



## BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

### Independent Higher Education (IHE) Full Inspection

**NAME OF INSTITUTION:** Texila American University (Zambia)

**ADDRESS:** Texila American University  
405a Given Lubinda Road  
Lilay  
Lusaka  
Zambia

**HEAD OF INSTITUTION:** Dr Ajay Poddar

**DATE OF INSPECTION:** 3–5 March 2025

**ACCREDITATION STATUS AT INSPECTION:** Not accredited

#### DECISION ON ACCREDITATION:

- Accreditation awarded for the full four-year period
- Probation accreditation
- Decision on accreditation deferred
- Award of accreditation refused

DATE: 25 September 2025

## PART A – INTRODUCTION

### 1. Background to the institution

Texila American University (TAU/the Institution) is a private university based in Lusaka in Zambia. It offers undergraduate and postgraduate programmes in Medicine, Public Health, Business and Information Technology (IT). TAU was established in 2016 to offer health science programmes. It is registered with the Zambian Higher Education Authority.

The Institution is part of the Texila American University Consortium, which is based in Mauritius. The consortium owns universities and consulting and management services companies in Guyana, the United States of America (USA), Zambia and India.

The Institution is located on a campus in a suburb of Lusaka. The campus houses classrooms, laboratories, specialist teaching facilities, including a dissection room, and a range of study resources. For students studying on medical and clinical programmes, the Institution partners with local hospitals and healthcare agencies to provide clinical placements.

The vision of the Institution is to become a recognised centre of excellence in higher education, research and innovation that meets the aspirations of the global community. TAU's mission is to offer accessible and affordable higher education through use of modern facilities and both in-person and remote learning.

TAU is overseen by a Board of Directors, consisting of shareholders. Authority is delegated to the University Board to make decisions on behalf of TAU's Board of Directors. The University Board, which consists of twelve members, operates as the Institution's senior committee and is responsible for the oversight of policies and the strategic development of the Institution. The University Board appoints the Vice-Chancellor and Deputy Vice-Chancellors.

The authority for day-to-day management of the Institution lies with the Vice-Chancellor, who reports directly to the University Board. The Vice-Chancellor is supported by the Deputy Vice-Chancellor Academic, the Deputy Vice-Chancellor Research and Quality, the Registrar and the Chief Finance Officer.

From March 2025, the Institution has been granted permission to offer doctoral programmes in Public Health and in Management, and new undergraduate provision in Hospitality Management and International Tourism Management.

### 2. Brief description of the current provision

TAU offers undergraduate and postgraduate programmes, the former being aimed at school-leavers. All TAU's programmes are approved by the Zambian Higher Education Authority (HEA), which is part of the Ministry of Education, which is responsible for the quality assurance of higher education.

The majority of classes are taught in person, with blended learning offered for programmes in Business and IT and for postgraduate programmes.

Undergraduate programmes include a Health Professions Foundation Programme, Bachelor of Medicine, and Bachelor of Surgery (MBChB), offered by the School of Medicine. The School of Business and IT offers programmes leading to Bachelor of Science (BSc) in Finance and Accounting, BSc in Artificial Intelligence, BSc in Data Management and Warehousing, BSc in Software Development, BSc Marketing, BSc IT, and Bachelor of Business Administration (BBA). The School of Business and IT also offers Master's degrees in Business Administration, Project Management and Banking and Insurance, and a Doctorate in Management. The School of Public Health offers undergraduate and postgraduate degrees in public health and a PhD in Public Health.

Students on medical programmes receive clinical teaching at two teaching hospitals for the final three years of their programme. This includes lectures, clinical training and clinical rotations.

At the time of the inspection, there were 2,249 students enrolled, the majority of whom were studying part time. A small majority are female. A minority of students come from outside Zambia, with most recruited from across Africa, including from Zimbabwe, Nigeria, the Democratic Republic of Congo, Cameroon, South Africa and South Sudan. A small number of students are recruited from India and Europe. No students aged under 18 are enrolled.

Students are recruited to programmes in September and March at undergraduate level. Teaching takes place across two semesters. For postgraduate programmes, admissions take place monthly, across the year, and teaching is modular based.

The entry requirements for all programmes are clearly set out in brochures and on the TAU website, as are the programme descriptors. All the programmes are taught in English, and the requirement for English language proficiency is made clear in the entry requirements. Students have access to advisers who can answer questions and provide additional advice and guidance, as required, to assist with the application process.

### **3. Inspection process**

The inspection was undertaken on site by three inspectors, including a student inspector, over three days. The university campus and a teaching hospital were visited. Meetings were held with senior managers, including the Chief Executive Officer (CEO) of Texila American University Consortium, the Vice-Chancellor, Deputy Vice-Chancellor Academic, Deputy-Vice-Chancellor Research and Quality, the Deans of the three Schools, the Registrar, senior academics, lecturers and administrative staff. Meetings also took place with groups of students, including those enrolled on distance learning programmes. Lesson observations were undertaken, and a wide range of documentation was scrutinised. The Institution co-operated very positively with the inspection process.

## PART B – JUDGEMENT AND EVIDENCE

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

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

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

1.1	The organisational structure is clearly defined, documented and understood by all stakeholders, including the role and extent of authority of any owners, trustees, advisers or governing body.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.2	Those responsible for governance understand the institution's strengths and weaknesses and provide support and hold senior managers accountable for improving the quality of learning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.3	Appropriate measures are in place to protect the integrity of academic freedom.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.4	The link between governance and management is clearly articulated and documented.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.5	Internal stakeholders develop and implement policy through appropriate structures and processes while involving external stakeholders.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.6	The institution has a written risk management strategy that includes financial planning that is effectively implemented and regularly reviewed and updated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.7	The institution has the necessary formal and transparent agreements in place with its educational partners.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
1.8	The institution has effective communication channels between all stakeholders.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met  Partially Met  Not Met

#### Comments

The Institution's organisational structure is clearly documented and made available to all staff, students and other stakeholders in handbooks, on orientation-day presentations, and on the website. The scope of the responsibilities of the owners, the University Board and the Directors is clearly set out in university laws, which are readily available. Staff and students' understanding of the organisation and its structure, roles and policies is tested to confirm that they are aware of, and understand, all the key information. As a result, the organisational structure and the responsibilities of staff are clearly understood by all TAU's stakeholders.

The University Board is made up of twelve Directors. This includes members with professional sector expertise, particularly in medicine and business, and knowledge of higher education. Responsibility for the management of the Institution is delegated to the Vice-Chancellor, who is supported by the two Deputy Vice-Chancellors, the Registrar, the Chief Finance Officer and the Deans of the three Schools.

Institutional performance reviews are undertaken at the end of each semester and follow the Key Performance Indicators (KPIs) set out in the Institution's strategic management plan. Reports generated at programme- and school level are shared with the University Board to enable clear monitoring and review of the impact of quality improvements and broader developments. The University Board is therefore able to review performance and the impact of actions in maintaining and improving the quality of learning and to support senior managers as appropriate.

Clear and appropriate policies are in place that set out the mechanisms through which the integrity of academic freedom is protected. Deans of School, the Deputy Vice-Chancellor Academic and the Deputy Vice-Chancellor Research and Quality have academic oversight and they share the Institution's research activities and publications in regular meetings. The policy and guidance on the conduct of research are clear and accessible to staff and students on the Learning Management System (LMS), and the monitoring of research activities ensures that the integrity of academic freedom is protected.

The links between governance and management are clearly articulated in handbooks, the Institution’s bylaws and through staff and student orientation programmes. The clarity of information and explanation supports a clear, institution-wide understanding of the Institution’s governance structure.

Policies are developed and reviewed within an appropriate committee structure. A number of committees, including the School Curriculum Development Committee and the Academic Council, are actively involved in policy review. The University Board, which includes external members as well as student representatives, considers and approves policy development, which is informed by stakeholders’ views and interests. As a result, the policies reviewed are clear, developed with input from a range of stakeholders, and support the effective management of TAU.

The TAU risk management committee is responsible for the development and updating of the risk management strategy. The strategy includes consideration of financial planning, as well as recruitment, regulatory compliance and a range of external risks. The strategy is overseen by the University Board, which ensures that the impact of risk management strategies is clearly monitored and evaluated.

TAU has formal agreements with external organisations, including the Zambia Medical Association, the Public Health Association of Zambia, the Zambia Chamber of Commerce and Industries, and the Union of Nursing and Midwifery. Individual Memoranda of Understanding (MoUs) with each partner organisation articulate the institutional activities that support student placements and internships. The internships are effective in supporting the practical learning aspects of programmes, in particular the clinical rotations required for medical students through hospitals in Lusaka.

Communications with staff and students are effectively managed. Social media groups, regular e-mails, the LMS and the website are all successfully used to communicate news, events and meetings. Students and staff are represented on committees, and the outcomes of meetings, including those of the Academic Council, are communicated electronically in online groups within Schools. As a result, both staff and students confirm that they are kept well informed about developments and planned events as well as the outcomes of key meetings.

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

2.1	There is an appropriate strategy that includes the quality of the student experience and supporting plans for institutional development.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.2	There is provision for stakeholder input, including governors, management, staff and students, to inform the strategic direction of the institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.3	The strategy is effectively communicated to all relevant stakeholders.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

**Comments**

The Institution has a clear and accessible strategic plan for the period 2021–2025. The strategic plan was developed in consultation with both internal and external stakeholders. It sets out clear goals for the development of the Institution and the quality of provision that is offered. The strategic plan is accessible to all stakeholders through the website.

The strategic plan reflects TAU’s mission and goals and includes key operational goals designed to support, develop and protect students’ interests and the quality of provision. The strategic planning committee, which includes external representation, is responsible for the development of the plan.

The strategic direction of the Institution is based on securing four key functions of the Institution. These are responsiveness to community interests, protection of internal business interests, consideration of financial perspectives and appropriate learning and development. The Institution’s strategy is therefore based on inclusive consideration of internal and external interests to inform the future development of the Institution.

The strategic plan is developed in consultation with governors, management, staff, students and external stakeholders. The strategic planning committee considers feedback from stakeholder groups, and recommendations are made to the University Board for consideration and agreement. Clear consideration is also given to local and regional priorities, which are reflected in the strategic plan and ensure it remains reflective of regional priorities. The strategic plan

objectives and clear monitoring of regional priorities together support the development of the Institution effectively in meeting the needs of stakeholders and local and regional education priorities.

The strategic plan is communicated well to internal and external stakeholders via the Institution's website and the LMS. Minutes of strategic planning committee meetings are available to staff through internal online staff groups. As a result, the strategic plan is accessible to all interested parties.

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

- |     |  |   |                             |
|-----|--|---|-----------------------------|
| 3.1 | The institution conducts its financial matters professionally, transparently and with appropriate probity. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3.2 | The institution's finances are subject to regular independent external audits.                             | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met  Partially Met  Not Met

#### Comments

TAU conducts its financial management in accordance with national statutory requirements, with annual financial statements being reviewed by the Zambian Higher Education Authority as part of the annual monitoring process.

Quarterly accounts, including spending allocations and budgets, are made available to the University Board and to management teams.

The management of finance is overseen by the Chief Finance Officer and reviewed by the finance committee, and thus is subject to appropriate examination.

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

## INSPECTION AREA – GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

### 4. The institution is effectively managed

- |     |  |   |                             |
|-----|--|---|-----------------------------|
| 4.1 | The head of the institution and other senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4.2 | There is an appropriate and effective committee structure with appropriate reporting lines to inform management decision-making.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4.3 | Committees have clear and appropriate terms of reference.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4.4 | Committees meet regularly and the meetings are accurately recorded with clear action planning  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met  Partially Met  Not Met

#### Comments

The Curricula Vitae (CVs) of senior managers confirm that they are all well qualified and experienced for the roles to which they have been appointed. The duties and responsibilities of each role are set out in clear job descriptions, and all staff, including senior managers, have clear KPIs linked to their positions. Biannual performance reviews provide clear evidence that responsibilities are monitored and carried out effectively.

The Institution has a clearly defined committee structure, which is documented in the School handbooks and in the TAU bylaws. The Academic Council is the senior committee responsible for academic management. It receives reports from a range of committees, including the admissions committee, the boards of studies, the programme evaluation committee, and the examinations and library committees.

Administrative committees focus on a range of functions, including estates management, finance, risk management and strategic oversight. The committee structure is clear and supports well-informed decision-making at all levels of the Institution.

All committees have clear terms of reference, which include details of membership, frequency of meetings and reporting lines. The terms of reference are available to stakeholders via the Institution's intranet and website. The clarity of the information ensures stakeholders are conversant with the functions of individual committees and thus the overall deliberative structure.

Minutes scrutinised by the inspection team demonstrate that all meetings are appropriately recorded and that key actions are included in action plans. Minutes of meetings and action plans are shared with staff through online forums. As a result, staff receive clear information on the outcomes of meetings and key action points, including those linked to new developments.

## 5. The institution is administered effectively

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

This standard is judged to be:

Met     Partially Met     Not Met

### Comments

The administrative team is of sufficient size and is suitably experienced to support the operation of the Institution. The range of administrative functions is documented and communicated to staff and students in handbooks and during induction, including through support with accessing transcripts and other essential documentation.

The information provided is clear and ensures that all staff and students understand the support that is available to them. Administrative functions are regularly reviewed to ensure the information is current, accurate and fit for purpose, and that changes are communicated to staff and students to ensure they are kept well informed.

Classes are appropriately timetabled for all programmes, both those taught on campus and those taught remotely. Lecturers for each module are identified by programme leads and subsequently approved by the relevant Head of Department and the Dean of School to ensure that teaching is delivered by the best qualified staff.

Programme co-ordinators ensure that classes are timetabled in suitable rooms, including laboratories, which will support the delivery of the curriculum. Students confirm that timetabling is clear and made available in a timely manner.

Data collection and collation systems are well developed. The systems in operation are well documented and use an appropriate platform. This ensures that data is accessible and kept under review, as seen by the inspection team. A new system is being piloted that allows students to verify their own data to further support its currency.

Data collection and collation systems are clearly documented in the Institution's policies and procedures and are appropriately managed and understood by staff. The Information Management System (IMS) provides staff and students with access to a wide range of information that covers the entire student journey. An appropriate academic management system is also in place to ensure that student records are well organised and that data is stored accurately and securely.

TAU maintains full, accurate and up-to-date student records, in compliance with the requirements of the Zambian HEA. Administrative staff ensure that student records are checked with individual Schools to ensure their accuracy and that records are kept up to date. The system is carefully monitored by the Registrar, and any issues are discussed at senior management level. As a result, systems for monitoring students, including their progress and achievement, are appropriate and effective.

Staff records are accurately maintained and kept up to date within the centralised system, in line with the data protection procedures set out in TAU's IT policy and Zambian statutory requirements. The robust security policies and systems for staff and student data are centralised and suitably protected by an approved access protocol. Consequently, all student and staff personal information is secure and managed appropriately.

There are clear and secure systems in place to ensure all students' individual identities are verified at enrolment and before summative assessments. On campus, students are required to show their TAU identity cards. Students studying via distance learning receive online identification checks before they can take an assessment. Students must provide proof of identity before certificates are provided to ensure credit is appropriately awarded. The verification of all students' identity ensures that the awarding of credit is securely managed.

All examinations on campus take place in the examinations centre, which is managed by the Examinations Officer and a team of invigilators, in compliance with TAU's examinations policy. Students studying remotely log into the examination and have their identity verified, after which their activity is monitored by online invigilators. Students are given clear instructions about the use of IT systems to ensure that no information sources are accessed during examinations. The clear instructions and supervision of students during examinations ensure that students' knowledge and understanding are appropriately assessed.

Internal moderation is undertaken for all assessments, and the sampling of scripts is fair and appropriate and follows clear policy guidance. The internal moderation of students' assessments is managed effectively to support the clarity and fairness of assessment decisions.

To further secure standards, external moderators are appointed who have suitable sector knowledge and subject expertise. External moderators undertake pre-assessment sampling of examinations and assessment briefs to ensure that the assessment is fair and reflects the module learning outcomes. Amendments can be made in response to the external moderator's comments. External moderators also sample assessed work to ensure that assessments are fairly and consistently graded, in line with the published assessment criteria.

The internal and external moderation system is effective in assuring and maintaining the quality of examinations, assessments and grading.

Students are able to access their records and transcripts online. Results are normally published two weeks after the completion of the assessment to ensure that the feedback provided is timely and students are able to use it to improve their work. The system provides students with access to their grade profiles as well as recording individual attendance, thereby providing clear information about individual progress and achievement. The information also helps staff to

identify students who are at risk and to ensure additional support is provided by student mentors and tutors, thereby checking on and supporting students to progress in their studies.

Information about fees and refunds is available to students and their parents or sponsors as part of the admissions process. This information is included in the terms and conditions stated on the enrolment form. Fees for each programme offered are set out on TAU's website, along with information about any additional costs. Students confirm that they are clear about the fee structure and any other costs. Information provided about fees is clear and accessible and ensures that fee payment schedules are transparent.

**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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.2	All staff, including teaching staff, are suitably qualified and experienced and understand their specific responsibilities.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.3	There are clear and appropriate job specifications for all staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.4	There are effective procedures for the induction of all staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.5	The institution is fully committed to the fair treatment of staff in line with a published equality and diversity policy.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.6	Staff have access to an appropriate grievances and appeals procedure.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.7	Management monitors and reviews the performance of all staff through a clearly documented and transparent appraisal system that includes regular classroom observations of teaching staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.8	The professional development needs of all staff are identified, and measures are taken to support staff to address these and gain additional qualifications, where relevant.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

TAU is dedicated to employing and actively supporting suitable, well-qualified and experienced staff. Recruitment is co-ordinated by the Human Resources (HR) team. The Institution has robust policies and procedures for recruiting and retaining its staff.

The appointment process includes budget approval of roles, checking of qualifications, with authenticity verified by the Zambia Qualifications Authority, relevance of prior experience, and tests and interview tasks for both academic and administrative staff, allowing them to demonstrate their suitability for the post. The robust recruitment process is transparent and effective and represents good practice.

In addition, all applications and appointments are scrutinised by the Vice-Chancellor and the HR advisory committee. This reinforces the recruitment and retention of appropriately qualified and experienced staff.

Job descriptions for all roles provide applicants and staff with clear and detailed information about reporting lines and specific responsibilities. Further detail is included in comprehensive staff handbooks. This ensures staff have a full understanding of their role, responsibilities and position within the Institution.

Staff receive a comprehensive induction to the Institution. This includes clarification of their responsibilities and performance expectations. Before joining the Institution, staff are sent an onboarding invitation where all personal details are verified for their HR file. The orientation programme is comprehensive and includes generic information for all staff about TAU's policies and procedure, as well as information specific to individual roles.

All staff have to complete an Internal Certification Programme (ICP) and achieve an appropriate score in order to confirm their understanding of TAU's requirements. Each new member of staff is allocated a mentor, who supports them through their orientation and initial time at TAU. The clear, consistent and comprehensive induction process applies to both teaching and non-teaching staff and is effective in helping new staff to understand their responsibilities.

The Institution is committed to the fair treatment of staff, with criteria set out in its equality and diversity policy. Staff are provided with access to clear grievance and appeals procedures, which are detailed in the staff handbook and covered as part of the ICP process. Staff met by the inspection team confirmed that they are clear about the equality and diversity strategies and policies and that they feel they are treated fairly.

Management regularly monitors and reviews staff performance through a transparent appraisal system that includes classroom observations for teaching staff. Inspectors scrutinised samples of completed, anonymised appraisals to gain confirmation from staff that they feel the system is clear and fair.

Staff are assigned individual KPIs, and the HR team produces monthly reports to identify staff who are not achieving these. Such members of staff are provided with additional training and support and monitored to ensure that the interventions are successful. The monitoring and review processes are clear, consistently applied and effective in monitoring staff performance.

The Continuing Professional Development (CPD) needs of all staff are identified through individual monthly meetings with their line managers. Staff development is provided regularly through faculty development meetings, specific staff development days and online courses.

Staff are encouraged to study for additional professional and academic qualifications as part of their personal and professional development. TAU offers discounts for staff undertaking TAU qualifications. Staff confirmed that they value the support they are given and the additional study opportunities. Inspection findings confirm this to be the case.

## 7. Academic management is effective

7.1	There are effective procedures for the proposal, design and validation of programmes of study that take account of the mission of the institution and feedback from students and involve external input as appropriate.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.2	Intended learning outcomes for all programmes are clearly articulated, are understood by students and are publicly available.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.3	There are regularly scheduled and recorded meetings of academic staff where academic programmes are reviewed.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.4	There is an appropriate policy and effective procedures for the acquisition of academic resources to support programmes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

**This standard is judged to be:**

Met     Partially Met     Not Met

### Comments

The Institution has developed a clear process that sets out the requirements for the development and approval of new programmes. Proposals for new programmes are considered by senior management and submitted for approval to the Academic Council, which includes student representation, and the Board of Governors. Following internal approval, new programmes are submitted to the Zambian HEA for permission to develop the new provision. All new programmes reflect the mission of the Institution and the employability skills and knowledge development priorities of the Zambian government.

To explore potential demand for the new provision, consultations take place with key external stakeholders, including employers and professional bodies and staff and students, to ensure that programmes support employability. Once developed, new programmes are submitted to the Zambian HEA for accreditation. The process is clearly documented and available on the staff portal and is used effectively to develop and ensure the quality and appropriateness of new provision.

All intended learning outcomes are clearly articulated in module handbooks and made available to students on the LMS, and are also publicly available on the website. Once students are registered on their chosen programme, they are provided with a TAU login to access the LMS, where they can review all the modules and learning outcomes for each year of study. This supports students' understanding of their chosen programme and the study requirements well.

The Institution has a schedule of meetings for staff at senior-management, School- and departmental levels. Staff at module and programme level are able to discuss programme delivery and identify where any challenges exist, where students may be at risk, and strategies to address concerns. All meetings have clear minutes, which are disseminated to staff as appropriate, and actions are followed up at subsequent meetings.

End-of-term module reviews take place at School level, allowing staff to review module outcomes and identify areas for enhancement. These regular meetings are effective in supporting and enhancing the monitoring and review of provision and the early identification of issues and actions taken as a result.

An appropriate policy for requesting academic resources is available to all staff, who are aware of the documentation that they need to complete. Requests are reviewed by programme managers and by the relevant Dean of School and, depending on the investment required, the Senior Management Team or the University Board.

Each new programme is subject to a rigorous budgeting process to ensure appropriate consistency and quality of materials and the provision of the required resources. As a result, appropriate materials of a suitable quality are available for all programmes.

**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 that are made available to prospective students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.2	A formal application process ensures that any claimed qualifications and language competency requirements are checked and verified.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.3	All students' application enquiries are responded to promptly and appropriately.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.4	Students are provided with sufficient information to enable them to make a judgement on the suitability of the courses and their delivery methods and can discuss any concerns before registration.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.5	There are effective processes in place to confirm that students meet published entry requirements and have the capability to complete the programmes for which they are enrolling.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.6	The institution has a clear policy on the accreditation of prior learning and prior experiential learning that is brought to the attention of prospective students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.7	Any recruitment agents are properly selected, briefed, monitored and evaluated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA

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

**Comments**

Detailed and transparent entry requirements are included in the published programme descriptors that are available on the TAU website, including criteria for English language proficiency and relevant qualifications. The information is readily accessible to prospective students both on the website and in programme handbooks, which are available on request before enrolment. This ensures that all prospective students have easy access to TAU's entry requirements.

The Institution implements a formal application process to ensure that all entry requirements are met, including those published for English language proficiency. Applications are submitted electronically through website links and are thoroughly reviewed by the admissions team, which assesses each submission against the established criteria before allowing the application to progress.

All qualifications are checked and verified, and all students are interviewed to further review their suitability for their chosen course.

Enquiries or concerns raised by applicants are promptly responded to by the admissions team, normally on the same working day. This provides applicants with a seamless experience, as noted in inspectors' discussions with students.

Programme handbooks and the Institution's website serve as useful resources, offering prospective students comprehensive details about course structures, tuition fees and progression pathways. This allows students to make informed decisions regarding their academic journey. Student advisers are available to support students through the application process and to answer any questions.

The eligibility of applicants is evaluated against the entry requirements, particularly where Recognition of Prior Learning (RPL) is involved. In such cases, the admissions team consults with the relevant programme team to review the prior learning. Recommendations for the approval of prior learning are reviewed by the Dean of School for the programme in question, with final approval given by the Vice-Chancellor Academic.

The review and approval of RPL ensure that the standard of prior learning is suitable preparation for the applicant's chosen programme of study. This process supports the academic integrity of the provision offered by TAU effectively and ensures that students entering via RPL have a high chance of success in their chosen programme.

The Institution has a clear and robust policy for the use of external agents. To ensure that agents reflect the requirements of the Institution's standards, regular monitoring visits take place that promote accountability and compliance with the Institution's policies and ensure that recruitment complies with the Institution's standards.

**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 and engage with relevant research and/or scholarship that informs their teaching and to publish their findings, where appropriate. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 9.2 | There is a fair and transparent procedure for staff to seek financial support for their research.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 9.3 | The institution provides time for staff to meet regularly to share and discuss current research activities and, if appropriate, invites external speakers.                                | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

**This standard is judged to be:**

Met     Partially Met     Not Met     NA

**Comments**

The Institution actively encourages and promotes research and scholarship among its academic staff to both support their teaching and to develop their research interests, and to support the TAU research profile. Staff are encouraged to publish papers linked to their research, with an expectation that all academic staff will publish at least two papers each year in peer-reviewed journals.

Staff confirm that their research enhances their teaching and that they are supported in publishing their research papers. The research opportunities also support staff in their CPD. Academic staff are encouraged to integrate their research into all teaching and learning activity. The Institution's development programmes include regular sessions on research methodology and scholarly activity to support a common understanding of good research practice.

The Institution has a fair and transparent procedure for staff to obtain financial support for their research. This policy is included in the faculty handbook. Staff who have been at TAU for over one year are entitled to support to attend an international conference in their subject area. Support is also available for the costs associated with publication.

TAU encourages collaboration between faculty and the National Health Research Authority of Zambia, and examples were provided of active research being undertaken between academics and practitioners. This good practice is effective in supporting both teaching and learning and programme development.

The Institution allocates time for staff to meet regularly and discuss their research activities, which supports broader collaboration and sharing of research outcomes. For example, Saturday learning days are organised for staff to meet with colleagues from across the Institution in order to share ideas and good practice. In addition, TAU holds an annual international conference that attracts participation from the local medical community as well as international

academics. This provides a platform to network, share ideas and raise the profile of TAU research. Meetings with academic staff confirmed that they feel well supported in developing their scholarship and CPD.

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

10.1	Text and images provide an accurate depiction of the institution's location, premises, facilities and the range and nature of resources and services offered.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.2	Information on the programmes available and their assessment and progression is comprehensive, accurate, readily accessible and up to date.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.3	There are effective procedures to update information on a regular basis to ensure its relevance and accuracy.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.4	The information provided ensures students are well informed of the status of the qualifications offered, including the awarding body and level of award.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.5	Students are informed of the full cost of all programmes, including the costs of assessments, activities and required materials.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met     Partially Met     Not Met

**Comments**

TAU produces high-quality publicity materials that are displayed on its website and social media platforms. These materials offer an accurate and comprehensive representation of the Institution's premises, facilities, range of services and location. The clear and accurate information published about the Institution and its provision ensures that prospective students have an informed understanding of what TAU offers both in terms of provision and broader support.

Comprehensive programme details, including entry requirements, tuition fees, modules, assessment strategies and modes of delivery, are readily available on the Institution's website. In addition, detailed guidance on course structures, including levels, is provided in both the programme and student handbooks.

The handbooks are readily available in the library in hard copy and electronically on the LMS. These resources collectively ensure that students have access to the information they require about the Institution, its provision and the status of the qualifications offered, in order to make well-informed decisions.

The marketing team works in close collaboration with the academic and quality assurance teams to maintain the accuracy and relevance of information provided across all platforms. These teams conduct regular updates to ensure that prospective and current students receive the most up-to-date information. This co-ordinated effort not only reinforces the credibility of the Institution but also enables students to make decisions confidently regarding their chosen courses, potential progression pathways and financial commitments. By prioritising the accuracy and quality of its publicity and information materials, TAU demonstrates its dedication to fostering a transparent and supportive academic environment.

Students are informed about the full costs of all programmes through the programme descriptors that are available on the website. Admissions staff also confirm the fees for individual programmes and the payment options available. Programme handbooks set out any additional equipment or resources costs so that students and their families are clear about the additional equipment costs that are associated with medical provision in particular.

Students confirm that they are provided with clear information about programme fees and any additional resource costs associated with their chosen programme.

**INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT**

**11. Academic staff are effective in facilitating student learning and engagement**

11.1	Lecturers have the necessary pedagogic and communication skills to teach the course content and level of course to which they are allocated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.2	The allocation of teaching staff to courses provides a consistent learning experience.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.3	The programmes and their constituent courses are delivered and assessed in ways that enable students to succeed by developing the knowledge and skills that will be required for final assessments.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.4	Teaching sessions are appropriately informed by module descriptors and relate to defined intended learning outcomes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.5	Academic staff are effective in recognising individual learning needs and adapting their approach to meet the needs of all students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.6	Academic staff use effective learning activities to encourage the active participation of all students and to support their learning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.7	The institution has appropriate methods in place to encourage and measure student engagement.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.8	Students are encouraged and enabled to develop independent learning skills.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.9	Students and academic staff have access to appropriate learning and study materials as well as other resources, and the institution encourages and supports their use.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

**This standard is judged to be:**

Met     Partially Met     Not Met

#### Comments

At TAU, academic staff are dedicated to facilitating student learning and engagement through a variety of methods, as demonstrated through lesson plans and teaching observations. Staff recruitment policies and procedures at TAU ensure that highly qualified staff are appointed and possess the necessary pedagogic and communication skills to teach their assigned courses effectively. Regular meetings are held in each School to discuss teaching and learning strategies to ensure consistency and enhance the student learning experience.

Teaching staff are allocated to classes based on their subject knowledge and teaching expertise. Heads of Department allocate modules to teaching staff, with the delivery plan reviewed and agreed by the Dean of School. Regular observations of teaching are used to check on the quality of teaching and to support improvements where needed. Student surveys reflect students' satisfaction with the consistency and quality of their learning experience.

Programmes and courses are delivered and assessed to develop the knowledge and skills needed for final assessments. Teaching sessions are guided by module descriptors and the intended learning outcomes. Schemes of work are produced that set out the content coverage of individual modules for each semester, linked to the learning outcomes.

Regular teaching observations ensure that teaching develops the knowledge and skills required to support students to successfully complete their assessments. Students confirm that the teaching is helpful and that they are aware of the content being covered and how this links to their formative and summative assessments. Students' feedback to TAU further confirms student satisfaction with the teaching content and delivery.

Academic staff at TAU are made aware of students' individual learning needs, as disclosed during the application process, and adapt their delivery to accommodate all students. Observations and scrutiny of lesson plans confirm that teaching is effective in supporting student learning and enabling student engagement. Students confirm that their lecturers are approachable and supportive of their individual learning needs and make sure they can engage with the course content. Inspection findings confirm this to be the case.

Lecturers employ effective learning activities to encourage active participation in class and to support students in testing their understanding of taught content. Students' understanding is checked through coursework, groupwork, presentations and questioning techniques. By using diverse teaching methods, TAU provides a comprehensive and effective learning environment that promotes student engagement and achievement.

The Institution has established methods to encourage and measure student engagement, promoting independent learning skills. Tasks are set for students to explore topics and to develop their understanding by reading and engaging in formative assessment activities. Students are provided with access to a wide range of appropriate study materials in the online and campus libraries, which are used effectively to promote and develop independent learning skills.

Students and academic staff have access to a diverse range of learning and study materials, which the Institution keeps under review to ensure currency. Resources include an on-campus library with copies of core texts and wider reading resources and digital journals, e-books and databases, as well as resources available through the LMS. Students and staff can use IT equipment, multimedia resources and specialist teaching and learning areas to access a wide range of information electronically. As a result, students and staff confirm that access to resources is good, as encouraged by the Institution, and that this is effective in supporting students' studies.

To promote the use of these resources, TAU offers orientation sessions for new students and staff, demonstrating how to access and use various resources. Regular workshops and training sessions are organised to enhance research skills and familiarity with digital tools. Academic advisers and dedicated librarians are readily available to assist students and staff in navigating these resources and making the most of their academic journey.

**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 assessments and revision periods are detailed in advance with clear submission deadlines.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
12.2	Assessment strategies are relevant to the content and nature of the courses and are focused on measuring students' achievements of the intended learning outcomes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
12.3	Assessment tasks are clearly written, indicating what students need to do to meet stipulated levels of achievement.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
12.4	Students receive detailed and supportive feedback on their assessments and overall performance and progress, which are effectively monitored.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
12.5	The institution takes appropriate steps to identify and discourage academic malpractice, including plagiarism and other misdemeanours, and to penalise offenders.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
12.6	There are clear policies and procedures for students to claim mitigating circumstances.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
12.7	There are clear policies and procedures for students to appeal against marks awarded.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

Students are provided with a clear assessment schedule at the start of each semester, both in their programme handbooks and through module information on the LMS. Information on the assessments, revision periods and submission deadlines is easily accessible. Students confirm that they are clear about both the assessments they need to complete for each module and the submission deadlines. Students can therefore plan their own study timetable for each semester to make maximum use of the time available.

The Institution ensures that assessment is fair and appropriate for the level and nature of its courses. Assessment strategies are carefully designed to align with course content and focus on measuring students' achievement of the intended learning outcomes. For example, on the medical courses, practical assessments are simulated before moving on to 'wet' labs and placements.

All assessments are internally and externally moderated, effectively ensuring that assessments are unambiguous, relevant, aligned with the intended learning outcomes and effective in testing students' understanding. Multiple-choice questions are also reviewed and approved before students take the tests.

Assessments are clearly written and transparently linked to the module learning outcomes. Students are provided with clear instructions regarding the specific assignment tasks and have access to the marking criteria, rubrics and submission deadlines through the LMS and the programme handbooks. This makes the criteria for the different levels of achievement clear.

The external moderation of assessments further ensures that tasks and questions are clear and focused on testing students' knowledge of the intended learning outcomes. Assessments therefore provide an accurate measure of students' knowledge.

Students at TAU receive detailed and supportive feedback on their assessments. Teachers comment on students' strengths and areas for improvement and make suggestions for further development. Feedback seen by the inspection team was clear and constructive, supporting students to understand how assessment decisions had been made, areas of strength, and how and where their work can be improved.

The quality of marking and feedback is internally and externally moderated and forms part of the Institution's commitment to supporting students' achievement and progression. Students confirm that feedback is clear, helpful and timely.

To maintain academic integrity, TAU takes appropriate steps to identify and discourage academic malpractice, including plagiarism and other misdemeanours. Guidance on avoiding academic malpractice is included in handbooks, which contain information about penalties should any instances of malpractice occur. The Institution uses plagiarism detection software to ensure the originality of students' work.

There is an academic integrity and disciplinary process, and the student handbook outlines the behaviour expected of students while studying at TAU. As a result, guidance on academic malpractice is clear and appropriately communicated to students, and the Institution confirms that incidents are rare.

The Institution has recently developed a policy and associated procedures for considering mitigating circumstances. The policy is clear and is communicated to staff and students on the LMS. All cases of mitigating circumstances are considered on an individual basis, and the policy provides guidance on the supporting evidence required. As the policy was only recently introduced, there are no measures of its impact at this stage to ensure it is effective in supporting students through reasonable adjustments.

Students have the right to appeal a grade using the academic appeals policy and process, which are detailed in the student handbook. Students are able to receive support from their student mentor should they wish to lodge an appeal. The student promotions and graduation committee analyses individual cases and identifies a resolution. If a suitable resolution is not found, the student can escalate the issue to the appeals and grievances committee. The process is clear and well understood, as confirmed in meetings with students and staff.

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

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

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

Course materials are well designed, specific to a curriculum area and level of study, and assist students in their achievement of the intended learning outcomes. Course materials are designed for each level, ensuring that students are provided with content that matches their academic progress and understanding. For example, in the School of Medicine, foundational courses provide introductory materials, while advanced course materials offer in-depth, detailed, specialised content.

The design of course materials is kept under regular review and updated to reflect the outcomes of end-of-course reviews to support clarity, currency and accessibility. Inspection findings confirm this to be the case.

Course materials are appropriately presented and sufficiently comprehensive to enable students to achieve the learning outcomes. Students have access to textbooks, lecture notes and a wide range of other resources on the LMS and in the on-campus library to ensure they can explore and understand key concepts. For example, a biology course includes interactive e-books with multimedia content, such as videos and animations, to enhance learning and to support student engagement. The range of resources available to students supports their studies effectively.

TAU ensures that course materials are accurate, reflect current knowledge and practice, and are regularly reviewed and revised, taking into account student and staff feedback and student success rates. The curriculum committee oversees this review process, ensuring that materials are up to date and relevant. For example, the research findings of academics in the Institution’s medical science faculty and beyond are incorporated into the curriculum to ensure students are fully conversant with current medical practice.

The currency of information is further supported by the research conducted by the Institution’s lecturers. Thus, mechanisms to ensure the currency of resources are effective in supporting high-quality teaching and learning.

The academic staff designing the programmes make effective use of appropriate teaching aids and learning resources, using modern technology, such as online learning platforms and digital libraries, to provide students with a rich learning experience. This includes clinical skills laboratories, online video libraries and TAU’s own digital library.

The Institution also makes effective use of a range of specialist facilities, including simulated hospital wards, online simulations for business and a wide range of IT virtual simulations. The inspection team was able to view these specialist facilities and resources. The teaching resources are used effectively in the programme planning process and are excellent tools for supporting student learning.

## INSPECTION AREA – STUDENT SUPPORT, GUIDANCE AND PROGRESSION

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

14.1	There are appropriate staff members responsible for student welfare who are accessible to all students and available to provide advice and guidance.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.2	Students are given a suitable induction to the institution, their programme of study and guidance on the use of facilities.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.3	Students receive appropriate information on the pastoral and emergency support available, and referral to external specialists, as required, in connection with students’ mental health and well-being.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.4	The institution has suitable policies, procedures and practices in place to ensure the fair treatment of students and to avoid discrimination, bullying and harassment.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.5	There are effective systems to communicate with students outside class hours.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.6	Effective safeguarding arrangements are in place and are regularly reviewed to keep all students safe.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
14.7	Effective arrangements are in place to protect students from the risks associated with radicalisation and extremism.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met  Partially Met  Not Met

Comments

TAU provides a highly supportive learning environment. A team of appropriately trained and dedicated staff members ensures that student welfare is prioritised and accessible to all. A key component of this support is the student affairs team, which includes mentors who are the first point of contact for students. In cases where additional assistance is required, students are promptly referred to internal or external specialists, such as qualified counsellors, to ensure that their needs are met by appropriate professionals in the healthcare and mental-health sectors. The range of information and support available ensures that students can access a wide range of advice and guidance as required.

On enrolment, all students undergo a detailed and structured induction programme. This is designed to provide essential guidance on navigating the LMS, understanding course materials, becoming familiar with their programme of study, and accessing pastoral support. The induction ensures that students are well equipped to embark on their academic journey.

The Institution ensures that students are well informed about the range of pastoral and emergency support services available to them. This information is communicated through multiple channels, including online groups and student forums. Students are specifically made aware of bi-weekly counselling services and are introduced to their assigned student mentors. Additionally, regular reviews of students' attendance and academic progress are conducted by the academic staff to identify those who may benefit from extra assistance. This proactive approach ensures that students receive appropriate support and guidance.

Appropriate policies and procedures are in place to address issues such as bullying, harassment and discrimination. Information is provided to students at induction and summarised in the student handbook, including key points of contact. Faculty members receive training on how to address inappropriate behaviours. These provisions effectively work together to ensure a safe and respectful environment for all.

Out-of-hours support for students is provided by a dedicated e-mail service and online groups. Mentors are available in the online groups to provide timely assistance during any emergencies. This further strengthens the Institution's commitment to student well-being. Students confirm that they are clear about the support that is offered and how to make contact should the need arise, and say that such support is invaluable.

The Institution has developed and implemented a robust policy for the prevention of radicalisation and extremism, and training for staff has been provided. The policy is shared with staff and students, who are made aware of the consequences of engaging in such behaviour as part of their induction and through organised workshops. A risk assessment has been developed to manage and monitor threats. These measures underscore the Institution's commitment to promoting a safe, inclusive and respectful campus environment and awareness of the signs that may indicate that someone is at risk of radicalisation.

## 15. Students receive appropriate academic support and guidance

15.1	Students have appropriate access to teaching staff outside teaching and learning sessions.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
15.2	Students have access to appropriate support to enable the regular review of their academic progress.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
15.3	Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress, and prompt intervention is made, where appropriate.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
15.4	Students have access to appropriate advice and guidance on careers and further study.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
15.5	The institution has a fair complaints procedure that includes an appropriate external adjudicator, and students are informed of how to submit a complaint.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
15.6	Students are advised of BAC's complaints procedure.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
15.7	Students receive appropriate advice, guidance and support to develop their study skills at the appropriate level.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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15.8 Students with special educational needs and/or disabilities (SEND) are identified and appropriate support is provided to meet their needs.  Yes  No

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**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

Students at TAU benefit from the support provided by teaching staff, who are readily available to address academic queries outside timetabled sessions. Teachers' contact details, including e-mails addresses and online class forums, are shared with students, so ensuring that efficient communications exist between students and teachers for out-of-hours assistance and support.

Students are assigned a student mentor at enrolment who is able to provide personalised guidance and supplementary support throughout the academic journey. Students are able to access their transcripts and review their academic progress with support and guidance from their mentor. This ensures students have a good overview of their progress and areas where improvements can be made.

Regular and constructive feedback on students' academic progress is a key priority at TAU. The Registrar's Office, in collaboration with academic staff, closely monitors student performance. In cases where a student is identified as not making satisfactory progress, a meeting is arranged with academic staff and student mentors to explore strategies for improvement. These discussions aim to pinpoint specific areas for further learning and development, while also providing clarity on the outcomes of assessments and how students can improve their performance.

Students are provided with initial guidance on careers support, which is outlined in their programme handbook. They also have access to subject-specific guidance from industry professionals and scheduled careers workshops. Students can also approach their lecturers for guidance on both careers and further study options, which students confirmed as being helpful. The careers guidance available is clearly documented and available to students to guide their post-qualification choices.

The Institution has implemented a fair and transparent complaints policy and procedures, which apply equally to staff and students. The process for making a complaint is clearly outlined in the student and staff handbooks. Where necessary, an external adjudicator is engaged to ensure impartiality and fairness in the management of complaints. Students are encouraged to submit any concerns initially online or to their assigned mentors. All concerns are taken seriously, and the responses provided to students are helpful in achieving an appropriate resolution, as noted in the complaints register.

As the Institution is not yet accredited by BAC, students are not currently advised of the BAC's complaints procedure.

Students are provided with clear information and guidance on the development of their study skills. The resources available include guidance on academic writing and referencing. Support and guidance on academic protocols are also available from student mentors and during in-class activities. The advice, guidance and support available on academic study skills assist students in developing programme-specific study skills and those required post-qualification.

TAU is committed to supporting students with special educational needs and/or disabilities. Upon identification or declaration of such needs, the Institution takes proactive steps to implement the necessary additional support and guidance to meet each student's needs. These measures are designed to foster an inclusive learning environment that enables all students to succeed. To date, the Institution has not received any applications from students with declared disabilities.

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

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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

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- |      |   |   |                             |
|------|---|---|-----------------------------|
| 16.3 | Information and advice that are specific to international students continue to be available throughout their time at the institution. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 16.4 | Provision of support takes into account cultural and religious considerations.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

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

**Comments**

Before enrolment, international students receive guidance on travel arrangements, visa requirements, healthcare, banking, accommodation options, and information about living in Zambia and sources of additional information and support. Students are put in touch with existing students from their home country where possible, so that they can gain additional insights from a student perspective. International students confirmed that they found the information useful in helping them prepare for their journey and arrival.

On arrival in Zambia, international students are provided with a detailed handbook that contains essential information on living in the country. There is a comprehensive induction process to familiarise them with both the Institution and the range of activities available. International students are therefore provided with comprehensive information to ensure that their stay in Zambia is enjoyable and that they make the most of their time at TAU.

International students are made aware that the student affairs department is available to address specific issues that they may encounter throughout their period of study. Additionally, students are assigned a mentor who is also available to answer any queries they may have throughout their time at the Institution. The support available meets the needs of international students, as confirmed by the students in meetings with the inspection team.

The Institution organises numerous events, including culturally specific activities, to embrace the diversity of its student body. Where religious accommodations are requested, the Institution ensures the necessary provisions are made. This approach to student inclusion is effective in ensuring that students of all backgrounds know that their cultural and religious requirements will be recognised and accommodated.

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

- |      |  |   |   |
|------|--|---|---|
| 17.1 | There is an appropriate, clear and published policy on required student attendance and punctuality.                  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 17.2 | Accurate and secure records of attendance and punctuality, at each session, are kept for all students.               | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 17.3 | Data on attendance and punctuality are collated centrally and reviewed regularly, and absences followed up promptly. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |

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

**Comments**

The Institution has a clear and appropriate policy setting out student attendance and punctuality requirements that is available to students on the LMS and also summarised in the student handbook. Students are made aware of the attendance and punctuality requirements as part of their induction, and reminders are provided by lecturers. Students confirm that the guidance is clear and that they are made aware that if their attendance falls below an appropriate level, they will not be allowed to sit their module examinations.

Attendance registers are taken for each session. This includes recording late arrivals. Lecturers upload attendance and punctuality data to the central system, which is centrally collated to track attendance for each student. Where students are absent for more than three consecutive sessions, attendance staff follow up on absences and check on the individual student's well-being. Students must meet an appropriate minimum level of attendance to be allowed to sit the end-of-semester examinations. As a result, student attendance data is clear and used effectively to track student engagement and eligibility for final examinations.

**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.	<input type="checkbox"/> Yes <input type="checkbox"/> No
18.2	Any residential accommodation where students under the age of 18 are accommodated is open to inspection by the appropriate authorities, where applicable.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
18.3	A level of supervision is provided that is appropriate to the needs of students.	<input type="checkbox"/> Yes <input type="checkbox"/> No
18.4	Students are provided with advice on suitable private accommodation.	<input type="checkbox"/> Yes <input type="checkbox"/> No

**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 about opportunities for participation in social events and other leisure activities that may be of interest.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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 for the majority of students.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
19.3	Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and/or experience.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
19.4	Students are encouraged to develop and participate in co-curricular and extramural and programme-related activities, including online activities where students study remotely to encourage peer interaction and a good digital student experience.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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

**Comments**

The Institution offers an extensive social programme. Most events are held on campus and are therefore accessible to all in-person students. This encourages participation.

Detailed information about events is published and communicated in advance by the student social committee through the LMS and social media groups, as well as in person on campus, to support maximum participation. Notably, all events are provided free of charge.

As appropriate, events are overseen by responsible members of staff with appropriate qualifications to ensure the safety and proper conduct of attendees.

The student social committee plays an integral role in canvassing and incorporating students' interests in the social programme. This committee is acknowledged by students as a valuable platform for planning their own events and fostering a sense of community.

Students are actively encouraged to engage and interact with their peers, for example in online groups where they can communicate and organise social activities. Distance-learning students are encouraged to take part in online discussion forums and to participate in online interactions to share their experience and views. The range of social and extramural activities reflects the interests of students and activities are appropriately supported by the Institution.

## INSPECTION AREA – PREMISES, FACILITIES AND LEARNING RESOURCES

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

20.1	The institution has secure tenure on its premises.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
20.2	The institution has the legal right to use its premises for the delivery of higher education.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
20.3	Where required, the institution has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA

This standard is judged to be:

Met  Partially Met  Not Met

#### Comments

TAU has secure tenure on its premises through a five-year, renewable lease.

The premises are approved by the Zambian HEA as suitable for the delivery of higher education programmes.

The Institution has negotiated access to suitable placements with two local teaching hospitals for students who are undertaking a degree in medicine and surgery so that these students are able to complete the required clinical rotations.

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

21.1	Access to the premises is appropriately restricted and secured.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.2	The premises are suitably accessible for those with specific needs.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.3	The premises are maintained in an adequate state of repair, decoration and cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.4	There are specific safety rules in areas of particular hazard that are brought to the attention of students, staff and visitors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
21.5	General guidance on health and safety is made available to students, staff and visitors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.6	There is adequate signage inside and outside the premises, and general information is displayed effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.7	There is adequate circulation space for the number of students and staff accommodated and a suitable area in which to receive visitors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.8	There are toilets and hand-washing facilities of an appropriate number and acceptable level of cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.9	There is adequate heating and ventilation in all rooms.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met  Partially Met  Not Met

#### Comments

The TAU campus has high levels of security, including gated access to the car park and for pedestrian entrances. All staff and students are required to show their TAU identity card to gain access. As a result, the campus provides a secure environment for students and staff.

The premises are equipped with ramps so that those with mobility issues are able to gain access. While there are no lifts in the buildings, senior managers confirmed that all classes for students with mobility issues would be timetabled on the ground floor. The library, student support and other facilities are fully accessible.

A range of facilities were visited as part of the inspection, including classrooms, lecture halls, laboratories, IT suites, leisure areas and the library. The facilities are clean and well maintained and provide a comfortable learning environment.

Clear safety guidelines are displayed across the campus for staff, students and visitors. Specific safety rules are clearly displayed in laboratories, and staff and students confirmed that the safety requirements were clear. Students are

supervised in laboratory areas at all times and made aware of the safety rules as part of their induction and reminded of safety procedures by lecturers, which supports a safe working environment effectively.

Clear signage is in place across the campus to guide staff, student and visitors, and general information is displayed on notice boards in the reception area. Notice boards in other areas provide information and guidance as required, including on social events.

The campus is spacious and provides appropriate circulation areas for staff and students as well as a reception area in which to receive visitors. The areas provided for private study and for socialising meet the needs of staff and students.

Toilet and hand-washing facilities are appropriate for the number of staff, students and visitors and are cleaned daily. All areas are well ventilated and temperature controlled, which provides a comfortable working and learning environment.

## 22. Classrooms and other learning areas are appropriate for the programmes offered

- |      |   |   |
|------|---|---|
| 22.1 | Classrooms and other learning areas provide adequate accommodation in size and number for the types of classes allocated to them. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 22.2 | Classrooms and any specialised learning areas are equipped to a level that allows for the effective delivery of each programme.   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 22.3 | There are physical and digital facilities suitable for conducting assessments such as examinations.                               | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

This standard is judged to be:

Met  Partially Met  Not Met

### Comments

The classrooms and the laboratories are of an appropriate size to accommodate the classes. Lecture rooms are large and comfortably accommodate teaching groups. Smaller rooms are available for seminars and small-group teaching. Teaching groups vary in size and all are appropriately accommodated.

Laboratories and IT rooms are equipped to an appropriate level that effectively supports the delivery of the programmes. Students can use open-access IT areas when free for private study and to work on their assessments. Students can also access classrooms, small study rooms and open areas for group work. The range of accommodation provides a good teaching and study environment.

The Institution has a separate examinations room for conducting digital summative assessments. This is managed by an examinations manager, who arranges suitable invigilation and compliance with examination protocols. This ensures that all summative assessments are conducted securely and meet programme requirements.

## 23. There are appropriate additional facilities for students and staff

- |      |   |   |
|------|---|---|
| 23.1 | Students have access to sufficient space and suitable facilities for private individual study and group work.   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 23.2 | Academic staff have access to sufficient space for preparing lessons, marking work and consultations with students.   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 23.3 | Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink, where appropriate.                            | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 23.4 | There are individual offices or rooms in which academic staff and senior management can hold private meetings and a room of sufficient size to hold staff meetings. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 23.5 | Administrative offices are adequate in size and suitably resourced for the effective administration of the institution.   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

This standard is judged to be:

Met  Partially Met  Not Met

### Comments

There are appropriate additional facilities for students and staff. The campus has spaces allocated for private study, including the library. Some small rooms and open spaces are available for students to undertake group work, as well as a separate student study room.

Appropriate work rooms are provided for staff to undertake their preparation and marking. Staff also have access to areas where they can meet with students. Areas are provided for the delivery of online classes using laptops provided by the Institution. Academic staff confirmed that they have adequate space in which to work, and inspection findings confirm this to be the case.

Appropriate spaces are provided for staff and for students to relax and consume food and drink. However, at the time of the inspection, there was only one shop selling snacks, with a few tables and chairs outside. Students have access to a common room that offers a small space for relaxation and for the consumption of refreshments.

The campus has a well-equipped boardroom and smaller, bookable meeting rooms are available to staff. Rooms are of sufficient size for staff to hold meetings at programme-, School- and institution level.

Good-sized administrative office space is provided, which is suitable for carrying out administrative tasks on campus. Offices are equipped with computers to access information that is password protected to ensure that it is kept secure. The administrative offices are appropriately resourced to support their function.

**24. Library, learning and information service provides a fit-for-purpose learning resources for students**

24.1	There are clear, systematic and effective means of ensuring the adequacy and currency of physical and digital library resources to reflect staff and student needs.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
24.2	There is an effective process and procedure for managing the lending of library resources.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
24.3	Library, learning and information services are adequately staffed with appropriately qualified and experienced staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
24.4	Access to the library and the information services resources are sufficient to encourage and support students' independent learning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

The campus has a well-equipped library that offers a useful collection of resources to meet student and staff needs. Hard copies of key texts are readily available, complemented by a wide range of publications. These are supported by e-books, online journals and online libraries that are easily accessed to support students' preparation for assessments and academic staff's research.

A short-loan collection of in-demand texts ensures that all students have access to the books they require to support their studies. Access to online resources is available both on- and off campus. Students and staff confirm that the resources available meet their needs.

The learning materials provided in both hard copy and digital formats are carefully selected by academic staff so that the resources available to students are relevant and contain the latest academic research. The library stock is reviewed annually, with older items being either removed or archived and replaced with recommended texts. This ensures that the library stock always contains recent and relevant academic literature.

Distance-learning students receive guidance from student mentors and librarians through a virtual library induction. This covers how to use the online library resources effectively. During induction, students are informed about the library services and clear lending policies, which guarantee equal access to book requests.

The library is staffed by knowledgeable and approachable personnel who provide assistance as needed. Students have confirmed that the library staff are friendly and well informed and that they are provided with the resources and guidance they need to help them with their assessments.

The library operates suitable set opening and closing times, including at weekends, to accommodate students' schedules and study needs. Teachers provide reading lists, the contents of which the library ensures are available in print or online. This provision ensures that all the necessary resources are available to support students' study and independent learning.

Students confirm that the library resources are accessible and the staff are supportive. Inspection findings confirm this to be the case.

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

25.1	There is appropriate technological access and sufficient connectivity to enable students to study flexibly.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
25.2	Virtual learning environments and virtual classrooms are reliable, fit for purpose and meet the needs of students.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> NA
25.3	There is an effective means of ensuring the renewal of hardware and software to ensure efficiency and currency.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.4	The institution has access to the services of an experienced Information Technology (IT) technician who can ensure that systems are operative at all times and provide support to students, academic staff and students and staff working remotely.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

**Comments**

Students who met with the inspection team reported that the access on campus to a wireless internet connection is limited. This is due to regional connectivity problems. The Institution provides free wireless internet access to all staff and students and is working to improve connectivity and support online access. To compensate, students use their own telephone contracts to access the LMS and online materials.

25.1 Whilst free wireless internet access is provided by the Institution, the limited access to the internet adversely affects students' ability to access online resources via the Institution's internet connection.

The Virtual Learning Environment (VLE) provides students with access to online study materials and resources both on- and off campus.

25.2 Students report that the information on the LMS is not always made available in a timely manner, which can impact on their ability to complete their work. Inspection findings confirm this view.

The software and hardware are reviewed and updated at least annually to ensure that the LMS and systems to support remote study and online learning meet teaching and individual study requirements.

An annual budget is allocated for the renewal and maintenance of IT systems to ensure that appropriate updates are made. The IT resources are managed by a small and qualified on-campus team, whose members are available to help with issues.

Staff or students requiring assistance are able to raise a ticket or ask for support by ringing the IT helpline. Students and staff confirmed that the IT support available is responsive and helpful and effectively supports students to study flexibly. This support enables students to access resources, online teaching and tutor support.

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

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

26.1	The views of all stakeholders are canvassed and recorded regularly, considered objectively, analysed and evaluated thoroughly, and appropriate action is taken to improve the student learning experience, where necessary.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
26.2	Student feedback is obtained through appropriate formal student representation mechanisms.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
26.3	The institution has appropriate formal feedback mechanisms to inform all stakeholders of any action taken as a result of their views.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met     Partially Met     Not Met

**Comments**

The views of all stakeholders are regularly canvassed and recorded through a variety of mechanisms, including surveys, focus group discussions and student representation on committees that also include external stakeholders. An annual staff satisfaction survey is undertaken, with outcomes are measured against KPIs that are associated with the Institution's strategic management plan, which sets out targets for performance.

The Institution places a strong emphasis on the analysis of the feedback gathered to support continuous improvement of both its academic and support services. The feedback gathered is considered objectively, thoroughly analysed and evaluated to identify areas for enhancement and further curriculum and resource developments.

Student feedback is obtained through student representation mechanisms, such as student forum meetings and course-specific feedback forms. These channels allow students to express their opinions and make suggestions regarding their learning experience, the course content and overall environment of the Institution.

Feedback to students is provided through the minutes of student forum meetings, which are available on the LMS, and updates provided are in online circulars and via class representatives who attend committee meetings. Students confirm that they are aware of developments and the outcomes of meetings.

TAU has established appropriate, formal feedback mechanisms to inform all stakeholders of any action taken as a result of their views. Such feedback is included in regular published reports that summarise the stakeholder feedback received and detail the actions taken to address any concerns or suggestions. This transparency ensures that stakeholders are aware of the Institution's commitment to improving the student learning experience.

**27. The institution has effective internal and external quality assurance systems to review its own standards and assess its own performance**

27.1	All internal and external quality management policies and procedures are clearly documented and are brought to the attention of staff and, where appropriate, students and other stakeholders, to appropriately inform the institution's strategic management.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.2	The institution undertakes regular and systematic monitoring of its operations and reviews all aspects of its performance against key performance indicators.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.3	The institution has effective processes in place to encourage student engagement in the course development and review process.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.4	Management compiles regular reports that present the results of the institution's reviews and incorporate action plans.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.5	The nominated staff member produces an end-of-session, end-of-semester or end-of-year course report that includes measures of student satisfaction, completion rates and achievement levels.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.6	The nominated programme leader, drawing on reports from the constituent courses, produces an annual programme report, which may include analysis of year-on-year results on student satisfaction, completion rates, achievement levels and progression to further study or employment, if available.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

27.7 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**

TAU maintains effective internal and external quality assurance systems to review its own standards and assess its performance. These systems ensure that the Institution continuously enhances its educational offerings and meets the needs of its stakeholders.

All internal and external quality management policies and procedures are clearly documented and made accessible to staff, students and other stakeholders through handbooks and the website, as well as through induction.

The quality assurance policy is clear and is supported by a quality assurance handbook that sets out the quality requirements and the quality cycle, provides clarity to all staff and to students, and effectively feeds into the strategic management of the Institution.

TAU undertakes regular and systematic monitoring of its operations, reviewing all aspects of its performance against KPIs that are set out in the strategic management plan. Regular meetings allow senior managers to track progress, identify areas for improvement and implement necessary changes. Progress reports are generated by senior managers, ultimately reporting progress to the Vice-Chancellor and the Board, thus ensuring timely and accurate monitoring of the Institution's performance.

Students are actively engaged in the continuous improvement process through formal feedback mechanisms and student representation on committees. For example, Net Promoter Score (NPS) surveys are used to measure student satisfaction with onboarding, clinical placements and the overall learning experience. The results are reviewed by a number of committees, including the curriculum development committee.

Action plans put in place where KPIs are not being met. Managers take action plans forward and the impact is evaluated by senior managers. The Institution's proactive approach ensures that all stakeholders are informed, processes are reviewed regularly, and actions for enhancement are followed through at both individual programme- and School levels, ultimately feeding into the strategic planning committee.

The Institution produces regular reports that are linked to the metrics set out in the strategic management plan. These reports include data on student recruitment, retention and achievement, as well as action plans for addressing areas for improvement. The reports also include responses to developments and allow the Institution and the Board to review and assess TAU's overall performance.

End-of-semester reports are produced at programme- and School level and are reviewed at Boards of Studies and by the Academic Council, thus providing strategic oversight of teaching and learning. The reports focus on metrics such as student retention rates and academic achievement and progression, and the outcomes of student satisfaction surveys. These reports are linked to School KPIs and feed into a qualitative analysis of data against targets.

27.6 Programme leaders do not produce annual reports that include a clear analysis and consideration of year-on-year results and metrics on student satisfaction, completion rates, achievement levels and progression to further study or employment. This gap hinders the Institution's ability to conduct thorough qualitative assessments and to make informed decisions for continuous improvement.

27.7 The Institution does not have clear mechanisms to ensure that programme reports are considered so that they are used effectively to inform action-planning at School- and institution level. As a result, the integration of qualitative data and feedback into action-planning is limited.

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

28.1	The governing body and senior management conduct a regular and systematic review of their own performance that is reviewed regularly through the institution's committee structure.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
28.2	Good practice is effectively identified and disseminated across the institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
28.3	The governing body and senior management ensure the enhancement of provision is measured against relevant performance indicators and strategic targets.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
28.4	Action plans for enhancement are implemented and reviewed regularly within the institution's committee structure.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

Institutional oversight and management of TAU's performance by the governing body and senior managers are conducted through the strategic management plan, which covers all areas of the business to ensure continuous improvement and alignment with the Institution's goals.

Additionally, each year, TAU adopts a specific theme, with IT initiatives to promote effective management being a focus for 2025. The Institution sets KPIs with designated responsibilities, and reports are developed by individual Schools before being submitted to the Vice-Chancellor each quarter, who in turn ensures that the Board is kept updated.

The systematic review and consideration of performance ensure that all elements of performance are monitored and that actions are taken to address any areas of concern.

Good practice is identified through regular programme- and School-level meetings, based on the response to student surveys and completion rates. These are captured in reports that are shared with the Academic Council and through discussion at the quality assurance committee. An annual programme of staff development also provides an opportunity for good practice to be disseminated, and an annual conference is organised that further facilitates the sharing of good practice in teaching and learning and supports research engagement.

The Institution's performance is monitored by the University Board and by senior management against the KPIs set at School- and institution level. The KPIs include measures of student achievement, progress and satisfaction. The review of performance through the strategic management plan enables the University Board and senior managers to track performance against the targets and to identify areas for development that will support enhancement of the provision.

The actions for enhancement and the identification of good practice are taken forward through individual action plans and plans at School level, ultimately feeding into the strategic planning committee and reports to the University Board. The clear tracking and review of enhancement initiatives serve to support the ongoing improvement of the student learning experience.

**INSPECTION AREA – ONLINE, DISTANCE AND BLENDED LEARNING (if applicable)**

**29. The institution has suitable staff to ensure the successful delivery of online and distance learning**

29.1	Staff have an understanding of the specific requirements of online, distance and blended learning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
29.2	Academic staff receive effective training and support to ensure the successful delivery of online and distance learning that meets the needs and interests of students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
29.3	Staff ensure students are made aware of the necessary level of digital literacy required to follow the stated programmes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
29.4	Students receive appropriate guidance and support to ensure they are able to study effectively though online and distance learning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

TAU is committed to ensuring the successful delivery of online and distance learning by employing suitably qualified staff who understand the specific requirements of this mode of learning. Academic staff recognise the unique challenges and opportunities associated with online and distance learning and use materials provided on the staff portal to support their delivery. Staff value these materials, which effectively assist them in supplying effective online learning.

To ensure the successful delivery of online programmes, academic staff receive comprehensive training and support. The training includes workshops on digital pedagogy, effective use of technology and strategies for engaging students in a virtual environment. For example, teachers participate in training sessions that include areas such as interactive multimedia, discussion forums and virtual assessment. This equips lecturers with the skills necessary to deliver high-quality online and distance learning that meets the needs and interests of students.

TAU staff make sure that students are aware of the level of digital literacy required to follow their chosen online programmes. During induction sessions, students are introduced to the LMS and other digital tools they will use throughout their studies. Staff provide guidance on navigating these platforms, accessing course materials and submitting assignments, which students confirmed they found clear and helpful.

Students at TAU receive appropriate guidance and support to ensure they can study effectively online. This includes access to student mentors, technical support and online resources. Where students are not fully engaging, the same interventions are in place as are offered to on-campus students, that is, initially working with the student mentors to identify the student's learning needs and helping the student to develop study plans that are tailored to their individual needs and circumstances.

Staff engage students in online teaching and learning using interactive virtual classrooms, multimedia content, discussion forums, quizzes and regular online assessments with timely feedback. Students who were studying remotely confirmed that they had received clear guidance and support from lecturers and mentors, and that this was effective in helping them to achieve the course's learning outcomes.

## COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated

Yes  No

## PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

*Numbering of action points aligns with that of the minimum standards*

### GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

#### Institution's strengths

The involvement of staff, students and external stakeholders informs the strategic development of TAU Zambia and ensures it reflects appropriate priorities.

The strategic management plan sets out the clear metrics against which the performance at all levels of the Institution is consistently measured and evaluated to support ongoing enhancements.

TAU's bylaws provide clear information on the remits of individual committees and their membership and reporting lines in order to support staff's and students' understanding of the Institution's managerial responsibilities.

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

### GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

#### Institution's strengths

The clear committee structure, which facilitates communication between different programmes and Schools, supports the development of effective practice across the Institution in support of its strategic objectives.

The very rapid response to application enquiries supports the provision of clear and timely information to facilitate informed choices.

The support provided to staff who undertake research and publish papers is beneficial to their personal and professional development and their teaching.

The range of information published on the website is clear, informative and accurately reflects the student learning experience.

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

### TEACHING, LEARNING AND ASSESSMENT

#### Institution's strengths

Clear feedback provided to students supports their ongoing development and achievement.

Student feedback is used to inform enhancements in course delivery and broader course developments.

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

### STUDENT SUPPORT, GUIDANCE AND PROGRESSION

#### Institution's strengths

Student support is made available through student mentors and is tailored to meet individual students' requirements in order to support fully students' progression and achievement.

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

## PREMISES, FACILITIES AND LEARNING RESOURCES

### Institution's strengths

The well-equipped laboratory areas support students to engage in simulations as part of their learning and to meet the assessment requirements.

The wide range of learning resources available through the LMS and the TAU online library subscriptions supports students in the completion of their assessments.

<b>Actions required</b>	<b>Priority H/M/L</b>
25.1 The Institution must ensure that there is sufficient access and internet connectivity at all locations on campus to support study needs.	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
25.2 The Institution must ensure that students and staff have appropriate access to the VLE at all times	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

## QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

### Institution's strengths

The use of clear KPIs as part of the quality assurance of provision across the Institution supports the ongoing enhancement of provision.

<b>Actions required</b>	<b>Priority H/M/L</b>
27.6 The Institution must ensure that programme leaders produce annual reports that include a clear analysis and consideration of year-on-year results and metrics on student satisfaction and progression to employment rates.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
27.7 The Institution must develop clear mechanisms for programme reports to inform action-planning at School- and Institution level.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

## ONLINE, DISTANCE AND BLENDED LEARNING

### Institution's strengths

The training and resources provided to staff support the effective delivery of online and distance learning.

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

## RECOMMENDED AREAS FOR IMPROVEMENT

The Institution is recommended to monitor the impact of the recently introduced mitigating circumstances policy.

The Institution should consider providing more space for students to relax and consume food and drink on campus.

**COMPLIANCE WITH STATUTORY REQUIREMENTS**

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<b><u>BAC OFFICE USE ONLY:</u></b>	<b>THE INSPECTION WAS CARRIED OUT BY:</b>	
	Miranda Hobart	Lead Inspector
	Diane Glautier	Team Inspector
	Bella Weil	Student Inspector