

ABE New Centre Evaluation Visit Report 2022

Centre name	Joseph Education University – JEU			
Centre registered address	No. 739-741, Block (123), Bagan Road, East Dragon 11451, Yangon, Myanmar			
Allocated evaluator name	A Charnley & P Koumi & N Hussey			
Date of evaluation meeting	28 th March 2022			
When was the centre formed	2015			
Qualification/s indicated on accreditation application for approval (please tick) <i>(Please check these with centre and amend where necessary)</i>	Business Management	Business Management & HR	Business Management & Marketing	Short Courses
	Level 4 <input checked="" type="checkbox"/>	Level 4 <input checked="" type="checkbox"/>	Level 4 <input checked="" type="checkbox"/>	L2 SUYOB <input checked="" type="checkbox"/>
	Level 5 <input checked="" type="checkbox"/>	Level 5 <input checked="" type="checkbox"/>	Level 5 <input checked="" type="checkbox"/>	L2 ES <input checked="" type="checkbox"/>
	Level 6 <input checked="" type="checkbox"/>	Level 6 <input checked="" type="checkbox"/>	Level 6 <input checked="" type="checkbox"/>	L3 BE <input checked="" type="checkbox"/> L3 BSU <input checked="" type="checkbox"/> L3 DM <input checked="" type="checkbox"/>

Has the centre listed any other satellite sites on their accreditation application? <i>(if yes please check addresses with centre during visit)</i>	N
Please note below any centre site address not included in accreditation application.	Purpose of site (e.g. delivery, assessment etc)

Section 1) Proposed staffing arrangements				
Name	Role (e.g. Tutor/Quality Manager/Centre admin contact)	Qualifications to be involved in	Relevant CVs and certificates received. (Y/N)	Approved? (if pre-reqs are o/s) (Y/N)
Win Halaing Oo	Tutor		Y	
Monica Cing Muang Kim	Tutor/ ABE Co-ordinator		Y	
Christine Kyu Khaing	Tutor		Y	
Dr. Mark Labungton	Tutor		Y	

Dr. Maung John	Tutor		Y	
Joseph Win Hlaing Oo	President/ Principal		Y	
Ms. Emily Chaw Su Hlaing Oo	Finance Accountant		Y	
Fr. Henry Eikhlein	Tutor		Y	
Julio Giulietti	Tutor		Y	

Please list any additional staff that are not mentioned in the table above (*note where additional staff are identified, relevant CVs and Certificates will need to be sent to ABE head office for approval*)

The centre mentioned that there has been some additional staff added to the list of people that will be involved in ABE provision.

Action: for the centre to send a current staffing list, for any additional staff CVs and relevant Certificates will need to be provided

Does the centre have sufficient levels of staff to support effective provision?

Y

Has the centre provided evidence of staff CPD arrangements to support information given in accreditation application

N

Does the centre have an appropriate staff induction process?

Y

Please provide further information, include evidence where possible to support answers.

The centre has indicated additional staff will also be involved in the delivery and assessment of ABE provision. The number of staff provided on the original application may have struggled with the anticipated number of 100 learners, however additional CVs were submitted, and the names were not included on the application, hence the action for the centre to provide a 'current' staffing list.

The centre was able to talk through a staff induction process. Once recruited staff undergo an orientation process which can last up to one month. In this time the centre will provide them with access to systems and policies, outline their expectations, and provide them with any training that was identified as part of the recruitment process. All staff are required to sign documentation to show that they have read and understood the centres policies and other information. Records of this are kept and can be made available at the External Quality Assurance (EQA) meeting.

Does the centre have effective arrangements in place to provide staff with access to policies, qualification resources and guidance documentation?	Y
Please provide further information, include evidence where possible to support answers.	
<p>Staff are given access to policies and other centre information during the orientation process. For the first 3 years of a member of staff joining the organisation they are given a one year contract. Once they reach three year they are then issued with a 5 year contract. Centre staff are given annual training on areas identified for development through learner feedback and tutor observations, and changes to delivery as a result of technological advancements etc. All staff CPD is logged and would be made available for EQA.</p> <p>All policy documentation is live on the centres website http://jeiuniversity.com/our-documents/, and on the centre portal.</p> <p>Action: ABE HQ to search the centre website for relevant policy information and its availability to staff and learners</p>	
Further comments on the information relating to centre staff or addresses <i>(including actions identified)</i>	
<p>Some of the centre administration staff are volunteers but all delivery staff are contracted to the organisation. One action has been identified above.</p>	
Learner enrolment, induction, and support	
Does the centre have an appropriate learner enrolment process, including evidence of a suitable application/enrolment form?	Y
Please provide further information, include evidence where possible to support answers.	
<p>The centre is hoping that by offering ABE qualifications they will be able to attract some of the thousands of learners that fail the state matriculation assessments at grade 10. Also due to the inconsistency in the way these assessments are administered many learners achieve at level 10 but are not sufficiently competent/ able to progress onto College or University. The state education also puts quite a high emphasis on languages and therefore often learners coming out of state education do not have the range of skills necessary to progress to the next level of education. For these learners the centre feels that starting them on a Level 3 ABE course would help them improve their knowledge and skills before progressing into College or onto the ABE Diplomas.</p> <p>As with staff the centre has a learner enrolment and induction process. This process would ordinarily be conducted in person however due to the situation in Myanmar everything has been transferred online. The centre has a comprehensive handbook that clearly outlines their expectations and what they can offer learners, this can be found on the centres website: http://jeiuniversity.com/wp-content/uploads/2020/07/Joseph-Education-University-Online-Policies_Handbook_2020-compressed.pdf</p>	
Does the centre have appropriate and reasonable arrangements in place to confirm the identity of all learners during enrolment prior to registration, and for any assessments?	Y
Please provide further information, include evidence where possible to support answers.	
<p>The centre establishes the learner's identity at the point of enrolment. Each learner is given a unique ID which is requested at various points throughout the learner journey. This ID can be cross referenced to the learner's mobile number and email address to ensure the learner identity is confirmed.</p>	

Has the centre shown that it has effective communications arrangements in place to ensure that learners and staff are fully informed of the requirements associated with ABE qualifications?	Y
Please provide further information, include evidence where possible to support answers.	
At enrolment learners are also given access to the centres learner portal where centre policies, course resources, recordings of lectures and other information is located. This alongside the information on the website, the use of social media platforms, and messenger services enables the centre to communicate effectively with learners. Having a multi strand approach is essential due to the in county issues Myanmar is facing.	

Learner registration, tracking and certification	
Does the centre have suitable systems and controls for the registration and certification of learners?	Y
Please provide further information, include evidence where possible to support answers.	
Every learner is added to the centres learner portal which also acts as a learner record system. The centre is able to report on, update and amend learner information where necessary. The system the centre currently uses work for them and will adapt a similar system for ABE learners. All system information can be made available for EQA.	
Does the centre have appropriate administration systems to track learner progression?	Y
Please provide further information, include evidence where possible to support answers.	
Learner tracking is carried out in a couple of different ways. The first is through regular one to one catch up between the tutor and the learner. The purpose of this is to really drill down into the learners' experiences to date, and to understand better how they are coping with the course. The ultimate aim is to identify any additional support needs not just in relation to the course but also regarding the learner's personal situation. Alongside this the centre also use a variety of formative testing to ascertain a learner's progress and suitability for assessment. Moving on from the course itself the centre also talked about how they remain in touch with learners in order to discover destination data.	
Is the centre able to retain learner information for a minimum of 3 Years?	Y
Please provide further information, include evidence where possible to support answers.	
The centre has confirmed they are happy to work to ABE requirements.	

Centre Policies	
Has the centre signed the ABE Equal Opportunities Statement (on accreditation application form)?	Y
Has the centre provided the following policies? <i>(note for any policies not provided, an action must be raised for them to do so)</i>	Y/N
Conflict of Interest policy	Y
Data Protection policy	Y
Complaints and Appeals policy	Y
Refund policy	Y

Attendance policy	Y
Malpractice policy	Y
Are the policies sufficiently detailed?	Y/N
If No, please provide further information below	
<p>Conflict of Interest – This policy clearly states what a Conflict of Interest is and provide examples of these. There is also a clear procedure to manage Conflict of Interests and possible outcomes of this along with possible impacts on the organisation and this policy does state who is responsible for the Conflict of Interest process.</p> <p>Data Protection – No feedback</p> <p>Complaints and Appeals – You do have a complaint and appeal policy; however, it does not include any timescales of the process and it does not reference ABE; it must state that complaints can be made directly to ABE and/or the regulator Ofqual. The policy must also mention that ABE has an appeals policy that can be accessed either by a learner directly, or by a learner through the centre</p> <p>Refund Policy – No feedback</p> <p>Attendance Policy – No feedback</p> <p>Malpractice – You do have a Malpractice policy; however it needs to include reference to how and when the centre will notify ABE of alleged or proven cases of malpractice or maladministration.</p> <p>At the point of the NCEV the policies were written and updated to meets ABE requirements.</p>	
How will staff and learners access these policies? When will staff and learners be briefed on the contents? Can you see evidence of their intention to train/receive training on conflicts of interest?	
See above, all policies are on the centres website and portal.	
Do the relevant policies have any reference to or outline the role of the awarding organisation?	Y
If No, please provide further information below	
At the point of the NCEV the policies were written and updated to meets ABE requirements.	

Partnership arrangements	
Does the centre have any partnership or sub-contracting arrangements in existence? <i>If No please continue onto Learner enrolment.</i>	N
If yes, please confirm who is responsible for all aspects of the learner journey (recruitment, enrolment, registration, delivery, assessment, certification, administration, and record-keeping)	
The did not indicate a partnership arrangement with any other organisation.	
Is the centre is regulated by any other Awarding Organisation or regulatory body in the UK or in-country.	N
If yes, please give further information and evidence where possible to support answers.	
If applicable, has the centre shown that it has an appropriate and effective system and records for the management of all sub-contracted services and that all policies and requirements referred to in this application will apply to any satellite sites affiliated to the centre, for example remote assessment sites or delivery sites?	
Further comments on the information relating to centre staff or addresses (<i>including actions identified</i>)	
The centre appears to have robust policies and processes in place to support the recruitment, enrolment and progression of learners and staff. All polices being available on the centre website is extremely useful land ensure that they can be accessed at any time. There are two actions that have been identified in relation to this section.	
For office use only	
Centre risk rating (<i>Staffing, policies, learner and staff inductions and communication</i>)	Very High/High/Medium/Low
Further comments	

Section 2) Qualification delivery

Are the sites the centre has proposed for delivery suitable?

Y

Please provide further information, include evidence where possible to support answers.

As a result of the ongoing situation in Myanmar the centre has switched to a 100% online delivery model. Centre staff can still go to the centre premises to work however for security reasons learners are not currently able to. All delivery is carried out through Zoom, the centre does offer live lectures however all lectures are recorded, and learners are given access via the portal. Lectures are scheduled using a messenger service that notifies the learners through their phone, this increases the attendance rate significantly. The centre tries to simplify the structure of the courses by focusing on one unit/subject at a time – usually over a month. Once the learners have completed this they will move onto the next unit. There are 1 – 2 sessions per day, usually delivered in the evenings as often the learners have work or other priorities that limits availability during the day.

From the discussions had with the centre it sounds like they have put a lot of time and effort into creating an online offer that works for them and their learners. The centre is keen to keep adapting, evolving and incorporating new teaching techniques into their daily practice. Tutors are given support, guidance and annual training on delivery methods.

Action: Centre to provide login details to learner portal for ABE HQ to see delivery resources and recorded lectures

Action: ABE HQ to review delivery resources and lectures

Please list what facilities are available to learners (You can add photos as an appendix to this form):

Y/ N

Staff room

Y

Library

Y

Photocopying facilities

Y

Computer room

N

Safe/lockable cabinet for exam papers

Y

Access to anti-plagiarism software

N

Examination hall

Y

Please provide any further information on delivery facilities below, including evidence where possible to support answers.

The video recording of the centre virtual tour can be found in the centres file on the S Drive: [New centre Eval visit Joesph Education University-20220329_105656-Meeting Recording.mp4](#).

Overall the centre has an excellent teaching facility that would make a great place for the students to learn. Unfortunately due to the political situation in Myanmar learners are not able to attend the centre for in person lectures. Hopefully this will change in time however the centre has adapted and moved its operations online.

Has the centre proposed suitable delivery model(s) for each qualification, including provision of suitable resources?	Y
Please provide further information, include evidence where possible to support answers.	
I outlined the access to resources that we provide for our accredited centres. The centre has not yet started to put together the structure and documentation for ABE qualifications however they intend to replicate their existing structures and processes for the courses that they are already delivering. This will be explored further once login details to the centre's portal have been received.	
When does the centre intend to run their first course?	
June 2022	

Further comments on the information relating to qualification delivery <i>(including actions identified)</i>	
There are a couple of actions relating to the centres intended delivery model for ABE qualifications. Once ABE HQ has access to the centre's portal further investigation into the centres currently delivery structures, models and resources can be reviewed.	
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Centre risk rating <i>(Qualification Delivery)</i>	Very High/High/Medium/Low
Further comments	

Section 3) Qualification assessment and security

Are all the equipment, accommodation and resources for assessment appropriate and fit for purpose?	Y
Are the centres <i>pre-exam</i> arrangements compliant and in line with ABE exam procedures?	Y
Are the centres <i>exam delivery</i> procedures compliant with ABE exam procedures?	Y
Are all <i>exam materials returned</i> in accordance with ABE exam procedures?	Y
Is the centre aware of how to manage conflicts of interest related to assessment?	Y

Please provide further information, include evidence where possible to support answers.

The centre currently administers a number of assessments for the courses they offer. The centre uses assignments and open book exams and are therefore familiar with this form of assessment. These assessments are however internally set and marked and are not regulated in any way. Tutors are able to determine the assessments individually depending on the content being assessed. I outlined ABE requirements for assessment and that our assessment arrangements are not flexible. ABE assessments are externally set and externally marked, and that we have spent a lot of time and effort writing questions that really test a learner's knowledge and understanding.

As previously stated the centre conducts a number of one to one assessments of learners to assess their progress, this alongside group activities can still be utilised to good effect as a precursor to learners undertaking ABE assessments. The centre also uses other ways to assess learners such as class attendance and participation, again these can be used to good effect in fostering a professional education environment for the learners, however this will not count towards the learners achieving an ABE qualification.

The centres 'Policy for Making Up Exams' (<http://jeiuniversity.com/wp-content/uploads/2022/02/JEU-Policy-for-Making-Up-Exams.pdf>) clearly outlines the current expectations for learners both during their study and in specific assessment. This document would be a good place to include information about ABE qualifications assessments.

Further comments on the information relating to qualification assessment and security (including actions identified)

The centre has not had any experience of delivering externally set and marked assessments. ABEs change to Open Book Exams will help the centre as it is something they have experience of already.

Action: ABE HQ to send ABE assessment information to the centre

Action: Centre to write a process for ABE assessments, and update associated documentation to include relevant ABE assessment information.

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Centre risk rating (<i>Qualification assessment</i>)	Very High/High/Medium/Low
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Further comments

Section 4) Internal quality assurance arrangements

Is there a named quality assurance nominee at the centre?	Y
Is the quality assurance nominee sufficiently qualified/experienced?	Y
Is there a formal appropriate strategy or plan for internal quality assurance?	N
Has the centre proposed effective IQA arrangements?	Y

Please provide further information, include evidence where possible to support answers.

The quality nominee at the centre is Joseph Win Hlaing Oo (Principal). Joseph has studied at university and other educational establishments in the UK and Myanmar and understands the need to have systems in place to ensure standards remain high.

The centre currently carries out tutor observations and ask for regular feedback on tutor performance. This information is reviewed, and the necessary support or training is put in place. The centre also holds regular monthly meetings of the senior and delivery staff to discuss any issues that are affects the standard on the service provided. The aim of these meetings is to find solutions to the issues and put in place actions where applicable. Administration staff hold a separate meeting for issues relating to process, the intended outcomes are the same. The centre was keen to thank ABE for our input into their organisation from a policy perspective as we have encouraged them to write new policies and review existing ones to ensure they are fit for purpose and cover all elements of the organisation.

The centre carries out regular document reviews and makes amendments where necessary. All live policies are always available on the centres website. The centre confirmed they have a 20 year strategy (http://jeiuniversity.com/wp-content/uploads/2021/12/JEU_Strategy-for-20-years.pdf) on the website. Having reviewed this it does give a broad overview of the direction the centre would like to go in and does have some reference to quality based activities. However the centre really needs something more specific that outlines all of the quality activities that take place throughout the year. This can be in the form of a quality strategy or plan. I discussed with the centre the need for them to keep records of these activities and that the EQA would need to see evidence that they are carrying out quality activities.

Action: Centre to write and implement a Quality Strategy/Plan

Further comments on the information relating to IQA arrangements *(including actions identified)*

The centre is doing plenty of things to ensure the quality of the service they provide however this needs more structure and a clear audit trail need to be kept.

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Centre risk rating (<i>IQA</i>)	Very High/High/Medium/Low
Further comments	

Action Plan				
Section	Details of Action Required	Target date to be completed	Actual completion date	Action owner (centre/EQA/ABE HO)
1	Action: for the centre to send a current staffing list, for any additional staff CVs and relevant Certificates will need to be provided	15 th April 2022		Centre
1	Action: ABE HQ to search the centre website for relevant policy information and its availability to staff and learners	30 th March 2022	30 th March 2022	ABE HQ
2	Action: Centre to provide login details to learner portal for ABE HQ to see delivery resources and recorded lectures	15 th April 2022		Centre
2	Action: ABE HQ to review delivery resources and lectures	21 st April 2022		ABE HQ
3	Action: ABE HQ to send ABE assessment information to the centre	30 th March 2022	30 th March 2022	ABE HQ
3	Action: Centre to write a process for ABE assessments, and update associated documentation to include relevant ABE assessment information.	30th August 2022		Centre
4	Action: Centre to write and implement a Quality Strategy/Plan	30th August 2022		Centre

ABE Evaluator Comments

Overall this was an informative visit with a centre that is trying to do the best they can in what is a very difficult situation. Periods of time without electricity and internet, curfews, issues with security, and Covid are significant challenges to overcome, I admire the centres positivity effort in the work they are doing providing education to young people. The centre has an excellent physical teaching facility that sadly is not in use, other than to house a handful of staff. Online delivery appears to be the only way forward for the foreseeable future. The centre appears to have adapted to this well, however before the accreditation process can be finalised ABE needs to review this approach to ensure learners will receive sufficient support and guidance to achieve the qualification(s).

There are several actions for the centre to resolve, two of which are necessary before the application can be progressed to final signoff.



30th March 2022

Signature:

ABE to provide centre with information on the following:

Provisional outcome of approval meeting	Approved no actions/ Approval pending further action / Approval declined
Provisional centre risk rating	Very High/High/Medium/Low
Qualifications approved (ABE Head Office Staff ONLY)	
Name of allocated EQA	
Comments	

ABE Head Office Staff final sign off (signature and date)	
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