



## **BRITISH ACCREDITATION COUNCIL INSPECTION REPORT**

### **INTERIM VISIT (International Higher Education)**

**INSTITUTION:** Rushmore Business School

**ADDRESS:** Rushmore Complex  
Sodnac Link Road  
Quatre Bornes  
Mauritius

**HEAD OF INSTITUTION:** Dr Nitto Essoo

**DATE OF VISIT:** 15 August 2017

**ACCREDITATION COMMITTEE DECISION ON ACCREDITATION:** Continued accreditation 19 October 2017

## **PART A - INTRODUCTION**

### **1. Background to the institution**

Rushmore Business School (the School) was founded in 2002 in response to a major reform of post-secondary education and training by the Mauritian government and the subsequent increase in demand for higher level courses offered within the private sector. The local Tertiary Education Commission (TEC) registers both public and private institutions, while the Mauritius Qualifications Authority (MQA) accredits courses and registers individual lecturers and trainers. The TEC has extended the School's registration until 2022.

Since 2002, Rushmore Business School has initiated a number of collaborative partnerships with universities in the United Kingdom (UK) for courses at undergraduate and postgraduate level and with the European Business School in Paris for some Master of Business Administration (MBA) provision. It also delivers courses of a number of professional and statutory bodies as well as its own diploma programmes.

The School is now firmly established in its own premises on a development site on the outskirts of the town of Quatre Bornes. It owns the premises on a freehold basis.

The School has expanded its partnerships significantly since 2015 and now has agreements with 13 organisations which include UK Universities, the European Business School, Paris and a number of UK professional and statutory bodies. This has resulted in additional courses, new subject areas, additional students, additional academic and administrative staff and the establishment of a new academic department to service the new subject area of aviation.

### **2. Brief description of the current provision**

The School continues to offer programmes in the areas of business and management, hospitality and tourism, health and social sciences and engineering and the built environment. It has more recently expanded into new subject areas to include aircraft engineering, with programmes due to commence delivery in September 2017, marketing and psychology. The majority of provision continues to be at undergraduate and postgraduate level and validated by a range of awarding bodies and organisations although the School still offers some diploma programmes of its own. There are 264 full time and 263 part-time students. The majority are local, mature students from Mauritius with a very small number of international students.

### **3. Inspection visit process**

The inspection process was undertaken by one inspector and entailed email communication and the scrutiny of a large range of documentation in advance of a meeting conducted via Skype. This meeting was attended by the Head of the institution, the Head of Administration and the Head of Quality Assurance. During the meeting, a number of additional items of documentation were requested and subsequently provided. After the meeting, there was further email communication to clarify outstanding questions and to provide additional documentation. Not all of these questions were answered and some of the additional documentation was not provided.

### **4. Inspection history**

<b>Full accreditation:</b>	20-21 June 2007
<b>Re-accreditation:</b>	1-11 February 2011
<b>Interim:</b>	3 July 2012
<b>Supplementary:</b>	3 July 2012
<b>Re-accreditation:</b>	20-21 October 2015

Oct 2016

## **PART B – JUDGMENTS AND EVIDENCE**

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

### **1. Significant changes since the last inspection**

Key changes concern the development of five new academic partnerships with Coventry University, the University of the West of Scotland, the Association of Chartered Certified Accountants (ACCA), the Institute of Banking and Finance (LIBF) and the Chartered Institute of Marketing (CIM). This has resulted in the School being approved by awarding bodies and organisations to deliver additional programmes in new subject areas of aviation, aircraft engineering, marketing and psychology.

These new partnerships and programmes have resulted in the appointment of new academic and administrative staff and the School now has 20 full-time and 50 part-time academic staff, 15 administrative staff, 7 ancillary staff. This represents a substantial increase in staffing level since the 2012 inspection. There have been some associate changes to organisational structure with the introduction of a new academic department to support the aviation and aircraft engineering programmes.

Two partnerships, with Staffordshire University and St Mary's University, have terminated. At the time of the termination, all students had completed their programmes so there are currently no students on the programmes and no teach-out arrangements in place.

The School's accreditation by the Tertiary Education Commission, Mauritius was reviewed in March 2017 and accreditation has been confirmed until March 2022. Leeds Beckett University also reviewed its provision delivered at Rushmore and renewed its agreement with the School for a further 5 years.

### **2. Response to action points in last report**

*7.4 The institution must introduce a formal mechanism for reporting on responses to student feedback.*

Rushmore has made explicit reference in its Student Feedback Policy on how it ensures that students are made aware of the actions taken in response to their feedback. This feedback is discussed in Course Enhancement Committees where student representatives are present. The minutes of these meetings are provided on the School's online learning platform for all students to access. In addition, completed actions are communicated via the student representatives. This represents a robust way of ensuring that students are aware of the way in which their feedback is being responded to.

*8.2 The institution is required to produce a report of overall performance.*

Whilst the School has developed an annual monitoring process, which requires reporting at individual programme level, this process does not require the provision of a report on overall performance. Therefore, this action point has not been addressed.

### **3. Response to recommended areas for improvement in last report**

*The School should consider conducting an annual review of standards and performance across the School as a whole.*

This recommendation has not been addressed.

*The institution must ensure that the latest BAC logo is featured on its updated website and related publicity material*

The School has appropriately addressed this recommendation.

#### 4. Compliance with BAC accreditation requirements

##### 4.1 Governance, Strategy and Financial Management (spot check)

	Met	Partially met	Not met	
The standards are judged to be		✓		
<b>Comments</b> There have been no changes to the way the School is governed. The strategy remains unchanged.  The School has robust arrangements for ensuring the completeness and accuracy of its published information, including its website. However, the website is currently under review and as such does not provide a comprehensive picture of the School's current provision or its academic partners.				

##### 4.2 Academic Management and Administration (spot check)

	Met	Partially met	Not met	
The standards are judged to be	✓			
<b>Comments</b> The School has developed a number of new partnerships, which were confirmed through the provision of the relevant extracts of individual signed agreements.				

##### 4.3 Teaching, Learning and Assessment (spot check)

	Met	Partially met	Not met	
The standards are judged to be	✓			
<b>Comments</b> The School continues to ensure the quality of teaching through its teaching observation process. The reports from this process are considered by its Quality Enhancement Committee to ensure that any concerns are addressed and good practice is disseminated.  Formative assessment continues to play an important role in the School's assessment strategy. Student performance is recorded via the School's student management system and regularly monitored. Appropriate follow up occurs when performance issues are identified.				

##### 4.4 Student Recruitment, Support, Guidance and Progression (spot check)

	Met	Partially met	Not met	
The standards are judged to be	✓			
<b>Comments</b> Student admissions continue to be managed effectively with the use of the School's Admissions Panel which reviews all applications. This process is effectively supported by the academic partners.				

4.5 Premises, Facilities and Learning Resources (spot check)

	Met	Partially met	Not met	
The standards are judged to be	✓			
<b>Comments</b> As this inspection was conducted via Skype, no spot check of the premises was undertaken.				

4.6 Quality Management, Assurance and Enhancement (spot check)

	Met	Partially met	Not met	
The standards are judged to be	✓			
<b>Comments</b> Arrangements for quality assurance remain as they were at the time of the last inspection with the addition of a written annual monitoring process which requires the provision of a written report for each programme which evaluates student performance and progression and is informed by student feedback and that of the external examiners. These reports are considered by the Academic Board.				

**PART C – SUMMARY OF STRENGTHS AND ACTION POINTS**

<b>STRENGTHS</b>
None noted at this inspection

<b>ACTIONS REQUIRED</b>	<b>Priority H/M/L</b>
The School must prioritise the completion of the review of its website.	M
8.2 The School must produce an annual report on the institution’s overall performance taking into account the outcomes of individual programme monitoring.	M

<b>RECOMMENDED AREAS FOR IMPROVEMENT</b>
The School should consider conducting an annual review of standards and performance across the School as a whole.
It is recommended that all evidence and documentation, that is required for an inspection, be provided as a matter of course and in a timely manner.

<b>COMPLIANCE WITH STATUTORY REQUIREMENTS</b>	
<b>Declaration of compliance has been signed and dated.</b>	<b>YES</b>
<b>Further comments, if applicable</b>	