

# BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

## Independent Higher Education (IHE) Full Inspection

**INSTITUTION:** Boston Media House

**ADDRESS:** Boston Head Office  
137 11th Street  
Parkmore  
Sandton, Johannesburg  
Gauteng Province  
Republic of South Africa

**HEAD OF INSTITUTION:** Mr Mike Thoms

**DATE OF INSPECTION:** 5-7 March 2018

**ACCREDITATION STATUS AT INSPECTION:** Unaccredited

### DECISION ON ACCREDITATION:

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

Date: 23 May 2018

### 1. Background to the institution

Boston Media House (BMH/the Institution) is a private higher education institution, which specialises in the field of media studies. It was established with the aim of providing vocationally oriented education in the fields of media, design and communication. BMH opened in Sandton, near Johannesburg in 1994. BMH is registered with the Department of Higher Education and Training (DHE) as a Private Higher Education Institution and it is accredited by the Council of Higher Education (CHE). This is the body in South Africa, which is responsible for the accreditation of higher education programmes and providers. In 2010, BMH opened two media campuses. These are Arcadia, Pretoria and Durban. BMH operates as an independent legal entity and has its own operating licence.

BMH operates within the highly regulated environment in South Africa, which shapes the reporting processes, informs policies on equality of opportunity and requires the Institution to meet specified ethnic, gender and disability quotas.

BMH is governed by a Board of Directors (BoD). The Board has five members, four of whom are shareholders. The composition of the Board is the same as that for Boston City Campus and Business College. There are a number of services which are shared across both institutions. These include human resources, finance, public relations, marketing, and Information Technology (IT) provision and support. BMH also shares premises with the Boston City Campus and Business College in Arcadia and Durban.

Boston Media House and Boston City Campus and Business College share the same overall vision and mission, which is tailored to match BMH's profile as a specialist provider. The vision is to provide the best quality education and training in an exciting and modern environment and thus to enhance, uplift and continuously improve the quality of media and design education and training in South Africa.

### 2. Brief description of the current provision

The Institution offers one bachelor degree in Business Administration in Media Operations Management, a diploma in Media Practices and two short courses. One short course covers Radio Presenting and Production and the other covers Television Production. BMH also offers the Boston Media House Short Learning Access Programme. Programmes are offered in both full-time and part-time modes.

At the time of the inspection there were 1912 full-time and 134 part-time students registered on the programmes. Of the students registered, there was an almost equal balance of female and male students. The vast majority of students were from South Africa. Of the small minority of students who were non-South African citizens, the majority were from Zimbabwe. Most students are between the age of 18 and 23.

The provision is supported by 62 teaching and academic staff, 11 management staff, 35 administrative staff and 32 ancillary staff.

The standard entry requirement is a National Senior Certificate (NSC) or equivalent. To obtain the NSC, students have to be at least 18 years of age. Applications can be made at any time during the year. Entry is at the beginning of a semester. The academic year runs from February to December.

### 3. Inspection process

The inspection was carried out by three inspectors over two and a half days and included a visit to both Sandton and Pretoria. The team held meetings with full and part-time students, with all categories of staff, observed ten teaching sessions and reviewed documentation, including assessed student work. The team toured the main campus and the Tenth Street premises in Sandton and the Arcadia campus in Pretoria.

Boston Media House had prepared thoroughly for the inspection and responded well to requests for additional documentation and readily provided any further clarification requested.

## 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 governing body conducts regular risk assessment exercises in all areas of the institution's provision.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.6 | 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

The organisational structure of BMH is clearly defined and is understood by all categories of staff. The principal committee, within BMH, is the Academic Management Committee, which is chaired by the head of the Institution. This committee reports directly to the Board of Directors, which is chaired by the Boston Chief Executive Officer. There are another four members of the BoD, one of whom is the BMH resident director. The membership of the BoD is stable and provides clear leadership for the organisation.

The head of the Institution and the members of the BoD are all appropriately experienced and qualified. This enables them to carry out their roles and to discharge their responsibilities fully.

The presence of a resident director on the Sandton campus ensures a strong and supportive link between the Institution and the BoD. Staff are clear about the reporting lines.

Risk is reviewed in the Academic Management Committee. Academic risks are managed and monitored by the head of the Institution who reports to the BoD. Operational risk is managed by the Resident Director and reported to the BoD. The BoD reviews and monitors all risks in its regular meetings. In addition to the operational and academic risks reported from BMH, the BoD manages and monitors risks posed by the South African context which can present significant challenges. These challenges include changes to regulations in higher education such as to the payment of fees, the provision of public transport and extensive travel times for students and finding staff with the necessary skill levels whilst meeting quotas. Evidence from Board meeting minutes showed awareness of these challenges and appropriate discussion and action aimed at mitigating the associated risks.

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

- 2.1 The institution has a clear strategy for the development of its higher education provision which is supported by appropriate financial management.  Yes  No
- 2.2 There is provision for stakeholder input to inform the strategic direction of the institution.  Yes  No
- 2.3 The strategy is well communicated to all stakeholders within and outside the institution.  Yes  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.  Yes  No

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

### Comments

The Board of Directors (BoD) sets the overall strategy for BMH. Strategic decisions are discussed in the BoD meetings and the financial implications of all decisions form an integral part of these discussions. The strategy is clearly aligned with the stated mission, vision and values and is very well understood by staff and students.

There is an Advisory Board which consists of a majority of external stakeholder members. This group feeds into strategic discussions on the development of the provision at BMH.

The Institution's targets are described in a Business Plan which is held by the BoD. The BoD maintains close scrutiny of the Institution's performance against the targets, which are realistic.

The processes work effectively to ensure robust management of the Institution's direction and performance. However, BMH might like to consider how the reviews of programmes and feedback from students and staff can inform more clearly the contents of the business plan and thus provide greater transparency to stakeholders.

## 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

The Chief Financial Officer is a member of the BoD. There is a clear and appropriate financial model, which effectively supports the close monitoring of expenditure against income. There is appropriate budgetary delegation to the head of the Institution and to branch managers.

The level of reserves is appropriate for the operation of the Institution. There is an insurance policy, which ensures that, in the event of closure, all students registered would be able to complete their course of study.

External auditors are in place. Reports from external audits confirm that financial matters are conducted in accordance with the requirements of the South African context and are robust.

## 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.  | <input checked="" type="radio"/> Yes <input type="radio"/> 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.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 4.3  | There are clear channels of communication between management, the governing body, staff, students and other stakeholders.  | <input checked="" type="radio"/> Yes <input type="radio"/> 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.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 4.5  | There is an effective committee structure with appropriate reporting lines which informs management decision-making and provides feedback to stakeholders.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 4.6  | Committees and other meetings have clear and appropriate terms of reference, are scheduled to meet regularly and are minuted accurately.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 4.7  | There is a set of comprehensive policies, regulations and procedures for staff and student conduct.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 4.8  | Management ensures that all information, internal and external, including publicity material, is accurate and fit-for-purpose.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 4.9  | A policy exists and is administered effectively regarding collection of and refund of student fees.  | <input checked="" type="radio"/> Yes <input type="radio"/> 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. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 4.11 | Action plans are implemented and reviewed regularly, with outcomes reported to management and subsequently to the governing body.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 4.12 | Management monitors and reviews academic and administrative staff performance through a clearly documented and transparent appraisal system.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

### Comments

The management structure is clearly understood by stakeholders. Senior staff are suitably qualified and effective.

There is open and continuous communication between the staff and students and between the staff and the directors. The presence of the Resident Director on the Sandton Campus ensures responsive and effective communication between the BMH staff and the BoD.

The committee structure is flat. The principal committee is the Academic Management Committee, which oversees all academic matters. This committee reports to the BoD. There is also a Student Management Committee (SMC). The SMC includes student representative members. The functional accountabilities of the committees are clearly documented. Minutes of meetings evidence the effectiveness of the committees.

There is a comprehensive Quality Management Manual, which includes all relevant policies. Policies for staff are also included in the generic Boston Employees' Handbook, and in the Boston Media House Lecturer Handbook. Those relevant for students, including the Student Code of Conduct and policies and guidelines on disciplinary action, are incorporated into the Student Information and Rule Book.

All information and publicity materials are managed by Boston shared services. Publicity materials are signed off by the BoD to ensure their accuracy.

There are explicit statements about fees and fee refunds which are clear and well understood by students.

The continued accreditation of programmes by the Council of Higher Education, in South Africa, entails the submission of

extensive annual reports, which review the performance of programmes including the recruitment, retention and achievement of students. Whilst these reports are reviewed by senior management and the BoD and inform action plans within the Institution, the data is not currently reviewed internally by the Academic Management Committee, which would engage institutional stakeholders more fully in the process of management and review.

There is an appropriate staff appraisal system that covers both academic and administrative staff. BMH has been operating this effectively. Boston has finalised a revised staff appraisal system which it is due to adopt.

**5. Academic management is effective**

- |     |   |                                      |                          |
|-----|---|--------------------------------------|--------------------------|
| 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**

Programmes are designed to meet the South African Qualifications Framework (NQF). The curricula, which are offered by Boston as a private higher education institution, are approved by the Department for Higher Education and Training and the CHE. Revalidation is undertaken by the CHE. The curricula are clearly aligned to BMH's mission and support South Africa's national skills development needs.

Academic management is effective. Academic committees meet regularly to review and develop programmes. They take into account feedback from students and staff. The academic managers monitor the delivery of the programmes to ensure that delivery reflects the stated curriculum.

There are effective systems for the acquisition of appropriate resources, which include the acquisition of specialist media related hardware and software.

Academic managers undertake regular classroom observations. Staff report that these usually happen twice a term. Staff receive feedback from the manager, report that the observations are useful and provide the opportunity to identify and learn about good practice.

There is a strong commitment within BMH to Continuing Professional Development (CPD) for academic staff. This includes professional practice related opportunities as well as CPD aimed at pedagogical development.

## 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

BMH has an appropriately sized group of administrative staff who are well qualified. Staff are clear about their roles and responsibilities.

Data on student attendance, assessment and progress is collected systematically using an effective IT-based reporting systems. This enables students' progress to be tracked and appropriate interventions to be made.

Appropriate policies and procedures are included in the Quality Management Manual, which is accessible to all staff.

Timetabling works efficiently at both the campuses visited.

Administrative records are held electronically. These are appropriately backed up. Administrative staff are familiar with the learning management system and how to use it to enter, access and monitor data. The use of the system is not currently consistent across all three sites.

## 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. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.2 | There are effective procedures for the induction of all staff.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.3 | There is a transparent and well-documented appraisal system for all staff.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.4 | There are clear and appropriate job specifications for all staff.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.5 | All staff are treated fairly and according to a published equality and diversity policy.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.6 | The institution has a clear policy regarding the handling of legal issues relating to the employment of staff.                                     | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.7 | Staff have access to a complaints and appeals procedure.   | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 7.8 | Opportunities are provided for the continuing professional development of administrative and managerial staff.                                     | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

### Comments

Managerial and administrative staff are appropriately qualified. New staff receive an induction and are supported well by managers and colleagues to enable them to become familiar with their roles.

All new staff receive a copy of the Employee Human Resource Manual, which includes the history and background of the Institution, its vision and mission, conditions of service, performance appraisals and the Employee Code of Conduct. The complaints and appeals procedure is also outlined in the manual. Staff expressed their full satisfaction with the effectiveness of the induction and with the ongoing support that they receive.

Administrative support is effective and well integrated into the academic team at each campus.

Job specifications are available for all roles and these are clear.

An equality and diversity policy is fully in line with the requirements laid down in South Africa. This is a condition for registration as a private education provider.

Administrative staff participate in the institution wide appraisal scheme and appreciate the feedback provided.

Administrative and managerial staff are encouraged to undertake CPD and may undertake the Institution's courses free of charge. Staff offered many examples of professional development opportunities that they had undertaken. This is a strength of the Institution.

### INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

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

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

Academic staff are well qualified in their specialist subject areas and have adequate pedagogical skills. There is an appropriate balance between staff with a stronger academic profile and those with a professional profile. The current, industrial and professional experience of staff ensures the currency of the curricula in the fast moving industries for which BMH programmes are designed. Students report that they greatly value the industrial and professional experience that

staff bring to their teaching which enhances student learning. Programme delivery emphasises the application of theory to practice. Students are given real life tasks to work on, which enable them to develop the skills and knowledge, which are relevant for their chosen industry.

Programme level learning outcomes are clearly articulated and easily available in the Fact Sheets that are produced for each programme. Learning outcomes for the individual courses are articulated in the relevant course materials which both staff and students access.

Schemes of work and lessons plans are submitted to the Academic Manager and kept in the relevant course files.

Learning activities are a mixture of theoretical sessions delivered predominantly through lectures, and practical sessions where students work individually or in groups on activities. Teaching staff bring examples from their own practice for students to work on.

Work-based learning is an integral part of the diploma and degree programmes. Diploma students undertake 40 hours of experiential learning which is assessed. Degree students undertake a work experience project in their fourth year which includes 80 hours work experience. The work experience element of the programmes is a strength of the provision enabling students to gain the skills and knowledge relevant to their chosen course. Staff provided examples of students who had obtained a job from their work placement provider.

BMH operates an open door policy so that the students have good access to the teaching staff. Students are informed, in class and through electronic means, about when teachers are on campus. Students reported very positively on the approachability of all staff and the support that they have both in and outside the teaching sessions.

There is a good range of subject related resources including radio studios, television studios and facilities for graphic design. The practical teaching sessions make good use of these resources.

9.	<b>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</b>	
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

Students are provided with packs, at the beginning of their course, which include learning outcomes, details of the course structure and the assessment. Students reported that they were fully aware of when assignments were due, of the criteria that were applied and the penalties for late submission.

Each course incorporates both formative and summative assessments. Students are fully aware of the difference between the two kinds of assessment. They reported that they receive helpful feedback from staff on assessments. Feedback is sometimes provided in class as well as in writing on students' scripts. Students are always able to ask for additional feedback from teaching staff.

Course files evidence that the assessment criteria are aligned to the learning outcomes. Grading criteria are also clear. Grading is undertaken against the specified criteria. Moderation is undertaken with final year work being moderated externally. There is an approval process for the appointment of external moderators.

There is a documented and clear system for ensuring the security of examinations and other assessments. The premises have suitable rooms for conducting examinations. Where students undertake assessments at home, they are required to hand in the work in person. This can be a challenge for some students and requires them to make an extra and sometimes long journey to hand in the assignment.

Policy and guidance on academic malpractice are included in the Student Rulebook as are the penalties that are applied. Students are also taught how to avoid academic malpractice in the Academic Literacies course. Students are alerted to the need to avoid plagiarism by notices displayed on the walls and in the library on the Arcadia campus.

Comprehensive student records are kept and administrative staff can access these and provide students with transcripts in a timely fashion.

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 type="radio"/> Yes            | <input checked="" 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 type="radio"/> Yes            | <input checked="" 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**

BMH has articulated the development of research as one of its strategic priorities and is in the early stages of implementing the strategy. Staff undertake research including doctoral studies, participation in conferences, including the presentation of papers. Developments in professional practice within industry are an important aspect of BHM's research and scholarly activity to ensure that teaching and learning is fully up-to-date. To ensure that staff's research activity is appropriately aligned to the provision, BMH is encouraged to reflect on the differences between research, scholarship and practice within the context of the specialisms offered and support engagement in activity appropriate to the needs of the provision and the role of staff member.

10.2 The requirement to undertake one or all of the following: research, scholarship and professional practice, is not included in the contracts of academic staff.

BMH provides financial support for research and professional activities. Requests are usually met and it was reported that there is no cap on financial support for staff development.

10.4 However, no written guidance was seen to indicate how support for such activity is sought and on what grounds it is provided which would enhance transparency.

## 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

The shared marketing services produce and are responsible for the publicity material and information about the curriculum. Students reported that the information met their needs and provided an accurate picture of the Institution and what they could expect. Review of the documentation, both hard copy and electronic, confirmed this view.

BMH is committed to both the accreditation of prior learning, referred to as credit transfer, and to the recognition of prior experiential learning, referred to as Recognition of Prior Learning (RPL). Both the prospectus and the course fact sheets include clear information about and guidance on how to apply for recognition of prior learning and/or experiential learning.

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

- |      |   |  |
|------|---|--|
| 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 type="radio"/> Yes <input type="radio"/> No <input checked="" 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

Entry requirements are clearly articulated in the prospectus and fact sheets. The administrative staff check all qualifications. Students reported that the process of application and registration was straightforward and staff were helpful. Most students have an interview which frequently takes place at registration. The main focus of the interview is to check that the student is fully aware of the course they are applying for and to assess whether they have applied for the most appropriate course. Students gave examples of how the interview had helped them make decisions, including changing of course, which they found very helpful.

Students with special needs are identified and appropriate and relevant support is provided where possible. Where BMH is unable to provide the relevant support, including physical access, this is made clear.

Full records are maintained of all applications including records of entries made on the basis of credit transfer or RPL.

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

- |      |   |   |
|------|---|---|
| 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**

BMH has a counsellor, who provides face-to-face counselling in Sandton and Pretoria, and counselling sessions for Durban via online video meetings. The counsellor also runs a Wellness Blog which students can access at any time and which provides general support and guidance which is updated regularly. The availability of the counsellor and the Wellness Blog feature appropriately in induction.

Students reported that they were well supported out of class and there are effective communication systems.

In line with South African requirements, there are very clear statements on discrimination and appropriate procedures for dealing with any inappropriate or abusive behaviour. These are included in the Student Rulebook.

**14. Students receive appropriate guidance**

- |      |  |   |
|------|--|---|
| 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**

All students attend induction, which covers Institution-wide systems, facilities and processes as well as the particular programme of study. Every student receives a study pack at the beginning of each course which includes information about the specific course and copies of prescribed texts.

The Student Rule Book, which every student receives at induction, covers the complaints procedure.

Careers guidance is offered through a number of channels, including student advisers who are on site, individual lecturers and through the published course materials, which also include opportunities for further study. A new post of Academic Director has recently been established which will be a central focus for careers guidance. External speakers and alumni visit BMH and provide further opportunities for students to gain careers guidance.

There is a student bursary system, which is managed as a shared service across both BMH and Boston City Campus, which is available to contribute to or to cover course fees. However, information about the bursaries is not well disseminated. Students were not fully aware of what criteria were applied or when applications could be made, despite some students reporting that they had received a bursary.

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. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 15.2 | There is a clear and published policy on required student attendance and punctuality, with effective procedures and systems to enforce it.                              | <input checked="" type="radio"/> Yes | <input type="radio"/> 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.                   | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 15.4 | Student absences are followed up promptly and appropriate action taken.   | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 15.5 | Students are each allocated a personal tutor who is responsible for the regular review of students' progress.   | <input checked="" type="radio"/> Yes | <input type="radio"/> No |

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

**Comments**

Student outcomes are carefully recorded and monitored. Where students fail to submit an assignment or where outcomes are poor, there is effective intervention. Administrative staff flag up the problem with the relevant member of academic staff who contacts the student.

There are clear and published policies on attendance and punctuality. BMH maintains attendance records. However, it does not require students to attend classes. This policy reflects the difficulties some students have in combining work and study and in traveling to the campus, which can involve a journey time of up to two hours. BMH has undertaken some analysis which shows a positive correlation between student attendance and outcomes.

At the time of the inspection BMH was about to establish an Academic Support Unit (ASU). One focus of the unit is to improve retention and success.

Currently students access the theoretical aspects of their course by attendance on campus. BMH do not currently offer blended learning opportunities which would provide greater access to learning for those students who have constraints on attendance.

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 \_\_\_\_\_

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 \_\_\_\_\_

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 \_\_\_\_\_

Each campus organises social activities, some of which are course related, including field trips and guest speakers. Activities are approved by the campus manager and supervised by teaching staff.

There are music and sound engineering societies. There is a poetry society and club, which gives students the opportunity to explore and practise their creative skills.

Students are not highly motivated to organise their own clubs and societies and participation rates vary. Students thus miss opportunities to lead their own societies which can provide beneficial experiences in terms of the development of skills relevant to future professional activities, including leadership skills.

### 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

The Institution either owns or has secure leases on its premises.

#### 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

Accommodation on the three campuses inspected is fit for purpose, well managed and secure.

There is space both inside and outside the buildings for students to relax and to work either individually or in groups.

The buildings are clean and well-maintained.

**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 all equipped with IT and whiteboard facilities and air conditioning where appropriate. There is a suitable range of specialist teaching rooms and teaching group size is matched well to the resources available.

**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**

Full-time staff have individual office space. There are staff rooms with work spaces, copying facilities and refreshment facilities available for use by full-time and part-time teaching staff.

All campuses offer catering facilities for students.

There are some lockers where staff can keep their belongings secure. Where these are not available, the local manager will keep equipment and valuables safe. The system works well.

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 libraries are well-managed by professional librarians. The library stock is adequate for the courses on offer, as all students receive a pack with a full set of text books when they register.

The library stock is reviewed annually and updated to meet the needs of courses. Both staff and students confirm that the library resources meet their needs.

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**

Computers are available on all campuses both in the library and in separate computer rooms. There is a budget to enable the updating or renewal of hardware and software on an annual basis.

Access to the computers is restricted by the opening hours and this is particularly difficult at peak times when students are preparing assessments.

BMH had identified problems with the speed and accessibility associated with the wireless provision. Data costs in South Africa are very high and few students can afford to access the internet through their smart telephones. BMH is working to alleviate the problems by seeking a new provider and trying to reduce data costs for students externally.

## 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

An annual report is prepared for the South African DHE. This requires the Institution to record and reflect systematically on its performance. The report is prepared by registry and reviewed and discussed by the senior management and the BoD.

Regular programme reviews are carried out in line with the cycle of re-accreditation for the CHE. The academic management team conducts the reviews and reports the outcomes to the Academic Management Committee, the Advisory Committee and the BoD. The outcomes are used to inform revisions and developments to the programmes.

The teaching and learning elements of programmes, including the progress and achievement of students, are reviewed on an annual basis. This includes reports from external moderators. The academic managers and senior management consider the reviews. The processes of review are conducted robustly.

25.4 The annual report to DHE requires BMH to collect and analyse data. The benefits of the collection and analysis for the DHE report, which is prepared by the registry, are not shared with the senior academic staff. Therefore, the operational and academic sides of programme review are not fully integrated to enable the full benefit to be obtained from the DHE reports. There is no flow chart to demonstrate clearly to all stakeholders the processes and where responsibilities and accountabilities for conducting and reporting on the review lie.

Quality management policies and procedures are clearly documented in the Quality Management Manual.

There is a strong and clear focus on the students' learning and achievement.

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. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 26.2 | The views of stakeholders are considered objectively, evaluated thoroughly and, where necessary, appropriate action is taken.   | <input checked="" type="radio"/> Yes <input type="radio"/> 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.   | <input type="radio"/> Yes <input checked="" type="radio"/> 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.  | <input checked="" type="radio"/> Yes <input type="radio"/> 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.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

**Comments**

A range of mechanisms, both formal and informal, is used to gain the view of stakeholders including of alumni, staff and students. Students give formal feedback at the end of each semester. Employer and alumni views are gathered, more informally, through work placements, visiting speakers and events that engage employers. BMH has identified the need to be more systematic in the collecting and collating of feedback.

There are good examples of changes to the curriculum and to particular modules, which evidence the positive way that the Institution responds to feedback.

26.3 There is no formal mechanism for closing the loop and informing stakeholders of the action taken in response to their feedback.

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.   | <input checked="" type="radio"/> Yes <input type="radio"/> 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. | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| 27.3 | End-of session course and annual programme reports should include enhancements made and identify further areas requiring enhancement.                      | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| 27.4 | Action plans are implemented and reviewed regularly within the institution's committee structure.  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 27.5 | Staff professional development needs are identified through appraisal and other means, and measures taken to support staff to address these.               | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 27.6 | The institution has formal mechanisms to monitor the information it provides internally and externally and to make any enhancements deemed necessary.      | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

**Comments**

The open communication channels at BMH provide effective channels for enhancements to be made and support the mission to deliver learning, which is driven by quality practices. The effectiveness of communication in enhancing provision on a daily basis is evident and staff provided examples to illustrate this. The annual programme reporting process also identifies enhancements made.

27.2 27.3 However, there is no formal mechanism which captures enhancements made, either in staff appraisal or in the annual programme reports.

Staff appraisal enables the identification of development needs. BMH is fully committed to providing appropriate opportunities for staff to develop.

Information is effectively monitored through the shared services.

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**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 clear vision, mission and values of the Institution are embedded in the strategy and are clearly understood by staff and students.

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

The commitment to continuing professional development for all staff.

The financial support to staff to undertake the Institution's qualifications.

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

The knowledge of teaching staff and, in particular, their current industrial and professional practice experience, which ensures the currency of the curriculum in fast moving industries.

The opportunities for work experience included in courses which ensure students gain work based knowledge and skills which prepare them for their career.

Actions required	Priority H/M/L
10.2 Contracts of academic staff must include the requirement to undertake one or more of the following: research, scholarship and professional practice, to ensure that the provision fully meets the expected standards.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
10.4 BMH must articulate protocols and guidance on the allocation of financial support for staff research and professional activities and ensure the guidance is clearly accessible to all staff, in order to enhance transparency.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

### STUDENT RECRUITMENT, SUPPORT, GUIDANCE AND PROGRESSION

#### Institution's strengths

The Institution's application and registration processes which students find easy clear and informative.

The pro-active support that students receive from administrative, managerial and academic staff.

The poetry club which gives students the opportunity to explore and practice their creative skills.

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 specialist equipment which is well aligned to the curriculum and supports students' learning.

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

The open communication channels, which enable the Institution to meet its aims of providing teaching and learning in an environment that is exciting, current and driven by quality practices.

Actions required	Priority H/M/L
25.4 BMH must better integrate the operational and academic sides of programme review in order to obtain full benefit from the DHE reports.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
26.3 BMH must develop a system to ensure that stakeholders are systematically informed of the action taken in response to their feedback.	<input type="radio"/> High <input type="radio"/> Medium <input checked="" type="radio"/> Low
27.2 27.3 BMH must take forward plans to capture enhancements systematically to ensure no opportunities are lost to enhance provision.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

## RECOMMENDED AREAS FOR IMPROVEMENT (to be reviewed at the next inspection)

BMH is encouraged to use the outcomes of the new information management system to capture more systematically the views of staff and students, and to ensure it brings all the data together in one area thus maximising the benefits of the considerable expertise of staff, the views of students and of the information systems so as to ensure no opportunities are lost for enhancing the provision.

It is recommended that BMH enables students to submit assignments on-line to alleviate the necessity for them to travel to the campus for the purpose of handing in an assignment.

It is recommended that BMH extend opening hours, particularly on Tenth Street, to provide better computer access for students to complete their work.

The Institution should provide consistent and clear information about the bursary scheme, the criteria attached to it and the application process to ensure all students are fully aware of the opportunity they offer and when they can apply.

It is recommended that BMH maximise the potential of IT resources to provide blended learning opportunities so that students who have constraints on attendance have greater flexibility for studying the theoretical aspects of their course.

BMH is recommended to actively promote the benefits to students of organising their own clubs and societies.

It is recommended that BMH makes sure that the Academic Management Committee reviews the programme accreditation annual reports so as to engage institutional stakeholders more fully in the process of management and review.

## COMPLIANCE WITH STATUTORY REQUIREMENTS

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