and personalised support to students, especially those on non-medical programmes.

The Institution has a grievance process and a standing appeals and grievance committee. The process is set out in the student handbook and includes a clear process and timescale for investigating complaints and making decisions. Students who remain dissatisfied can appeal the decision in writing to the Academic Head. However, the policy does not currently include reference to an external adjudicator.

Instructions and suggestions on how to study are made available to assist students to learn effectively and efficiently. For example, academic mentors provide students with guidance on how to develop their study skills, carry out research and prepare for their assessments.

The University has a student disability policy in place and the application form asks prospective students to declare any physical disabilities or mental conditions.

15.8 However, the Institution does not currently implement sufficiently clear, systematic and thorough mechanisms to continually support students with SEND across all programmes.

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.	☒ Yes ☐ No ☐ NA
16.2	On arrival, international students receive an appropriate induction on issues specific to the local area.	☒ Yes ☐ No ☐ NA
16.3	Information and advice that are specific to international students continue to be available throughout their time at the institution.	☒ Yes ☐ No ☐ NA
16.4	Provision of support takes into account cultural and religious considerations.	☒ Yes ☐ No ☐ NA
16.5	Where possible, students have access to speakers of their own first language.	☒ Yes ☐ No ☐ NA

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

Comments

International students receive comprehensive support and advice before their arrival in Guyana. International students are assigned an enrolment adviser, who provides advice and guidance on visas, accommodation and travel arrangements. Students who are travelling to the Institution from the same country have flights organised together in order to ensure that they do not travel alone.

International students receive an appropriate induction. For example, they are provided with a guided tour of the local area on arrival. Students confirmed to inspectors that they had received clear guidance on safety, including local areas that should be avoided as well as suitable locations for grocery shopping and other essential tasks.

International students can access a wide range of ongoing support throughout their programme, including from their academic adviser and through peer support from student mentors. Students confirmed that the support they receive before and on arrival is comprehensive and effective. Inspection findings confirm this view.

Support for international students takes into account cultural and religious considerations. For example, spaces are available for prayer as required. The social programme includes celebrations for an extensive range of cultural and religious festivals.

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 are followed up promptly.	☒ Yes ☐ No ☐ NA

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

Comments

A clear and suitable policy on student attendance and punctuality is effectively implemented and communicated through the student handbook. Students studying in person are required to maintain an average attendance of 80 per cent.

Attendance requirements for students studying online and blended learning programmes are based on the submission of assignments and punctual completion of other course requirements.

The Institution maintains accurate attendance records. The student affairs department reviews student attendance regularly and systematically. Warning letters are issued to students where required, to ensure that attendance rates are improved or support arrangements are put in place.

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

Scrutiny of the student engagement activity calendar and discussions with students demonstrate that students are provided with appropriate information on opportunities for participation in social events and other leisure activities. Events include cultural expositions, sports festivals, journal clubs, and community service and welfare days. A large section of the social programme is designed around the World Health Organization's priorities and social causes.

Feedback on the social programme is sought through regular student surveys, consultation with the student council and liaison with the student affairs department. Students confirmed to inspectors that their feedback is sought and acted on and that the social programme is affordable.

Appropriate staff members supervise social activities, and risks are addressed in the planning stage for each event and activity. For example, staff identified that the use of lights and loud noises during Diwali celebrations could impact students who might find this over-stimulating. No formal written risk assessments are currently completed.

For students studying online, the Institution promotes a suitable range of webinars and other online activities. Students can interact with their peers through online systems and social media groups. The promotion of the social programme is extensive, with activities publicised to students using the LMS, social media and campus notice boards. These arrangements ensure that students are fully aware of the opportunities available.

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.	☒ Yes ☐ No
20.2	The institution has the legal right to use these premises for the delivery of higher education.	☒ Yes ☐ 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.	☒ Yes ☐ No ☐ NA

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

Comments

The Institution has secure tenure of its premises. TAU has ownership of the land and university building.

The Institution has the appropriate legal rights to use the premises for the purposes of higher education. Higher education courses are approved for delivery on the premises by the National Accreditation Council of Guyana.

TAU's leaders have close links and agreements in place with Georgetown Public Hospital Corporation and Tuscan Medical Centre in Arizona that can be used for temporary or occasional academic or non-academic purposes.

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.	☒ Yes ☐ No
21.2	The premises are maintained in an adequate state of repair, decoration and cleanliness.	☒ Yes ☐ 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.	☒ Yes ☐ No ☐ NA
21.4	General guidance on health and safety is made available to students, staff and visitors.	☒ Yes ☐ No

21.5	There is adequate signage inside and outside the premises, and general information is displayed effectively.	☒ Yes ☐ 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.	☒ Yes ☐ No
21.7	There are toilet and hand-washing facilities of an appropriate number and acceptable level of cleanliness.	☒ Yes ☐ No
21.8	There is adequate air conditioning, heating and ventilation in all rooms.	☒ Yes ☐ No

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

Comments

A tour of the campus demonstrates that the premises are appropriately secured and restricted. Managers have put in place a range of relevant security arrangements to 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 ensure that the premises are attractively decorated.

Laboratories have specific safety rules appropriate to the activities. These rules are appropriately displayed. For example, restrictions on food and drink, requirements for personal hygiene and rules on locked cabinets are clearly reinforced. This helps to keep students safe.

General guidance on health and safety is appropriate for staff, students and visitors. Students are given a health and safety orientation at the beginning of every semester. Safety protocols and guidelines are written and visibly displayed. Signage is clear and allows easy access around the Institution.

The premises provide an expansive space for staff and students to work and study. There is a suitable area in which to receive visitors, which is enhanced by an extensive atrium.

Washrooms are clean and there are sufficient numbers for staff and students. All rooms have air conditioning and good ventilation.

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.	☒ Yes ☐ No ☐ NA
22.2	Classrooms and/or any specialised learning areas (e.g. laboratories, clinics, workshops, studios) are equipped to a level which allows for the effective delivery of each programme.	☒ Yes ☐ No ☐ NA
22.3	There are facilities suitable for conducting assessments such as examinations.	☒ Yes ☐ No ☐ NA

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

Comments

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

Classrooms are equipped with projectors, whiteboards and high-quality desks and chairs. Laboratories have appropriate resources, such as pathology equipment and anatomy learning aids.

Clinical workshops have specialist equipment for developing suturing skills, interpreting X-rays and detecting heart murmurs. This supports students' practical skills well.

A dedicated IT suite that is appropriate in size is used to conduct examinations. Clinical assessments are conducted in dedicated stations, which allow students to observe clinical practices, such as taking patient histories.

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.	☒ Yes ☐ No ☐ NA
23.2	Academic staff have access to sufficient personal space for preparing lessons, marking work and consultations with students.	☒ Yes ☐ No ☐ NA
23.3	Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate.	☒ Yes ☐ No ☐ NA
23.4	Students and staff have access to secure storage for personal possessions where appropriate.	☒ Yes ☐ No ☐ 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.	☒ Yes ☐ No ☐ NA
23.6	Administrative offices are adequate in size and suitably resourced for the effective administration of the institution.	☒ Yes ☐ No

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

Comments

Students benefit from good access to facilities for both private and group study. A large library includes areas for individual study.

Academic staff have access to suitable personal space for work. The offices are large and include space for laptops, physical materials and storage cabinets. Staff have access to tutorial rooms for conducting student consultations.

Students and staff have access to good facilities for relaxation and the consumption of refreshments. There are large staff and student lounges and an on-site cafeteria that serves hot and cold food.

Fitness and sports areas, including for table tennis and pool, are provided for students. Students benefit from comfortable lounge areas that include access to televisions, wireless internet, comfortable seating areas and tables.

Staff and students have good access to storage. Staff have locked cabinets and lockers in their office space, and students have lockers for storing personal possessions.

There is a range of good office spaces for staff, including private meeting rooms. The spaces are sufficiently large for staff meetings. Office and meeting spaces are of good quality.

Administrative offices are of a good size and include a range of appropriate equipment that supports effective working.

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.	☒ Yes ☐ 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.	☒ Yes ☐ No
24.3	The library has sufficient space for student independent study and group working.	☒ Yes ☐ No ☐ NA
24.4	There is a well-organised lending policy.	☒ Yes ☐ No
24.5	The library is adequately staffed with appropriately qualified and experienced staff.	☒ Yes ☐ No ☐ NA
24.6	Library opening times are sufficient to encourage and support students' independent learning.	☒ Yes ☐ No ☐ NA

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

Comments

The library has extensive physical and digital learning materials that support students' studies well. Resources include books, journals and periodicals. Students can access extensive e-learning materials off site via an online learning portal. Online databases and resource platforms provide students with access to a library of video support materials, including recorded lectures, case studies and practice questions.

Medical students also have access to a virtual hospital to support their developing clinical practice. Students have access to a research database that includes the opportunity to share the outcomes of their research.

Systems to ensure the adequacy and currency of learning materials are systematic and effective. The library committee is responsible for ensuring that library stock meets the needs of students and staff. Resource requirements for the academic year for each faculty member are presented to the committee for approval. Staff and students confirm that they have access to high-quality learning materials that support teaching and learning. Inspection findings confirm this view.

The learning resource centre provides students with access to suitable spaces for independent and group study. Students can receive support from student mentors to help facilitate group work, if required. The learning resource centre provides students with high-speed wireless connectivity to support their independent research.

The library has implemented an appropriate lending policy that is communicated well to students at induction. The policy is available online and in the student handbook. It clearly identifies the lending requirements for different types of learning resource sections, including the reference, issues and journals sections.

The library is fully automated, and students and staff can access materials easily using their identity cards. The library uses reliable software to ensure effective library management, including automated inventory management, efficient circulation and checkout processes, and enhanced security. This results in a highly effective circulation of learning materials.

Library staff are experienced and well qualified and hold specialist undergraduate and postgraduate qualifications in library and information science. This ensures they can manage a professional and effective service for students and staff.

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.	☒ Yes ☐ 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.	☒ Yes ☐ No ☐ NA
25.3	There is provision of appropriate, up-to-date software and virtual learning environments that reflect the needs of the programmes.	☒ Yes ☐ No ☐ NA
25.4	There is an effective means of ensuring the renewal of hardware and software to ensure efficiency and currency.	☒ Yes ☐ 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.	☒ Yes ☐ 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 Institution provides students with effective access to technology and sufficient connectivity. This allows them to study flexibly. The Institution has reliable arrangements to store student research material, such as audio, video and e-books. A high-speed internet service allows students to access the online library and web services for communication and research easily.

Students have access to effective online systems for interaction with staff and online access to a wide variety of library resources, databases and learning platforms. This includes high-quality study materials to support students whose programmes are delivered online.

The LMS supports effective course management, use of online discussion forums and the submission of assignments. The LMS also provides access to a chat function, enabling students to contact lecturers, student mentors and student coordinators.

The IT team manages the updating of hardware and software effectively. Regular inventories are conducted to assess the condition of hardware and software, and regular maintenance of existing resources is carried out. Regular software updates are planned to ensure the software remains functional. The team also provides timely technical support to address any issues faced by students or faculty members.

IT technicians are well qualified and experienced. A ticketing system enables staff and students to report any system issues, which are responded to promptly and effectively. Students confirmed to inspectors that the support for IT issues is efficient and effective. Inspection findings support that view.

The Institution provides good access to a range of conventional and online resources. Students and staff can access physical resources, including textbooks, journals and periodicals. They also have access to reprographic services. Students and staff have access to a wide range of digital resources, including digital databases and virtual learning platforms. This ensures that students have access to the resources they need.

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

Discussions with staff, students and managers and scrutiny of feedback records demonstrate that the Institution has a wide range of mechanisms in place to canvass, record and act on feedback from its stakeholders. This includes feedback from alumni and employers. Members of programme evaluation committees analyse and evaluate feedback and take appropriate action where required.

Formal feedback is gathered from student representatives, who attend a range of committees, including those for the curriculum, appeals and grievances, and the admissions. This helps the Institution to collate and record feedback from students across all programmes formally.

Stakeholders are appropriately informed about the action taken based on their feedback through various channels, including the LMS, e-mail, the website and the committee structure. These mechanisms ensure that stakeholders understand the Institution's response to their feedback.

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.	☒ Yes ☐ No
27.2	The institution's quality assurance policies and procedures appropriately inform its strategic management.	☒ Yes ☐ No
27.3	The principles of quality assurance are embedded throughout the institution to ensure a quality ethos.	☒ Yes ☐ 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.	☒ Yes ☐ No
27.5	Management compiles regular reports that present the results of the institution's reviews and incorporate action plans.	☒ Yes ☐ 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.	☒ Yes ☐ 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.	☒ Yes ☐ 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.	☒ Yes ☐ No
27.9	Key performance indicators include an analysis of student outcomes in terms of year-on-year performance, which highlights any significant variations.	☒ Yes ☐ 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.	☒ Yes ☐ No
27.11	Review and revalidation of programmes on a regular basis involves external assessors as appropriate.	☒ Yes ☐ No
27.12	Institutional systems ensure the effective consideration of programme reports and that appropriate actions are incorporated into action-planning.	☒ Yes ☐ No

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

Comments

The Institution has effective systems to review its own standards and assess its own performance. Scrutiny of detailed quality documents, handbooks and quality committee records demonstrates how leaders and managers review quality and performance against a broad range of core standards. Quality procedures are shared effectively with stakeholders through a range of policies and handbooks.

The Institution's balanced scorecard system informs the strategic plan, which considers the quality of provision as measured against a detailed set of quality indicators and outcome measures. The scorecard is reviewed regularly and updated to help leaders make effective decisions in line with twelve strategic goals across four key themes. The strategic planning committee regularly considers the outcome of systematic performance reviews when ratifying its strategic choices. This ensures that strategic management is focused on maintaining and improving quality.

Discussions with staff and a review of handbooks, job descriptions, the strategic plan and regulations all demonstrate how quality assurance principles are embedded throughout the Institution. The Dean of Internal Quality Assurance

takes the lead in ensuring that the Institution maintains a quality ethos and a focus on enhancement and continual improvement.

The Institution undertakes regular and systematic monitoring of its operations. Leaders and managers review all aspects of the Institution's performance against clearly specified and appropriate KPIs. Monthly audits are completed that ensure ongoing compliance is maintained and areas for improvement are swiftly identified where required. The strategic planning committee regularly reviews performance reports and sets out action plans. This ensures that all aspects of the Institution's performance are systemically reviewed to ensure that these contribute to the achievement of TAU's strategic goals.

Leaders and managers place a high priority on ensuring that students benefit from a high-quality experience. Student feedback is regularly obtained and reviewed to ensure there is fair treatment of all students. For example, students complete course and faculty evaluations as well as general satisfaction surveys to evaluate their experience. Student feedback is regularly reviewed and responded to, and corrective plans are put in place where required to ensure that students are provided with the expected learning experience.

Heads of department complete end-of-semester block reports, which are reviewed by the relevant programme evaluation committee. Reports include a summary of student feedback on each course and each faculty member, as well as general student satisfaction rates relating to non-academic factors. Reports also consider completion and achievement rates. These reports help the academic committee to evaluate the quality of each course and to identify areas for improvement where required.

Each programme evaluation committee prepares an annual programme evaluation report that compares year-on-year results for student achievement levels and completion rates. The SLT reviews the annual reports to identify areas for improvement.

The curriculum committee completes programme reviews on an ongoing basis. External consultants also review programmes periodically to support academic managers in updating the curriculum to ensure it remains fit for purpose and is revalidated in line with published procedures.

The academic committee reviews programme reports systematically to identify and plan improvements. Appropriate actions are incorporated into planning documents, helping leaders and managers to ensure that the necessary improvements are implemented to enhance the quality of provision.

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.	☒ Yes ☐ No
28.2	End-of-session course and annual programme reports include improvement and ongoing developments made and identify further areas requiring enhancement.	☒ Yes ☐ No
28.3	Action plans for enhancement are implemented and reviewed regularly within the institution's committee structure.	☒ Yes ☐ No

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

Comments

Leaders and managers have a range of effective mechanisms in place to identify and share good practice across the Institution. For example, monthly departmental meetings, quality audits and the annual retreat all allow staff to discuss and share examples of good practice.

The current appropriate mechanisms for identifying and disseminating the very best practice in teaching and learning are limited. As a result, opportunities to share best practice to continually improve the quality of teaching and learning may be missed.

Detailed programme evaluation committee reports include areas for development, improvement and further enhancement. The reports are used by academic leaders and committee members to actively monitor and review action plans and to identify where further support and resources may be required.

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.	☒ Yes ☐ No ☐ 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.	☒ Yes ☐ No ☐ NA
29.3	Tutors have an understanding of the special challenges and demands of online, distance and blended learning.	☒ Yes ☐ No ☐ NA
29.4	Staff ensure students are made aware of the necessary level of digital literacy required to follow the stated programmes.	☒ Yes ☐ No ☐ 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.	☒ Yes ☐ No ☐ NA

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

Comments

Observations of teaching, meetings with staff and scrutiny of student feedback demonstrate that academic staff have a good understanding of the needs and demands of delivering effective online learning. This includes the use of effective educational technologies that engage students and check learning.

Staff delivering online learning benefit from comprehensive training that helps them to update and develop their skills and knowledge. Through induction, staff are informed of the skills and knowledge needed to deliver online learning, including the use of different technologies. During their initial employment, academic staff are required to complete an internal training programme to ensure that their online teaching skills are at the required standard.

A range of regular CPD opportunities helps staff to continue to develop and enhance their skills, for example in how to engage students online and in the use of online assessment and feedback tools. Records of training show that staff have benefited from recent training from an external specialist in online learning delivery.

Meetings with academic staff and scrutiny of student feedback demonstrate that lecturers have a clear understanding of the challenges and demands of delivering online learning. This includes the time constraints of students who may be working as well as studying, the requirement for good organisational skills and the need to provide regular feedback to students to support and motivate them.

Enrolment advisers provide students with appropriate information before enrolment for online study programmes in order to ensure they are fully aware of the level of digital skills required. Students also receive accurate guidance to ensure they have the necessary IT hardware, software and internet access. This ensures that students are well prepared for the demands of online study.

Students benefit from regular and effective support to help them study online. Students complete training modules before starting their main learning programme, which helps them 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.

A clear user manual is also available on the LMS for students requiring extra guidance. Students are also assigned a student mentor for additional support throughout their programme of study, where needed. These arrangements ensure that students are well supported in their online studies.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated ☒ Yes ☐ No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

Institution's strengths

The highly capable, ambitious and values-driven leadership provides clear educational direction, which helps the Institution to grow and develop.

Senior leaders have implemented a clear strategic vision that responds effectively to developing national workforce priorities to ensure that the curriculum is effective in meeting the needs of students and employers.

Robust review mechanisms allow senior leaders to evaluate systematically the Institution's overall performance against a broad range of specific metrics and strategic targets.

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

GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

Institution's strengths

The systematic administrative arrangements are highly effective in ensuring the efficient day-to-day running of the Institution.

Leaders and managers recruit and develop lecturers who have the necessary skills and expertise to support students to make effective progress.

The Institution has a range of effective mechanisms and incentives that encourage and support staff to undertake high-quality research and to publish their findings.

Actions required	Priority H/M/L
5.12 Appropriate external moderation arrangements must be put in place for non-medical programmes at the post-assessment stage.	☒ High ☐ Medium ☐ Low

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

Students benefit from an extensive range of high-quality, accessible learning resources that support their studies very well.

Medical students benefit from virtual simulation laboratories and other educational technologies that support the development of their applied vocational skills.

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

STUDENT SUPPORT, GUIDANCE AND PROGRESSION

Institution's strengths

International students benefit from highly effective pre-arrival and induction arrangements that help them to settle into their studies quickly.

Students value the broad range of effective pastoral support mechanisms that help them to progress, achieve and enjoy their studies.

Actions required	Priority H/M/L
15.8 The Institution must implement clear, systematic and thorough mechanisms to continually support students with SEND across all programmes.	☒ High ☐ Medium ☐ Low

PREMISES, FACILITIES AND LEARNING RESOURCES

Institution's strengths

The premises provide students and staff with a positive and productive working and learning environment that is conducive to learning and work.

The library has an extensive range of physical and digital learning materials that support students' studies well.

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

QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

Institution's strengths

Robust and systematic quality assurance mechanisms ensure that leaders and managers are able to evaluate the quality of provision accurately in relation the Institution's strategic goals.

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

ONLINE, DISTANCE AND BLENDED LEARNING

Institution's strengths

Students and staff benefit from effective training and support to ensure they have the digital skill and competencies needed for effective online learning.

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

RECOMMENDED AREAS FOR IMPROVEMENT

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

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

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

COMPLIANCE WITH STATUTORY REQUIREMENTS

THE INSPECTION WAS CARRIED OUT BY:

Steve Ingle	Lead Inspector
Linda Ross	Team Inspector
Matthew Kitching	Student Inspector