

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Independent Higher Education (IHE) Re-accreditation Inspection

NAME OF INSTITUTION: Rushmore Business School

ADDRESS: Rushmore Complex
Sodnac Link Road
Quatre Bornes
Mauritius

HEAD OF INSTITUTION: Dr Nitto Essoo

DATE OF INSPECTION: 28-29 October 2019

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

Re-accreditation awarded for the full four-year period

Probation accreditation

Decision on accreditation deferred

Award of accreditation withdrawn

DATE: 30 January 2020

PART A – INTRODUCTION

1. Background to the institution

Rushmore Business School (RBS/the Institution) 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 and the TEC has extended the Institution's registration until 2022.

The Institution is a private limited company and is located in its own premises on a development site on the outskirts of the town of Quatre Bornes to which it moved in 2012.

The Institution is led by a Director, reporting to a Board of Directors. There are a number of committees including an academic board which have oversight of the academic delivery of the programmes. The Director is supported by the Academic Director and a team of heads of departments as well as academic and professional support staff.

The Institution's aim is to be one of the leading Institution within the region, making international degrees accessible to everyone.

Since the last inspection, the Institution has developed its premises by refitting the fourth floor of the building. The fifth floor is currently being refurbished to provide additional recreational spaces for students.

The Institution has recently received accreditation from the Joint Board of Moderators (JBM) for the local delivery of the franchised Bachelor of Science (BSc) Honours in Civil Engineering. As a result, the degree fully satisfies the educational base requirement for an Incorporated Engineer (IEng).

2. Brief description of the current provision

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. The Institution delivers programmes from Level 5 to Doctor of Philosophy (PhD) across a range of subject areas. It also delivers a number of courses awarded by professional and statutory bodies.

In 2013, RBS obtained sub degree awarding status from the TEC and is now offering its own diploma programmes at Level 5. The Institution's longer-term ambition is to offer its own local degrees alongside UK degrees to aid widening access to higher education in Mauritius.

RBS offers both full-time and part-time courses with face-to-face delivery. The full-time courses are offered during the weekdays. The part-time courses are run in the evenings or at the weekends. The minimum age to enrol on any programme is 18 years.

Where possible, the Institution aligns its course start dates with their partner Universities to ensure standardisation of delivery and assessments. The intakes normally happen in September each year. However, there may be additional intakes to satisfy local demand. Any late applicants are offered the opportunity to enroll at the next available intake.

At the time of the inspection, there were 268 full-time students and 155 part-time students, of which a small majority are male. All students are over the age of 18. The maximum capacity of the Institution is 700. The majority of the student population are from Mauritius with a small number of International students from Madagascar, America and Tanzania.

3. Inspection process

The inspection was undertaken by three inspectors. The inspection took place over two days and interviews were held with the senior management team, teaching staff and professional services support staff. A tour of the premises was undertaken, lessons were observed, and documents scrutinised. The Institution cooperated well with the inspection.

4. Inspection History

Inspection Type	Date
Full Accreditation	20-21 June 2007
Re-accreditation	1-11 February 2011
Interim & Supplementary	3 July 2012
Re-accreditation	20-21 October 2015
Interim	15 August 2017

PART B - JUDGMENT 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.

INSPECTION AREA - GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

1. The institution is effectively and responsibly governed

1.1	The overall organisational structure, including the role and extent of authority of any owners, directors or governing body, is clearly defined, documented and effectively communicated to stakeholders, including governors, management, staff and students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.2	There is an identified senior committee, with decision-making authority on academic matters, in order to protect the integrity of academic freedom.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.3	The link between governance and management is clearly articulated and documented.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.4	Internal stakeholders develop and implement policy through appropriate structures and processes while involving external stakeholders	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.5	An explicit procedure for risk assessment is implemented, producing a risk assessment statement, which is regularly reviewed and updated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.6	Effective action is taken, by the governing body and senior managers, in response to the outcomes of regular risk assessments.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.7	All relationships with other educational organisations are defined formally and are fully transparent with those organisations' requirements.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
1.8	There are clear channels of communication between the governing body, the executive, academic management, staff, including those working remotely, students and other stakeholders.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

There is an appropriate structure in place to support the Institution's development and its ability to maintain an appropriate standard of academic achievement and student care.

The structure and associated roles are effectively communicated to all relevant stakeholders and there is a clear and well documented link between governance and management.

The Industry Advisory Board is one example of external engagement and supports the effective communication with key stakeholders.

The role and extent of authority of the two directors is clearly defined and documented. Additionally, there are two clearly defined senior boards in place, with the Board of Directors having clear oversight and decision-making authority over financial matters and the Academic Board having decision-making authority over all academic matters. Together, these two Boards have oversight of any risk which may impact on the operations of the organisation and through the weekly technical meetings risks are both identified and resolved as appropriate.

Appropriate terms of reference are in place for the Boards and other groups and committees

Relationships between the Institution and other educational organisations are formally defined through the signed agreements which clearly define the roles and responsibilities of each party.

2. The institution has a clear and achievable strategy

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|-----|---|---|-----------------------------|
| 2.1 | The institution has a clear strategy for the development of its higher education provision, which is supported by appropriate implementation plans and financial management and takes into account the quality of the student experience. | <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 well communicated to all stakeholders within and outside the institution. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.4 | The governing body and senior management conduct a regular and systematic review of their own performance and the institution's overall performance and each are measured against strategic targets. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

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

The Institution has an appropriate strategy for the development of its higher education provision. The Board of Directors reviews all financial considerations, while the Academic Board considers the academic implications, often in conjunction with partner Universities.

There is clear provision for stakeholders to inform the strategic direction of the Institution. In particular, the needs of local businesses and students are actively sought to ensure their needs are met. Wider stakeholder groups, including industry representatives, input into the strategy and operations of the Institution.

The Institution's aims and objectives are well communicated to all stakeholders via its website, promotional materials and its presence on a popular video sharing platform.

The Director and Senior Managers undertake regular and systematic reviews of their own and the Institution's performance against strategic targets. The reviews undertaken by the Board of Directors and the Academic Board are effective in maintaining current standards and bringing about change where necessary.

3. Financial management is open, honest and effective

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|-----|--|---|-----------------------------|
| 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 audit. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

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

The Institution conducts its financial matters in accordance with national law and as such the Institution's accounts and finances are subject to regular independent external audit.

INSPECTION AREA – GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION**4. The institution is effectively managed**

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|-----|---|---|-----------------------------|
| 4.1 | The management structure is clearly defined, documented and understood by all stakeholder groups including governors, management, staff and students. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4.2 | There are clearly delineated responsibilities and reporting arrangements at institutional, faculty, departmental, programme and course levels. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

4.3	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
4.4	Committees have clear and appropriate terms of reference and meet regularly. The meetings are accurately recorded with clear action planning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
4.5	The institution has formal mechanisms to monitor the information it provides internally and externally and to make any enhancements deemed necessary to ensure that it is accurate and fit-for-purpose.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The committee and management structures are articulated through the organisational chart which is shared widely throughout the Institution and clearly understood by staff and students.

Weekly technical meetings, which are recorded, provide further clarification on the roles, responsibilities and actions on an ongoing basis.

The committees meet regularly and have clear Terms of Reference, with appropriate reporting lines.

Within the small senior management team, the Director and Academic Director have oversight of communications and information to both internal and external stakeholders, via both formal committee procedures plus more informal day to day interactions and the weekly technical meetings. This ensures that expectations are managed effectively and any possible confusion is minimised.

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	The administrative support available to the management is clearly defined, documented and understood and appropriately focused to support its activities.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.3	Administrative policies, procedures and systems are well documented and disseminated effectively across the institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.4	Classes are timetabled and rooms allocated appropriately for the courses offered.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.5	Data collection and collation systems are well documented, accurate and effectively disseminated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.6	Comprehensive administrative records are organised and stored efficiently, easily accessed and used effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.7	Students' records are sufficient, accurately maintained and up to date.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.8	Staff records are sufficient, accurately maintained and up to date.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.9	The institution has a robust security system and policies in place for protecting the data of its students and staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.10	The institution has processes, through which the institution verifies the student who registers on the programme is the same student who participates on and completes and receives the credit.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.11	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
5.12	There are effective procedures for internal and external moderation at pre- and post-assessment stages.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.13	The institution makes student records and transcripts available to its students in a timely manner.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.14	There is a policy on the collection of and refund of students' fees which implemented effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The administration team is of an appropriate size. Staff have clear job descriptions and a detailed staff handbook which clearly outlines their roles and responsibilities.

Administration policies and procedures are well documented in the staff handbook, the student handbook, the Institutional Rules and Regulations documents and specific procedure documents such as the examination process. The documented procedures include a Student Identification (ID) policy and administration of pre and post assessment data.

Appropriate rooms are used to deliver the programmes.

The Institution has a Student Management System for student records and additionally maintains paper copies of student data. This ensures that the Institution has important information should the Information Technology (IT) systems fail. Key members of staff are able to access the Student Management System to obtain relevant data.

Staff records are maintained by the Human Resources department. They are stored securely in locked cabinets.

The Institution complies with local data protection regulations and those of the awarding bodies with which it partners, to ensure protection of data for students and staff.

The Institution works closely with the awarding bodies to ensure the timely production of results and transcripts which is done via the Institution's Virtual Learning Environment (VLE).

Information on the collection of fees and the refund policy is clearly documented in the Institution's Rules and Regulations document and students confirmed that they were given all appropriate information prior to joining the Institution.

6. The institution employs and continues to support appropriately qualified and experienced staff

6.1	There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff, which is designed to ensure the safety of the students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.2	All staff 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
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	All staff are treated fairly and according to a published equality and diversity policy.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.6	Staff have access to an appropriate complaints 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 which includes regular classroom observations of teaching staff.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
6.8	The professional development needs of staff are identified through appraisal and other means, and measures 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

The Institution has a staff recruitment and selection policy and a staff handbook which clearly details all roles and responsibilities of the staff and the benefits of working for the Institution. The handbook explains the orientation process for new staff.

Staff have appropriate qualifications and experience to undertake their roles and understand their roles and responsibilities, and the place of their role within the Institution.

The recruitment policy and the staff handbook include clear statements about equality and diversity and expectations of behaviour. Additionally, the handbook clearly details the Grievance and Disciplinary processes.

Issues and opportunities that may be identified through a formal appraisal system are effectively managed through existing processes. Staff are monitored and have regular meetings with their line manager and senior staff. Classroom observations are carried out for academic staff and are documented. Peer observations include actions to improve.

6.7 However, there is no formal appraisal system in place at the Institution. Senior managers confirmed that there are plans to introduce this.

Staff development needs are monitored, and training requirements are identified through both formal and informal means. Staff are able to undertake qualifications to support their development and attend various staff development opportunities offered through the Institution's partner universities and externally.

7. Academic management is effective

7.1	There are appropriate procedures for the proposal, design and validation of programmes of study, which take account of the mission of the institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.2	Intended learning outcomes for all programmes are clearly articulated, 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
7.5	Commissioning of course materials is managed effectively and materials and the budget are checked to ensure standardisation and consistency across the provision.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.6	Students are encouraged to take an active role in the development of the academic provision to ensure student centred 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

For the Institution's own curriculum, it has an appropriate procedure for the design and review of the programmes which has been developed to support the mission of the Institution. For the franchised programmes, the design and validation of the programmes are the responsibility of the awarding bodies. However, staff at the Institution are actively encouraged to input into any changes they may require to localise the curriculum.

The learning outcomes are in the student handbooks, course descriptors and module guides. Discussions with staff and students indicated that all are aware of where to find these.

There are regular meetings where the academic programmes are reviewed. Weekly technical meetings are held with academic staff and management and the Academic Director meets weekly with course co-ordinators to maintain oversight of the programmes and their delivery.

There is a clear annual resource planning process in place where staff can request academic resources to support the delivery of their programmes. Decisions are made jointly by the Director and the Academic Director and these

decisions are documented at the meetings. Staff who commented about this process at the Inspection, confirmed that it worked well.

Student feedback is requested via module, end of module, end of semester and annual surveys. Outcomes and actions arising from this feedback input into decision making around the academic provision. Responses to student suggestions are considered in the staff/student consultation meetings.

8. The institution takes reasonable care to recruit and enrol suitable students for its courses

8.1	Entry requirements for each programme are set at an appropriate level and are clearly stated in the programme descriptions seen by prospective students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.2	Students are informed as to the necessary language requirements for entry on to programmes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.3	A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.4	All students' application enquiries are responded to promptly and appropriately	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.5	Prospective students are properly briefed on the nature and requirements of the programme(s) in which they are interested and provided with advice on choosing their programme.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.6	Students receive a proper initial assessment, which includes language ability, to confirm their capability to complete the programmes on which they are enrolling.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.7	The institution makes it clear to applicants that they are responsible for checking that they have the skills and knowledge required to study on the chosen course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.8	The institution has a clear policy on the accreditation of prior learning and prior experiential learning, which is brought to the attention of prospective students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
8.9	Any recruitment agents are properly selected, briefed, monitored and evaluated.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

Most of the entry requirements, including English Language requirements, are set by the awarding bodies and these are displayed clearly in marketing materials and programme specifications. The entry requirements for the Institution's own qualifications have been informed by market position and by following the practice of the awarding bodies.

Applicants are requested to complete an application form and to attach qualification certificates of which the originals are seen by the Institution's recruitment staff and copies are then held on the Student Management System.

The marketing team responds promptly to applicants and invites them to visit to discuss their application. Students confirmed that they attended interviews prior to joining their course and they were counselled on their choices and provided with options. During the interview the Institution confirms the applicants' level of English language and check their qualifications and experience prior to making an offer.

The Institution provides information on the accreditation of prior learning in their Rules and Regulations document which is made clear to applicants during the application process. On marketing documents, the entry requirements clearly state that experience can be taken into consideration. The Institution refers any non-standard applicants to the awarding body and applicants are involved in this discussion.

9. The institution encourages and supports its staff to undertake research and other forms of scholarship and to engage in other professional activities

9.1	The institution encourages academic staff to undertake research in relevant fields and to publish their findings.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
9.2	Academic staff are encouraged to engage in research and/or scholarship which informs their teaching.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
9.3	There is a fair and transparent procedure for staff to seek financial support for their research and other professional development activities.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
9.4	The institution provides time for staff to meet regularly to share and discuss current research activities and, if appropriate, invites external speakers.	<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

Within the context of enhancement and to inform teaching, all academic staff are encouraged to undertake research and publish their findings. Sponsorship is available through the Institution for academic staff to undertake research qualification. Professional staff can undertake appropriate professional or academic qualifications to support their development. Staff confirmed that many had undertaken additional qualifications and that this had been supported financially by the Institution.

There is a clear staff development policy that details the opportunities and the process for staff to undertake development activity. Academic staff are actively encouraged to attend external conferences to gain knowledge to inform their teaching. The weekly technical meetings provide staff with time to discuss and share their research activities. Furthermore, the academic staff share an open plan office to facilitate informal discussions and unscheduled meetings.

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, their assessments 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 costs of assessments, activities and any required materials.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

Comments

Marketing materials provide an accurate representation of the Institution's premises, facilities and resources. Publicity materials match the Institution's programme specifications and other course materials

Materials are updated following changes or additional programme approval. There are processes in place so that the Director and Academic Director sign off all materials. Materials are sent to the awarding bodies for checking prior to publication which ensures that students are well informed of the status and level of the qualification and which organisation is validating the award.

Students confirmed that they were given accurate information about the programmes prior to joining, including what costs they would be likely to incur and any materials needed for their studies.

11. Academic staff are effective in facilitating student learning

11.1	Lecturers have the required subject knowledge, pedagogic and communicative skills and experience to teach both the course content and level of course to which they are allocated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.2	The allocation of teaching staff to courses provides for a consistent learning experience and delivery is monitored to ensure consistency.	<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 which will be required for final examinations or 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 preferred learning styles and adapting their delivery to meet these.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.6	Academic staff use a mixture of group and individual activities, to encourage the active participation of all students and support their learning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
11.7	Students are encouraged and enabled to develop independent learning skills.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.8	Students and academic staff have access to appropriate learning and study materials as well as other resources and the institution encourages and supports their use.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Lecturers are allocated to teach on appropriate courses and levels given their qualifications and/or experience. Curricula Vitae (CVs) indicate that staff are well qualified and have a wide range of relevant industrial experience and, in most cases, are experienced teachers.

Teaching staff are allocated appropriately to courses to ensure a consistent learning experience. Delivery is effectively monitored via internal lesson observations carried out by the management team.

Module Handbooks and teaching materials provided by the Institution's partner universities demonstrate that lessons are effectively planned to meet the requirements of relevant module descriptors and fully cover the stated learning outcomes. Additionally, the design of the programmes and modules support the development of knowledge and skills of the students to be successful in final examinations and assessments. This is confirmed through the success rates of students.

Academic staff are effective in planning their lessons to meet the needs and learning styles of their students, ensuring good progression is made within their lessons.

Academic staff are effective in using a mixture of group and individual activities to engage students to keep their interest and effectively support their learning. Additionally, there was clear evidence that staff are effective in encouraging and developing students' independent learning skills via in class activities and pre-class tasks.

Students and staff have access via the Institution's VLE to a wide range of appropriate and high-quality learning and study resources. Students and staff confirm that the Institution fully encourages and is highly supportive of their use.

12. Assessment is fair and appropriate for the level and nature of the courses, and students receive timely and supportive feedback on their work

12.1	Students are provided with an assessment schedule, in which required coursework and revision periods are detailed in advance with clear submission dates.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
12.2	Assessment strategies are relevant to the content and nature of the courses and focused on measuring students' achievement of the intended learning outcomes.	<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 verbal and written 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 cheating, 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 and 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 able to access a detailed online assessment schedule for their programme of studies which provides clear assessment and assignment submission dates and examination revision periods. Students confirmed that they are aware of the nature and timing of the assessments on their courses, together with any revision periods.

Staff and students confirmed that a wide range of effective assessment strategies are used to ensure all required learning outcomes are met and that the assessment methods used are relevant to the nature of the student's course.

Detailed assignment briefs provide clear and well written tasks which are effectively linked to learning outcomes. Tasks allow a full range of grades to be achieved and are clearly linked to the relevant module grading criteria.

Appropriate verbal and written feedback is provided, with academic staff clearly identifying areas where students have done well and where they could have developed their work more. Staff and managers effectively monitor student progress and performance and take appropriate action where students are not progressing as expected.

Appropriate procedures are in place to discourage and penalise students who cheat or submit work that is deemed to have been plagiarised. A clear and appropriate A Plagiarism and Academic Misconduct Policy is contained in the Module Handbooks and in the Institution's Rules and Responsibilities document. All written assessments are submitted through commercial software to confirm its originality.

Details on how to appeal marks is contained in the Module Handbooks. There is also a specific Institutional Appeals policy and process. Students confirm that they are aware of how to initiate an appeal, or claim mitigating circumstances, via their lecturers.

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 and 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
13.5	The institution makes effective provision for students to access all 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 of a high quality, well designed and are appropriate for the individual courses and their level of study.

A comprehensive range of resources are available on the VLE. These effectively support learning and enable students to achieve on their chosen programme of study.

Comprehensive course materials are available to students via the Institution's VLE. The materials are of a high quality, up to date and accurately reflect current knowledge and practice. Staff and managers confirm that materials are regularly reviewed by the academic staff. Course materials on franchise provision are supported by the partner universities.

Lesson observations show that a wide range of appropriate teaching aids and learning resources are used effectively to support 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 counselling.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.2	Students are given an induction to the institution, their programme of study and guidance on the use of facilities such as the library and IT provision.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.3	Students receive appropriate information on the pastoral support available to them, including for the provision of emergency support.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.4	The institution has policies to avoid discrimination and a published procedure for dealing with any abusive behaviour.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.5	Staff are available to assist students to resolve issues of a general and/or technological nature. All enquiries from students are handled promptly and sympathetically.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.6	There are effective systems to communicate with students out of class hours.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
14.7	Effective safeguarding arrangements are in place and are regularly reviewed to keep all participants safe.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
14.8	Effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No <input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

The Head of Student Support is responsible for student welfare. Students confirmed that they are aware of the process for accessing support through the Institution's student support service. Staff and students also advised that help and support is given through the Personal Tutor system where each student is allocated a Personal Tutor who can support their pastoral and academic requirements.

There is a comprehensive induction programme in place where new students are introduced to all aspects of studying at the Institution. The induction includes a tour of the premises, health and safety information, specific programme information and an introduction to the partner university where relevant. The induction programme outlines the pastoral support available to students.

The Institution has an ethos which strongly discourages discrimination and bullying of any kind. The policies through which this is managed are clearly articulated in both the staff handbook and the Institution's Rules and Regulations.

An Information and Communications Technology (ICT) technician is present and available on campus to help the students with any IT issues. Students confirmed that they received prompt support after contacting the IT service with their technical problems.

Student contact details are held by the Institution which can be used to contact students out of class hours. The VLE is the primary way for contacting students out of hours.

Face-to-face meetings with students are supported by e-mail and communication through the VLE.

The Institution has carried out a risk assessment on any potential issues regarding radicalisation and extremism.

14.8 However, there is no appropriate policy wording or staff training in place.

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	Academic support, advice and guidance on alternative programmes are provided to students who are judged not to be making sufficient progress and/or who wish to change their pattern of study.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
15.5	Students have access to appropriate advice and guidance on careers and further study and any professional body exemptions that may be available.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
15.6	The institution has a fair complaints procedure that includes an external adjudicator, for example, the Office of the Independent Adjudicator (OIA) in the UK, and students are informed of how to submit a complaint.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
15.7	Students are advised of BAC's complaints procedure.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
15.8	Instructions and suggestions on how to study are made available to assist students to learn effectively and efficiently.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
15.9	Students with special educational needs and disabilities (SEND) are identified so that appropriate support can be provided.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Teaching staff are available to students outside class time through formal published surgery hours where students can meet with their lecturers for one-to-one support and guidance. A significant amount of informal support is made available to students by all staff including academics, support staff and senior managers.

Students receive both written and verbal feedback. They receive the feedback and grades online through the VLE and they can receive verbal feedback if they wish by meeting with their lecturer. Students have oversight of their attainment and progression via the VLE.

There are processes in place to identify students who are not making sufficient progression. Students are identified and invited to a discussion to ascertain the reason for their poor progress. If additional support is required, a plan is put in place to support the student. Their progress is closely monitored and action is taken where necessary.

Students who wish to change their programme of study can do this within the first two weeks of starting, but not after this. The Institution provides significant advice and guidance to applicants to minimise the likelihood of students choosing the incorrect programme. The Institution also provides on-going advice and guidance around careers and further study.

The Institution has a complaints policy which is clearly documented and students confirmed that they were aware of this.

Students are advised of the BAC complaints procedure in the Rules and Regulations document and on the website.

There are appropriate processes in place to support students' learning with advice provided through the VLE. Additionally, students can access the Institution's partner universities' resources for guidance on study skills.

Students are invited to identify any additional educational needs on application to the Institution. The Student Support Service works with the students to provide any specific assistance required to support the students' learning.

16. International students are provided with specific advice and assistance

16.1	Before their arrival, international students receive appropriate advice on travelling to and living in their chosen country of study.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
16.2	On arrival, international students receive an appropriate induction on issues specific to the local area.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
16.3	Information and advice, which is specific to international students, continues to be available throughout their time at the institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
16.4	Provision of support takes into account cultural and religious considerations.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
16.5	Where possible, students have access to speakers of their own first language.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA

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

Comments

Prior to the students' arrival, the Institution ensures that their visas are completed and provides guidance to students about travelling to and living in Mauritius. The accommodation information is provided by the Institution and it ensures it is accessible, reasonably priced and in a safe location.

International students receive an induction upon arrival, providing information on the local area as well as specific course and study information. Local students act as Ambassadors to support international students. This specific support is available throughout their time at the Institution.

As Mauritius is a multi-cultural society, the Institution offers students the chance to celebrate events from various cultures. For example, at the time of the inspection there were posters on display promoting a Diwali event for all students.

As programmes are taught in English, all students must be of a required standard in the English language to enroll at the Institution. It is possible that students could meet someone who can talk to them in their own language, but this is not formally arranged by the Institution.

17. Student attendance is measured and recorded regularly and effective remedial action taken where necessary

17.1	There is an appropriate, clear and published policy on required student attendance and punctuality.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
17.2	There are effective procedures and systems to enforce attendance and punctuality.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
17.3	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
17.4	Data on attendance and punctuality is 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 an attendance policy which is detailed in the Rules and Regulations of the Institution. The policy clearly outlines that attendance is monitored and students not adhering to the policy will be sanctioned. Students were aware of the requirement to be punctual and this is implicit in the student obligations detailed in the Rules and Regulations.

Registers are completed for each session and held centrally by the Student Support Service to ensure a central oversight which enables attendance to be monitored and actions taken where necessary and appropriately documented.

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 which is adequate for the needs of students.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
18.2	Any residential accommodation is open to inspection by the appropriate authorities.	<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	<input type="checkbox"/> NA
18.4	Students are provided with advice on suitable private accommodation.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met NA

Comments

19. The institution provides an appropriate social programme for students and information on activities in the locality

19.1	Students are provided with appropriate information on opportunities for participation in social events and other leisure activities which 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
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 extramural activities and, when studying remotely, the activities include appropriate use of online forums or channels.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
19.5	The institution supports and encourages peer interaction through a variety of channels, e.g. social network forums and channels.	<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 operates an events committee and involves students in this. Students are offered opportunities to participate in social events and out of classroom educational activities. The Institution had recently organised an activity to celebrate Diwali and this was just one example of many similar events.

The number of students participating in these activities demonstrated that they were affordable to a high number of students.

The Institution is responsive to the needs of students and this was demonstrated by involving students in the refurbishment of the fifth floor of the building which will be used for students' sporting activities.

There are suggestions boxes available at the Institution where students can make requests or suggestions. The student representative can also make suggestions at the Staff/Student consultative meetings.

The Institution facilitates a social networking webpage and encourages interaction from students. On the VLE there are also discussion forums and quizzes to encourage interaction from students. Additionally, student peer groups establish free messaging groups.

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 these 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

The Institution has secure tenure on the premises as it owns them on a freehold basis. The Institution has the legal right to use the premises for the delivery of higher education teaching and learning.

Additionally, the Institution now uses an external workshop facility to support the delivery of its engineering programmes.

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 maintained in an adequate state of repair, decoration and cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.3	There are specific safety rules in areas of particular hazard (e.g. science laboratories) which are brought to the attention of students, staff and visitors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
21.4	General guidance on health and safety is made available to students, staff and visitors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.5	There is adequate signage inside and outside the premises and general information is displayed effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.6	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
21.7	There are toilet and hand-washing facilities of an appropriate number and acceptable level of cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.8	There is adequate air conditioning, 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 NA

Comments

The premises are secure as there is a pass system in operation which means that the door can only be opened by staff and students. Once in the reception area there is a sign in/out process so that the Institution is aware of who is on the premises.

The premises are in a good state of repair, decoration and cleanliness.

Students and staff are made aware of the health and safety rules in the Rules and Regulations document, and this is covered in student and staff induction when joining the Institution. There are signs with clear exit and fire emergency procedures across the Institution.

There is adequate signage inside and outside the premises and general information is displayed effectively.

Visitors are advised on health and safety issues through the sign in system. The Institution has an external workshop for its engineering programmes and students attending these are made aware of any specific health and safety requirements. They are also accompanied by the technical workshop manager.

There is adequate circulation space, which is more than suitable for the staff and student body and provides a suitable area for visitors. There are also areas on each floor which allow for a social space for students to use freely.

The toilet and handwashing facilities on campuses are adequate. They are clean and are located near the classrooms for easy accessibility.

Ventilation and air conditioning are adequate.

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

- | | | | | |
|------|---|---|-----------------------------|-----------------------------|
| 22.1 | Classrooms and other learning areas provide adequate accommodation in size and number for the classes (e.g. lectures, seminars, tutorials) allocated to them. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 22.2 | Classrooms and any specialised learning areas (e.g. laboratories, clinics, workshops, studios) are equipped to a level which allows for the effective delivery of each programme. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 22.3 | There are facilities suitable for conducting assessments such as examinations. | <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

Classrooms and other learning areas are spacious and suitable for the number of students within each class and the layout is appropriate for the effective delivery of the subject areas.

Where specific learning resources are required to deliver courses, these are of a suitable level and this is confirmed by the awarding bodies who validate the courses.

The Institution is an examination centre for the British Council and Association of Chartered Certified Accountants (ACCA) and consequently there are excellent facilities for conducting examinations which include individual booths for students.

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 | <input type="checkbox"/> NA |
| 23.2 | Academic staff have access to sufficient personal space for preparing lessons, marking work and consultations with students. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 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 | <input type="checkbox"/> NA |
| 23.4 | Students and staff have access to secure storage for personal possessions where appropriate. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 23.5 | There are individual offices or rooms, in which academic staff and senior management can hold private meetings and a room of sufficient size to hold staff meetings. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 23.6 | 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

The Institution provides suitable spaces for students to study, both individually and in groups. There is a cafeteria on campus with both inside and outside eating areas for staff and students. There is a gymnasium and spa available for all in the Institution to access.

Students have access to lockers to place their belongings if required.

Staff have a staffroom for relaxation and they can access free classrooms for quiet spaces in which to work. There is a large staff office where academic staff sit together and can store their belongings. There is a separate administrative office equipped with resources suitable for the effective administration of the Institution.

The recent refurbishment of the fourth floor of the building has extended the staff facilities and resources to enable them to hold both private individual meetings and larger staff and team meetings.

24. The library is appropriately stocked and provides a fit-for-purpose learning resource for the student body

24.1	There is sufficient provision of learning materials including books, journals and periodicals and online materials.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
24.2	There are clear, systematic and effective means of ensuring the adequacy and currency of library stock to reflect staff and student needs.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
24.3	The library has sufficient space for student independent study and group working.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
24.4	There is a well-organised lending policy.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
24.5	The library is adequately staffed with appropriately qualified and experienced staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
24.6	Library opening times 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

Working with their university partners, the Institution provides a sufficient level of learning materials through a combination of online materials and books and journals.

Staff review the resources available for each programme annually and there is a clear process for acquiring additional resources if required. Staff and students at the Institution confirmed that the library stock meets their needs.

The library space is adequate and there are appropriate spaces for independent study and group work. There are further spaces outside the library for group and independent study.

The library is staffed appropriately, with a library assistant to manage the lending of resources and the day-to-day organisation of the stock. There is a suitable lending policy that students are aware of. Students confirmed that they are satisfied with the opening hours of the library.

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 checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
25.2	Students have effective online resources that assist with their learning, optimise interaction between the institution and the student and enhance instructional and educational services.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
25.3	There is provision of appropriate, up-to-date software and virtual learning environments which reflect the needs of the programmes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
25.4	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	

25.5	The institution has access to the services of an experienced Information Technology (IT) technician who can ensure that systems are operative at all times and provide support to students, academic staff, and students and staff working remotely.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.6	The institution makes effective provision for students to access conventional and online resources.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

There is appropriate technological access and wireless provision. The students confirmed that the connection works well and allows them to successfully utilise their devices within the building. There is also access to technological equipment in the library and the student support office where students have access to a printer and scanner to support their studies.

The VLE allows students to access online documents and copies of books, periodicals and journals that support their academic work.

The VLE is up to date and provides specific programme information. Students confirmed that they access the VLE both on and off site and the system supports flexible learning as students use the VLE for independent study such as completing coursework.

There are three fully stocked IT suites for students to access. Additional personal computers are available for students in the library. The computer systems, including software, are updated every two to three years. They are maintained by the Institution's IT technician.

The Institution employs a technician both to maintain the IT systems and provide technical support for staff and students when using the IT equipment. Students confirmed that their requests for support are always dealt with promptly.

The Institution provides appropriate access to both conventional and online resources. The partner universities maintain oversight of the resources available for the delivery of their programmes and provide additional online resources.

INSPECTION AREA - QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

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

26.1	The views of all stakeholders are canvassed and recorded regularly, considered objectively, analysed and evaluated thoroughly and, where necessary, appropriate action is taken.	<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 stakeholders are collected regularly. To gather external views, the Institution facilitates an Industry Advisory Board. Internally, the Institution undertakes annual, end of semester, mid-module and module surveys. Student views are summarised and provided to the Director and Academic Director and are taken to the Quality Committee. Actions plans to respond to feedback are produced and monitored through the Quality Committee.

There is a student and course representative system in place which is detailed in the course handbooks. Students confirmed they were aware of the system and that there was active engagement with this activity.

Formal feedback is provided through committees and actions taken. Additionally, the end of module feedback details actions which will be undertaken following an analysis of student feedback. The staff and student liaison committee details actions undertaken. The weekly technical meetings also provide immediate feedback to stakeholders on the actions taken.

27. The institution has effective systems to review its own standards and assess its own performance

27.1	All quality management policies and procedures are clearly documented and are brought to the attention of staff and, where appropriate, students and other stakeholders.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.2	The institution's quality assurance policies and procedures appropriately inform its strategic management.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.3	The principles of quality assurance are embedded throughout the institution to ensure a quality ethos.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.4	The institution undertakes regular and systematic monitoring of its operations and reviews all aspects of its performance against clearly specified and appropriate performance indicators.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.5	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
27.6	Particular attention is paid to the quality of the student learning experience and to ensuring that there is fair treatment of all students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.7	The nominated course leader produces an end-of-session, end-of-semester or end-of-year course report that includes measures of student satisfaction, completion rates and achievement levels.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.8	The nominated programme leader, drawing upon reports from its constituent courses, produces an annual programme report, which includes analysis of year-on-year results on student satisfaction, achievement levels, completion rates and progression to further study or employment.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.9	Key performance indicators include an analysis of student outcomes in terms of year-on-year performance, which highlights any significant variations.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.10	General performance reports include an analysis of year-on-year data, including on student satisfaction, retention and achievement, staff performance (including research and other forms of scholarship) and a review of resourcing issues.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.11	Review and revalidation of programmes on a regular basis involves external assessors as appropriate.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.12	Institutional systems ensure the effective consideration of programme reports and that appropriate actions are incorporated into action planning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The quality management policies and procedures are clearly articulated in the Institution's Rules and Regulations document and the staff handbook which details all relevant policies. Through the committee structure and weekly meetings with staff, there is a clear ethos regarding ensuring the quality of the Institution's programmes, teaching and learning and the facilities to support this.

The outcomes of the quality assurance processes are systematically provided to the Quality Committee, the Director and the Academic Director and this informs the Institution's strategic decision making.

Student feedback is requested via mid-module, end of module, annual and end of semester surveys. Students confirmed that their views are listened to. Module evaluation forms, and actions arising from these, feed into staff and

student consultation meetings and inform the action plans. Key performance indicators are taken from the awarding bodies and partner universities. Reports and actions are monitored both at the Institution and through the partner universities quality management systems.

A student-centered approach is apparent through all operations undertaken by the Institution with a particular emphasis on providing a high-quality learning experience supported by clear anti-discrimination statements in appropriate documents to ensure fairness.

Working with the partner universities, year-on-year data is analysed through their annual monitoring processes where reports are written and action plans to address any issues are put in place should year-on-year discrepancies occur. Comments in external examiner reports have been positive to date. Comments from the Industrial Advisory Forums are also considered and actioned where appropriate to enhance the Institution's programmes.

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

28.1	Good practice is effectively identified and disseminated across the institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
28.2	End-of session course and annual programme reports include improvement and ongoing developments made and identify further areas requiring enhancement.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
28.3	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

The Institution has effective processes for identifying and disseminating good practice across the Institution. Examples are collected formally through the quality processes and disseminated through the Quality Committee. Additionally, the weekly technical meetings provide an opportunity for sharing good practice.

Areas for improvement and enhancement are collected through the quality processes and enhancement action plans are put in place. These are monitored through the Quality Committee and Academic Board and additionally through the partner universities.

INSPECTION AREA – ONLINE, DISTANCE AND BLENDED LEARNING

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

29.1	Staff have an understanding of the specific requirements of online, distance and blended learning.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
29.2	Academic staff are properly and continuously trained with respect to provider policies, student needs, instructional approaches and techniques and the use of appropriate instructional technology	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
29.3	Tutors have an understanding of the special challenges and demands of online, distance and blended learning.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
29.4	Staff ensure students are made aware of the necessary level of digital literacy required to follow the stated programmes.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
29.5	Instructions and suggestions on how to study and how to use the online tutorial materials are made available to assist students to learn effectively and efficiently.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA

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

Comments

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 Institution has a strong commitment to widening participation in higher education within the local community in Mauritius which must be commended.	
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

Actions Required	Priority H/M/L
6.7 A formal staff appraisal system must be implemented.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

TEACHING, LEARNING AND ASSESSMENT

Institution's Strengths

The teaching observed during the inspection visit was of a high quality. Tutors ensured that the sessions were clearly structured to meet the learning outcomes.	
Students are engaged in the classroom and it was clear that learning was taking place through a variety of different activities.	
The rapport between the tutors and the students was excellent.	
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

The Institution provides high quality support services to its students.	
Lecturers are easily accessible with timetabled surgery hours and on-going support offered outside these specific times.	
Professional services staff, including IT and the library, provide ongoing support and senior managers operate an open-door policy and students are able to meet with them. Therefore, students feel valued and listened to.	
Actions Required	Priority H/M/L

14.8 Appropriate arrangements to protect participants from the risks of radicalisation and extremism must be put in place.

High Medium Low

RECOMMENDED AREAS FOR IMPROVEMENT

None

COMPLIANCE WITH STATUTORY REQUIREMENTS