

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Independent Higher Education (IHE) Reaccreditation Inspection

INSTITUTION: IMI International Management Institute Switzerland

ADDRESS: Seeacherweg 1
6047 Kastanienbaum
CH 6047
Switzerland

HEAD OF INSTITUTION: Professor Theodore Benetatos

DATE OF INSPECTION: 13-14 June 2017

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON REACCREDITATION:

- Reaccreditation awarded for the full four-year period.
- Decision on reaccreditation deferred.
- Award of reaccreditation refused.

Date: 27 July 2017

1. Background to the institution

IMI International Management Institute Switzerland (IMI/the Institution) is a family-owned, private company, which is located in the outskirts of Luzern, close to Lake Luzern in Switzerland. The Board of Directors comprises three family members, including the President and Vice-President and one member of staff. The Institution was established in 1991 and moved to its current location in August 1997.

IMI aims to provide its students with a high-quality learning experience, encompassing academic, professional and personal development, in order to prepare them for careers in the hospitality and service industries.

The composition of the staff is international, with staff members representing about 20 nations and educated mainly in the United Kingdom (UK) or United States of America (USA). Similarly, the student body composition is international with a particularly significant number coming from south and south-east Asia.

The programmes have a significant practical component, which requires most students to spend periods of time in paid work-placements, in Switzerland or abroad. Teaching is conducted exclusively in English.

2. Brief description of the current provision

The Institution has three collaborative partners, the Confederation of Tourism and Hospitality (CTH) for the two Luzern Master of Business Administration (MBA) programmes, Manchester Metropolitan University (MMU) for the tourism and hospitality programmes, including an MBA, and Oxford Brookes University (OBU) for the culinary programmes.

The provision is designed to facilitate student progression from a starting point on IMI's own Level 3 Certificate in International Hotel and Tourism Management through a range of linked Diploma, Higher Diploma and Bachelor programmes, to MBA level. Students may exit with the relevant qualification at any of the stages of their studies. The final, Bachelor, stage of the MMU awards offers students the opportunity to pursue one of five pathways. The OBU provision leads to a single Bachelor of Arts (BA) award. Undergraduate programmes typically enrol four cohorts a year and postgraduate programmes two. All students study full-time.

The Institution's MMU programmes are now the responsibility of MMU Business School and IMI is seeking early revalidation of these programmes with a view to introducing greater business content to its portfolio. IMI has further widened its portfolio by gaining approval from Luzern Canton to offer a three-year Swiss professional degree, commencing in summer 2017. IMI is seeking to meet the staff development needs of this new programme through MMU.

At the time of the inspection there were 111 students enrolled, 16 of whom are on work-placements in Switzerland and 14 on work-placements abroad. There are 78 students enrolled on MMU programmes, 16 on OBU programmes and 17 on IMI's own programmes. There are no students currently enrolled on the two CTH programmes. The programmes are delivered by eight full-time and nine part-time teaching staff complemented by a number of visiting lecturers.

3. Inspection process

The inspection was conducted over two days by two inspectors and a student inspector. The inspection team met senior management, administrative and teaching staff and students. The team also toured the premises and facilities, including staff rooms, teaching rooms, student social facilities, the kitchens and residential accommodation. The Institution approached the inspection in a cooperative and professional manner. All requests for information were met promptly and efficiently.

4. Inspection history:

| Inspection type | Date |
|------------------------|------------------|
| Full Accreditation | 6-7 April 2009 |
| Interim | 21 June 2010 |
| Re-accreditation | 15-16 April 2013 |
| Interim | 17 February 2016 |

PART B - JUDGEMENT AND EVIDENCE

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

INSPECTION AREA - GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

1. The institution is effectively and responsibly governed

- | | | |
|-----|--|---|
| 1.1 | The organisational structure, including the role and extent of authority of any owners, directors or governing body, is clearly defined, documented and understood by stakeholders. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.2 | The head of the institution, directors and other relevant persons are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.3 | Policies, procedures and systems linking governance and management are well documented and effectively disseminated across the institution. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.4 | The institution engages in appropriate risk management planning, which is administered and monitored by named individuals. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.5 | The head of the institution, directors and other relevant persons are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.6 | The governing body conducts regular risk assessment exercises in all areas of the institution's provision. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.7 | All relationships with other educational institutions and organisations are defined formally and are fully transparent, with institutions compliant with partner or parent institutions' requirements, where applicable. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

There is a clear and well-understood organisational structure, in which well-qualified and experienced individuals discharge their duties effectively and responsibly.

Clear reporting lines ensure effective communication between senior management and the Board of Directors while maintaining the separation of financial from academic decision-making.

Agreements with all partners are clearly defined, transparent and well-understood.

The most recent risk-assessment exercise is wide-ranging and well-informed by market intelligence.

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 financial management. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.2 | There is provision for stakeholder input to inform the strategic direction of the institution. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.3 | The strategy is well communicated to all stakeholders within and outside the institution. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.4 | The governing body and senior management conduct a regular and systematic review of their own and the institution's overall performance and measure this performance against strategic targets. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

IMI's strategy is soundly based. It draws upon internal and external stakeholders' views. It takes cognisance of its strengths, and the changing market in which it operates and plans the implementation of the necessary changes. This is well illustrated by the recently approved Swiss professional three-year degree programme, which will operate from this summer.

The small size of IMI allows for speedy communication between all parties, facilitating continuous updating and implementation of necessary changes in a timely fashion.

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

- 3.1 The institution conducts its financial matters transparently and with appropriate probity. Yes No
- 3.2 The institution's finances are subject to regular independent external audit. Yes No

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

Comments

IMI's financial status is monitored and subject to stringent independent external audit.

INSPECTION AREA - ACADEMIC MANAGEMENT AND ADMINISTRATION

4. **The institution is effectively managed**

- 4.1 The management structure is clearly defined, documented and understood by all stakeholders including governors, management, staff and students. Yes No
- 4.2 The head of the institution and other senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out. Yes No
- 4.3 There are clear channels of communication between management, the governing body, staff, students and other stakeholders. Yes No
- 4.4 There are clearly delineated responsibilities and reporting arrangements at institutional, faculty, departmental, programme and course levels. This should include provision for academic leadership at programme and individual course level. Yes No
- 4.5 There is an effective committee structure with appropriate reporting lines which informs management decision-making and provides feedback to stakeholders. Yes No
- 4.6 Committees and other meetings have clear and appropriate terms of reference, are scheduled to meet regularly and are minuted accurately. Yes No
- 4.7 There is a set of comprehensive policies, regulations and procedures for staff and student conduct. Yes No
- 4.8 Management ensures that all information, internal and external, including publicity material, is accurate and fit-for-purpose. Yes No
- 4.9 A policy exists and is administered effectively regarding collection of and refund of student fees. Yes No
- 4.10 Management compiles reports at least annually presenting the results of the institution's reviews and incorporating action plans. Reports include analysis of year-on-year student satisfaction, retention and achievement, staff performance (including research and other forms of scholarship) and a review of resourcing issues. Yes No
- 4.11 Action plans are implemented and reviewed regularly, with outcomes reported to management and subsequently to the governing body. Yes No
- 4.12 Management monitors and reviews academic and administrative staff performance through a clearly documented and transparent appraisal system. Yes No

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

Comments

Management staff are well-qualified, suitably experienced and work well as a team.

There are regular, minuted meetings at programme level and of teaching staff and management. Action points are

identified and named individuals are charged with implementing these. There is scope, however, for considering the individual action points in the round, rather than as standalone issues, in order to reflect the wider picture.

Supporting documentation is comprehensive. It sets out roles, responsibilities and entitlements clearly. A small number of cases of the use of an outdated IMI institutional title were identified in internal documentation.

The staff appraisal policy is in the process of being rolled out and not all staff have undergone it. There is an option for staff to defer their appraisal for one year.

5. Academic management is effective

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| 5.1 | There are appropriate procedures for the proposal, design and validation of programmes of study which take cognisance of the mission of the institution, national imperatives, market demand and resource issues and reflect international norms. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 5.2 | Management ensures that the stated curricula are delivered as presented in the prospectus and other related documentation, and that requirements from professional or other relevant bodies are met. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 5.3 | There are regular scheduled and minuted meetings of academic staff to review academic programmes. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 5.4 | There is an appropriate policy and effective procedures exist for the acquisition of academic resources to support programmes. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 5.5 | Appraisal of academic staff includes regular classroom observation which is used for the dissemination of good practice. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 5.6 | Academic staff are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of students. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |

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

Comments

IMI works closely with its validating bodies to ensure that the design and delivery of the curricula and the monitoring of the programmes are in keeping with its agreements.

IMI operates what it calls a peer observation scheme although, as yet, not all staff have undergone it. Observations of teaching comprise a formal part of the staff appraisal scheme and, as such, is not what is usually referred to as peer observation.

6. The institution is effectively administered

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| 6.1 | Administrators are suitably qualified and experienced and understand their specific responsibilities and duties. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 6.2 | The size of the administrative team is sufficient to ensure the effective day-to-day running of the institution. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 6.3 | The administrative support available to the management is clearly defined, documented and understood and appropriately focused to support its activities. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 6.4 | Policies, procedures and systems are well documented and disseminated effectively across the institution. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 6.5 | Data collection and collation systems are effective and accurate. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 6.6 | Classes are timetabled and rooms allocated appropriately for the courses offered. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 6.7 | Comprehensive administrative records are organised and stored efficiently, easily accessed and used effectively. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |

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

Comments

Administrators are suitably qualified and experienced and operate effectively as a team.

They work closely with management and teaching staff to ensure that policies, procedures and supporting documentation are fit-for-purpose and implemented effectively and efficiently.

7. **The institution employs appropriately qualified and experienced managerial and administrative staff**

- 7.1 There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff. Yes No
- 7.2 There are effective procedures for the induction of all staff. Yes No
- 7.3 There is a transparent and well-documented appraisal system for all staff. Yes No
- 7.4 There are clear and appropriate job specifications for all staff. Yes No
- 7.5 All staff are treated fairly and according to a published equality and diversity policy. Yes No
- 7.6 The institution has a clear policy regarding the handling of legal issues relating to the employment of staff. Yes No
- 7.7 Staff have access to a complaints and appeals procedure. Yes No
- 7.8 Opportunities are provided for the continuing professional development of administrative and managerial staff. Yes No

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

Comments

IMI takes great care to recruit appropriately qualified and experienced staff and to support their professional development needs. There is a strong collegiate ethos and staff are very supportive of each other. Staff turnover is very low.

INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

8. Academic staff are appropriately qualified and effective in facilitating student learning

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| 8.1 | Academic staff are appropriately qualified in terms of subject knowledge, pedagogic and communicative skills, and experienced for the courses to which they are allocated. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 8.2 | 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="radio"/> Yes <input type="radio"/> No |
| 8.3 | Learning outcomes for all programmes are articulated and are publicly available. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 8.4 | Academic staff are effective in recognising individual learning needs and preferred learning styles and adapting their delivery to meet these. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 8.5 | Academic staff ensure the active participation of all students in class activities. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 8.6 | Academic staff use a mixture of large and small group and individual activities, to encourage and support students' learning. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 8.7 | Academic staff supply students with access to any additional learning materials as appropriate to support student learning. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 8.8 | Academic staff produce schemes of work and detailed lesson plans and lodge these with the administration. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 8.9 | Academic staff draw upon current research in their teaching. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 8.10 | Students are encouraged and enabled to develop independent learning skills. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 8.11 | Where appropriate, students are given the opportunity to obtain relevant workplace experience. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 8.12 | Students have access to teaching staff outside teaching and learning sessions. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 8.13 | The institution provides students and academic staff with access to appropriate resources and materials for study and encourages and supports their use of these. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Staff have appropriate qualifications and sector-based experience, which allows them to teach both theoretical and practical content. They provide access to the necessary materials, through an online learning platform, a database and other sources, to ensure that students are conversant with current industry practices.

IMI has a strong focus on ensuring the employability of its students. All students are required to undertake work placements. The Internship Office is highly effective in ensuring that students obtain suitable placements. Close liaison with its wide network of employers, many of whom visit the campus to meet students, also contributes to the very high employment record of IMI's completing students. However, there is no formal debriefing of students when they return from their placements.

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| 9. | Assessment is fair, well-organised and appropriate for the level and nature of the courses, and students receive timely and supportive feedback on their work | |
| 9.1 | 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="radio"/> Yes <input type="radio"/> No |
| 9.2 | 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="radio"/> Yes <input type="radio"/> No |
| 9.3 | Assessment tasks are clearly written, indicating what students need to do to achieve stipulated levels of achievement. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.4 | Students receive detailed and supportive oral and written feedback on their assessments and overall performance and progress, which are effectively monitored. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.5 | There are secure and efficient procedures for the administration of examinations and other means of assessment. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.6 | The institution takes appropriate steps to identify and discourage cheating, including plagiarism and other misdemeanours, and to penalise offenders. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.7 | There are clear policies and procedures for students to claim mitigating circumstances and to appeal against marks awarded. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.8 | There are effective procedures for internal and external moderation at pre- and post-assessment stages. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.9 | The institution makes student records and transcripts available to its students in a timely manner. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Assignment briefs include clear reference to the intended learning outcomes and the allocation of marks. Feedback to students on their work is prompt. This includes group and individual feedback as appropriate. While feedback is often detailed and well-focused, on occasions students would benefit from a clearer indication of what they need to do to improve.

Administrative arrangements and supporting documentation ensure that the assessment system is secure and transparent.

External examiners provide detailed advice and support.

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| 10. | The institution encourages and supports its staff to undertake research and other forms of scholarship and to engage in other professional activities | |
| 10.1 | Academic staff are encouraged and supported to undertake research in relevant fields and to publish their findings. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.2 | Academic staff contracts require academic staff to engage in research and/or scholarship relevant to their teaching and other duties. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.3 | The institution encourages and supports staff to obtain additional qualifications. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.4 | There is a fair and transparent procedure for staff to seek financial support for their research and other professional development activities. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 10.5 | 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="radio"/> Yes <input type="radio"/> No |

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

Comments

Academic staff are encouraged to engage in scholarship, including conference attendance, and to develop their links with the hospitality sector. Some financial support is available.

Use of practising professionals from the sector as external speakers supports the currency of staff as well as students.

INSPECTION AREA - STUDENT RECRUITMENT, SUPPORT, GUIDANCE AND PROGRESSION

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

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|------|--|---|
| 11.1 | 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="radio"/> Yes <input type="radio"/> No |
| 11.2 | Information on the programmes available is comprehensive, accurate and up-to-date. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.3 | There are effective procedures to update information on a regular basis. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.4 | Students are informed of the status of the qualifications offered, including the awarding body and level of award. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.5 | Students are given some indication of the type of careers graduates may follow and any professional body exemptions that may be available. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.6 | Students are informed of the full cost of all programmes, including costs of assessments and any required materials. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.7 | Students are informed as to the necessary English language requirements for entry on to programmes. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 11.8 | 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="radio"/> Yes <input type="radio"/> No |

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

Comments

IMI publicity material is well-presented and informative. The website offers clear information on the programmes available, their awarding bodies and related career paths.

Open Days and individual visits by prospective students provide further opportunities to make a well-informed choice.

English language requirements are clearly stated and information on fees, including the various residential options, is very clear. Staff are always on hand to provide further help.

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

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|------|---|--|
| 12.1 | Entry requirements for each programme are set at an appropriate level and clearly stated in the programme descriptions seen by prospective students. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 12.2 | A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 12.3 | 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="radio"/> Yes <input type="radio"/> No |
| 12.4 | All application enquiries are responded to promptly and appropriately. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 12.5 | Any recruitment agents are properly selected, briefed, monitored and evaluated. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 12.6 | 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="radio"/> Yes <input type="radio"/> No |
| 12.7 | Students with special needs are identified so that appropriate support can be provided. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 12.8 | Entry on the basis of accreditation of prior learning and prior experiential learning is subject to a rigorous process and is clearly documented. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Staff are fully conversant with the range of international qualifications offered which helps to ensure that students are admitted to the programme best suited to their level of ability.

Qualifications and English language ability are checked and any additional needs identified. Online and telephone support is available.

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

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| 13.1 | There is at least one named staff member responsible for student welfare who is suitably trained, accessible to all students and available to provide advice and counselling. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 13.2 | Students receive an appropriate induction and information on the pastoral support available to them. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 13.3 | Students are issued with a contact number for out-of-hours and emergency telephone support. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 13.4 | The institution has policies to avoid discrimination and a published procedure for dealing with any abusive behaviour. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 13.5 | There are effective systems to communicate with students out of class hours. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

The induction programme provides students with a comprehensive introduction to IMI including the names of staff to be contacted for specific issues and access to out-of-hours support. Staff are particularly alert to the nature of problems faced by international students who may be away from home for the first time.

14. Students receive appropriate guidance

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|------|--|---|
| 14.1 | 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. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 14.2 | Additional support or advice on alternative programmes is provided to students who are judged not to be making sufficient progress to succeed. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 14.3 | Students have access to a fair complaints procedure of which they are informed in writing at the start of the course and offered guidance in submitting a complaint. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 14.4 | Students have access to careers advice and guidance, including progression to further study, from a designated and suitably qualified and experienced member of staff. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 14.5 | Students have access to careers information including prospectuses for further study. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Students receive comprehensive guidance and advice during induction and through the Student Handbook. Additional support is provided where deemed necessary.

15. **Student progress is measured and recorded regularly on the basis of adequate and explicit data and effective remedial action taken where necessary**

- 15.1 Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and there is prompt intervention where appropriate. Yes No
- 15.2 There is a clear and published policy on required student attendance and punctuality, with effective procedures and systems to enforce it. Yes No
- 15.3 Accurate and secure records of attendance and punctuality at each session are kept for all students, collated centrally and reviewed at least weekly. Yes No
- 15.4 Student absences are followed up promptly and appropriate action taken. Yes No
- 15.5 Students are each allocated a personal tutor who is responsible for the regular review of students' progress. Yes No

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

Comments

The small number of students means that they are known to the staff. Therefore, any problems with academic progress or attendance and punctuality are quickly identified and addressed.

Being a residential campus, students and staff have numerous opportunities to meet out-of-class. However, there is some variation in the student experience as not all programmes provide formal, regular tutorials.

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

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

Comments

IMI has considerable experience of international students. Advance information on travel, visas, local facilities, food and customs is clear and comprehensive. Students are met on arrival in Switzerland and transported to IMI free of charge. IMI makes every effort to take account of students' individual circumstances and to ensure that they are quickly integrated into the student community.

17. **Where residential accommodation is offered, it is fit-for-purpose, well maintained and appropriately supervised**

- 17.1 Any residential accommodation is clean, safe and of a standard which is adequate for the needs of students. Yes No
- 17.2 Any residential accommodation is open to inspection by the appropriate authorities. Yes No NA
- 17.3 A level of supervision is provided appropriate to the needs of students. Yes No
- 17.4 Students are provided with advice on suitable private accommodation. Yes No

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

Comments

A range of residential accommodation is provided. Students may choose single or shared rooms. The rooms are fit-for-purpose with desks and bookshelving and wireless access. There has been considerable investment in the refurbishment of residential accommodation, including windows and fire safety. This investment is continuing.

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

- 18.1 Students are provided with appropriate information on opportunities for participation at events and other leisure activities which may be of interest. Yes No
- 18.2 The social programme is responsive to the needs and wishes of students. Yes No
- 18.3 Any activities within the social programme have been chosen with consideration of their affordability by the majority of students. Yes No
- 18.4 Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and experience. Yes No
- 18.5 Students are encouraged to develop and participate in extra-mural activities. Yes No

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

Comments

Students have access to a social programme, which includes visits, sports and international days, where the various nationalities represented in the student body offer an insight into their food, dress and customs.

The Student Council receives some funding from IMI for visits and other activities.

INSPECTION AREA - PREMISES, FACILITIES AND LEARNING RESOURCES

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

- 19.1 The institution has secure tenure on its premises. Yes No
- 19.2 The institution has the legal right to use these premises for the delivery of higher education. Yes No
- 19.3 Where required, the institution has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature. Yes No NA

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

Comments

IMI's lease expires in 2021, with an additional year guaranteed. Negotiations are underway to renew the lease on a long-term basis of 15 years or more. The premises comply with all legal requirements.

20. **The premises provide a safe, secure and clean environment for students and staff**

- 20.1 Access to the premises is appropriately restricted and secured. Yes No
- 20.2 The premises are maintained in an adequate state of repair, decoration and cleanliness. Yes No
- 20.3 There are specific safety rules in areas of particular hazard (e.g. science laboratories) which are brought to the attention of students, staff and visitors. Yes No NA
- 20.4 General guidance on health and safety is made available to students, staff and visitors. Yes No
- 20.5 There is adequate signage inside and outside the premises and notice boards for the display of general information. Yes No
- 20.6 There is adequate circulation space for the number of students and staff accommodated, and a suitable area in which to receive visitors. Yes No
- 20.7 There are toilet and hand-washing facilities of an appropriate number and acceptable level of cleanliness. Yes No
- 20.8 There is adequate air conditioning, heating and ventilation in all rooms. Yes No

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

Comments

There is a 24-hour presence in reception which is the sole out-of-hours means of entry.

The premises are fit-for-purpose, more than adequate for the present number of students and well-maintained.

Health and safety provision, including kitchens, meets Swiss statutory regulations.

The premises are light and airy and provide ample circulation and leisure space and clean and well-maintained toilet facilities.

21. **Classroom and other learning areas are appropriate for the programmes offered**

- 21.1 Classrooms and other learning areas provide adequate accommodation in size and number for the classes (e.g. lectures, seminars, tutorials) allocated to them. Yes No
- 21.2 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. Yes No
- 21.3 There are facilities suitable for conducting assessments such as examinations. Yes No

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

Comments

Classrooms are spacious, varied in layout and capacity and suitably equipped. Several rooms can be extended to provide larger space for the conduct of examinations.

Specialist areas such as the kitchens and dining areas, including the training restaurant, ensure that the needs of the various programmes are met.

22. **There are appropriate additional facilities for students and staff**

- 22.1 Students have access to sufficient space and suitable facilities for private individual study and group work. Yes No
- 22.2 Academic staff have access to sufficient personal space for preparing lessons, marking work and consultations with students. Yes No
- 22.3 Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate. Yes No
- 22.4 Students and staff have access to secure storage for personal possessions where appropriate. Yes No
- 22.5 There are individual offices or rooms in which academic staff and senior management can hold private meetings and a room of sufficient size to hold staff meetings. Yes No
- 22.5 Administrative offices are adequate in size and suitably resourced for the effective administration of the institution. Yes No

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

Comments

In addition to their study bedrooms, students have access to a range of spaces of varying sizes suitable for private or group work and for social activities. In addition to a small kitchen, there are vending machines dispensing drinks and snacks.

There are a few individual staff offices but the majority share. There are sufficient rooms for staff to have individual consultations with students in private and for staff meetings.

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

- 23.1 The library is adequately staffed with appropriately qualified and experienced staff. Yes No
- 23.2 The library has sufficient space for student independent study and group working. Yes No
- 23.3 There is sufficient provision of learning materials including books, journals and periodicals and online materials. Yes No
- 23.4 There is a well-organised lending policy. Yes No
- 23.5 There are clear, systematic and effective means of ensuring the adequacy and currency of library stock to reflect staff and student needs. Yes No
- 23.6 Library opening times are sufficient to encourage and support student independent learning. Yes No

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

Comments

The small library is supervised by the Deputy Dean with the help of nominated students. Book and periodical stock is limited, as is the loan period, as the emphasis is on electronic sources. An electronic access and supervision system would permit longer opening times and foster a stonger student research ethos.

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

- 24.1 There are sufficient computers of the necessary specification to meet student and staff needs. Yes No
- 24.2 There is provision of appropriate, up-to-date, software which reflects the needs of the programmes. Yes No
- 24.3 There is an effective means of ensuring the renewal of hardware and software to ensure efficiency and currency. Yes No

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

Comments

Students use their own laptops. Advice on the purchase of these and associated software is provided.

IMI is aware of the need to ensure that its students are familiar with industry-standard software and is currently considering the purchase of new software. Continuing to monitor industry norms will ensure that IMI is up-to-date with current industry practice.

INSPECTION AREA - QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

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

- 25.1 The institution undertakes regular and systematic monitoring of its operations. Yes No
- 25.2 The institution conducts periodic reviews of all aspects of its performance against clearly specified and appropriate performance indicators. Yes No
- 25.3 The nominated leader for each course produces an end of-session (semester or year) report which includes measures of student satisfaction, completion rates and achievement levels. Yes No
- 25.4 The nominated programme leader, drawing upon reports from its constituent courses, produces an annual programme report which includes analysis of year-on-year results on student satisfaction, achievement levels, completion rates and progression to further study or employment. Yes No
- 25.5 Reports, which present the results of the institution's reviews, evaluate its performance and incorporate action plans, are compiled at least annually. These are considered by senior management and the board of trustees and, where appropriate, shared with all stakeholders. Yes No
- 25.6 All programmes are subject to annual review and to full revalidation every five years. Yes No
- 25.7 Annual review and revalidation of programmes involve external assessors. Yes No
- 25.8 All quality management policies and procedures are clearly documented, for example in a quality manual or similar, and brought to the attention of staff and, where appropriate, students and other stakeholders. Yes No
- 25.9 Particular attention is paid to the quality of the student learning experience and to ensuring there is fair treatment of all students. Yes No

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

Comments

Programmes are subject to annual monitoring and review, including external examiner input. Detailed reports, including student satisfaction and progression statistics, are produced in line with validating partner requirements.

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

- 26.1 Views of all stakeholders, including academic staff and students, partner institutions and employers, are canvassed and recorded regularly through various means, including face-to-face meetings, feedback questionnaires and, where appropriate, formal student representation. Yes No
- 26.2 The views of stakeholders are considered objectively, evaluated thoroughly and, where necessary, appropriate action is taken. Yes No
- 26.3 There are effective means of responding to stakeholders' opinions and keeping them informed of any actions taken and reasons for no action being taken, through formal feedback mechanisms. Yes No
- 26.4 Key performance indicators will include analysis of student outcomes in terms of the current year and year-on-year performance and any significant variations in student achievement between different programme components. Yes No
- 26.5 The institution engages with the wider community, such as employers and its alumni, in a formal and systematic manner in order to obtain feedback on the relevance of its provision and to identify areas for development. Yes No

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

Comments

Student feedback is considered in detail and used to identify key areas for development. While considerable notice is taken of external stakeholders, this feedback is not always as well documented.

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

- 27.1 All stakeholders are invited and encouraged to make suggestions for enhancement. Yes No
- 27.2 In their annual appraisal, all staff are required to identify where they have facilitated enhancement and to identify further areas requiring enhancement. Yes No
- 27.3 End-of session course and annual programme reports should include enhancements made and identify further areas requiring enhancement. Yes No
- 27.4 Action plans are implemented and reviewed regularly within the institution's committee structure. Yes No
- 27.5 Staff professional development needs are identified through appraisal and other means, and measures taken to support staff to address these. Yes No
- 27.6 The institution has formal mechanisms to monitor the information it provides internally and externally and to make any enhancements deemed necessary. Yes No

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

Comments

The success of IMI depends crucially on its acceptance by the industry. As a result, it employs various means to continuously enhance its provision to meet the changing needs of the sector. In this, it takes on board the views of students, staff and external stakeholders. Appropriately focused staff professional development is an important part of this approach.

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

There is clear separation of financial from academic decision-making.

Strategy is informed by wide-ranging market intelligence.

Financial records are subject to rigorous external scrutiny.

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

ACADEMIC MANAGEMENT AND ADMINISTRATION

Institution's strengths

Well qualified managerial and administrative staff work well as a team.

Regular formal and informal meetings ensure good communications across the institution.

Supporting documentation is comprehensive and clear.

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

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

There is a strong focus on enhancing the employability of its students, including a well-thought-out and comprehensive work-placement scheme, close liaison with major employers and provision of opportunities to learn other languages.

Staff are encouraged and supported to undertake scholarship activities and keep abreast of industry practice.

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

STUDENT RECRUITMENT, SUPPORT, GUIDANCE AND PROGRESSION

Institution's strengths

Publicity material, including the well-designed website, is clear and comprehensive.

On arrival, students receive an appropriately focused induction and access to a wide range of support and guidance provision.

A friendly, family ethos pervades the Institution.

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

PREMISES, FACILITIES AND LEARNING RESOURCES

Institution's strengths

The premises offer a wide range of well-maintained teaching and recreational space.

There is a rolling programme of refurbishment to enhance, and ensure the safety of, the learning and social environment.

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

QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

Institution's strengths

IMI works closely with its validating partners and is receptive to external comment.

Student feedback is canvassed widely and acted upon.

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

RECOMMENDED AREAS FOR IMPROVEMENT

It is recommended that the Institution considers individual action points in the round, rather than standalone issues, in order to reflect the wider picture. This would aid identification of key development priorities across programmes and the formation of action plans to address these wider issues.

IMI should complete the process of updating all documentation to include IMI's new title.

IMI is recommended to accelerate its implementation of the staff appraisal scheme to cover all staff, part-time and full-time, and to remove the option for staff to defer it for one year.

The Institution should clarify the nature of the teaching observation scheme and ensure that all staff undergo observation.

IMI should consider devising a means of capturing and sharing the valuable work-placement experience among other students and staff.

The Institution should consider providing more feedback guidance on student submitted work to show what they need to do to improve.

It is recommended that IMI consider ensuring greater consistency in students' access to academic tutorials across programmes.

IMI should examine the feasibility of installing an electronic security system in the library to allow extended access to the provision.

IMI should monitor practice in the sector to ensure that students continue to have access to industry-standard software.

It is recommended that the Institution enhances briefings for work-placement employers to obtain wider ranging feedback, not just on the individual student but on the programme's characteristics, such as the knowledge and skills base, and IMI itself.

COMPLIANCE WITH STATUTORY REQUIREMENTS

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