

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

International Higher Education (IHE) Reaccreditation Inspection

INSTITUTION: Rushmore Business School

ADDRESS: Rushmore Complex
Sodnac Link Road
Quatre Bornes
Mauritius

HEAD OF INSTITUTION: Dr Nittin Essoo

DATE OF INSPECTION: 20 and 21 October 2015

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

- Reaccreditation awarded for the full four-year period.
- Decision on accreditation deferred.
- Accreditation to be withdrawn.

Date: 26 Nov 2015

1. Background to the institution

Rushmore Business School was founded in 2002 in response to a major reform of post-secondary education and training by the Mauritian government and the subsequent increase in demand for higher level courses offered within the private sector. The local Tertiary Education Commission (TEC) registers both public and private institutions, while the Mauritius Qualifications Authority (MQA) accredits courses and registers individual lecturers and trainers. On receipt of this local accreditation, Rushmore Business School initiated a number of collaborative partnerships with UK-based universities for courses at undergraduate and postgraduate level, and was awarded BAC accreditation in 2007 and again in 2011.

At the time of the last inspection in July 2012, a combined interim and supplementary inspection visit, the School had recently relocated from an office block in an older part of Quatre Bornes to new premises on a development site on the outskirts of the town. The School continued to offer a range of higher level courses accredited by UK-based institutions, such as diploma courses from Leeds Metropolitan University (LMU) and Confederation of Tourism and Hospitality (CTH), and postgraduate courses from LMU, as well as full-time business courses accredited by the European Business School. At the time, a partnership with Birmingham University was in the process of being terminated, and a new agreement was being negotiated with the University of Staffordshire for the introduction of six new undergraduate programmes.

Requirements and recommendations arising from the Interim Inspection Report, 3 July 2012

5.1.1 The School must include the current BAC logo in its next update of the school website and relevant printed materials - this requirement has been met (note another update is underway, so this requirement applies again).

5.2.1 Succession planning should be reviewed to ensure continuity of the role of Overseas Student Coordinator - the School has recently appointed a permanent member of staff to the part-time role of Overseas Student Coordinator.

5.2.2 The School should continue to give attention to all matters raised in the previous inspection report which have not yet been fully addressed - the School has prepared a policy on provision of support for students with physical disabilities or other support needs, and continues to liaise with partner universities and local agencies; the School continues to work with partner institutions to share best practice; the School continues to review careers advice given to students; the recommendation to conduct an annual review of performance across the School has not been implemented.

Requirements and recommendations arising from the Supplementary Inspection of New Premises Report, 3 July 2012

4.2.1 The member of staff assigned responsibility for health and safety must conduct a periodic general risk assessment and maintain a record of action to deal with any issues identified - this requirement has been met

4.2.2 Details given in handbooks of the School's health and safety policy must be reviewed and amended to include specific information on names, locations and contact details - this requirement has been met

4.3.1 The School should consult on any difficulty experienced by students in reading projected information from various parts of each classroom and lecture theatre - all teaching rooms now have ceiling-mounted data projectors

In conclusion, all requirements have been met, and the only recommended action that has not been taken is an annual review of performance across the School outwith the systematic reviews undertaken with external partners.

2. Brief description of the current provision

Since the last inspection, the School has conducted a major review of all partnership arrangements, and it now offers a significant number of degree, diploma and professional courses across four broad areas - management, hospitality and tourism, health and social sciences, and engineering and the built environment. There are significant partnerships with Leeds Beckett University (LBU, formerly LMU); the University of Salford, Manchester; Staffordshire University; St Mary's University, Twickenham; IFS University College (formerly Institute of Financial Services); Confederation of International Beauty Therapy and Cosmetology (CIBTAC); Confederation of Tourism and Hospitality (CTH); Institute of Chartered Accountants in England & Wales (ICAEW); British Computer Society (BCS); Edexcel (part of Pearson plc); University of Staffordshire; and the European Business School, Paris.

At the time of the inspection, a total of 537 students were enrolled onto Rushmore Business School programmes, with 173 studying on a full-time basis and 364 studying on a part-time basis. All but nine students are Mauritian nationals.

3. Inspection process

This inspection was originally planned as a full re-accreditation inspection, to be conducted by two inspectors over two days, but in the event one inspector became unavailable at short notice, so an enhanced interim visit was conducted by one inspector over a two-day period. During the course of the visit, interviews were held with the director of the School, the head of registry, the four heads of department, the head of IT, and IT administrator. Discussions were also held with other members of staff, and with a group of first and second year FT students. The inspector also reviewed a sample of documents made available during the course of the inspection visit.

4. Inspection history:

Inspection type	Date
Full Accreditation	20-21 June 2007
Re-accreditation	1-11 February 2011
Interim	3 July 2012
Supplementary	3 July 2012

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 - MANAGEMENT, STAFFING AND ADMINISTRATION

1. The institution is effectively managed

- | | | |
|-----|--|---|
| 1.1 | The management structure is clearly defined, documented and understood, including the role and extent of authority of any owners, trustees or governing body. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.2 | 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 |
| 1.3 | There are clear channels of communication between the management and staff. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.4 | The institution conducts a regular and systematic review of its overall performance. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Since the last inspection, academic programmes have been organised into four departments, each with its own head of department and teaching staff. The director of the School, along with the academic board, provide strong leadership.

2. The administration of the institution is effective

- | | | |
|-----|---|---|
| 2.1 | Administrators are suitably qualified or experienced and understand their specific responsibilities and duties. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.2 | 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 |
| 2.3 | The administrative support available to the management is clearly defined, documented and understood. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.4 | Policies, procedures and systems are well documented and effectively disseminated across the institution. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.5 | Data collection and collation systems are effective. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.6 | Clear descriptions of course structures, assessment systems and requirements for progression are readily available to students. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.7 | Administrative records are efficiently organised and stored. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

3. **The institution employs appropriate staff**

- 3.1 There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff. Yes No
- 3.2 Experience and qualifications claimed are verified before employment. Yes No
- 3.3 There is an effective system for regularly reviewing the performance of staff. Yes No
- 3.4 Academic staff have a level of qualification and/or academic professional experience appropriate to the level at which they are teaching. E.g. those teaching at undergraduate/HND level will hold a post-graduate degree and appropriate experience. Yes No

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

Comments

Academic staff have a high level of qualifications and relevant and recent professional practice, which enhances the quality of students' learning experience.

4. **Publicity material gives a comprehensive, up-to-date and accurate description of the institution and its curriculum**

- 4.1 Text and images provide an accurate depiction of the institution's location, premises, facilities and the range and nature of resources and services offered. Yes No
- 4.2 Information on the courses available is comprehensive, accurate and up to date. Yes No
- 4.3 Students are informed of the status of the qualifications offered, including the awarding body and level of award. Yes No
- 4.4 Students are informed of the full cost of all programmes, including costs of examinations and any required materials. Yes No
- 4.5 Where the degree-awarding body is not a UK university, the national origin of the award is clearly stated. Yes No

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

Comments

The School is in the process of updating its website, and should ensure that the latest BAC logo is featured on the website and other related publicity material.

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

- 5.1 Entry requirements for each course are set at an appropriate level and clearly stated in the course descriptions seen by prospective students. Yes No
- 5.2 A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified. Yes No
- 5.3 Students are properly briefed on the nature and requirements of the courses for which they apply, and all application enquiries responded to promptly and appropriately. Yes No
- 5.4 Any overseas recruitment agents are properly selected, briefed, monitored and evaluated. Yes No NA
- 5.5 Students receive a proper initial assessment which includes language ability to confirm their capability to complete the courses on which they are enrolling. Yes No

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

Comments _____

6. **There is an appropriate policy on student attendance and effective procedures and systems to enforce it**

- 6.1 There is a clear and published policy on student attendance and punctuality, requiring that they attend at least 80% of their scheduled classes. Yes No
- 6.2 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
- 6.3 Student absences are followed up promptly and appropriate action taken. Yes No

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

Comments _____

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

- 7.1 The institution has effective mechanisms for obtaining feedback from students and other stakeholders (such as staff, partner institutions and employers) on all aspects of the institution's provision, including formal student representation where appropriate. Yes No
- 7.2 Feedback is obtained, recorded and analysed on a regular basis. Yes No
- 7.3 The feedback is reviewed by management and action is taken where necessary. Yes No
- 7.4 There is a mechanism for reporting on the institution's response to the feedback to the student body. Yes No

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

Comments

The School has a well-established process for obtaining student feedback on all aspects of provision, and has recently started to undertake a more systematic and thorough review of results. At present, there is no formal mechanism for reporting this analysis, and the School's responses to students' feedback, to the wider student body.

8. **The institution has effective systems to review its own standards and assess its own performance with a view to continuing improvement**

- 8.1 There are effective systems for monitoring and periodically reviewing all aspects of the institution's performance. Yes No
- 8.2 Reports are compiled at least annually which present the results of the institution's reviews and incorporate action plans. Reports include analysis of year-on-year results on student satisfaction, retention, achievement, examination results and completion rates. Yes No
- 8.3 Action plans are implemented and regularly reviewed, with outcomes reported to the management. Yes No

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

Comments

The School's approach to monitoring and reviewing standards and performance is, to a large extent, predicated on the requirements of the external awarding bodies. In all cases, these are thorough, effective and well-managed, but inevitably they focus on outcomes for specific courses, rather than giving an overview of performance from the School's perspective. The institution is required to produce a report of overall performance.

INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

9. Academic management is effective

- | | | |
|-----|--|---|
| 9.1 | There is a suitably qualified and experienced academic manager or academic management team with responsibility for teaching, learning and assessment. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.2 | Classes are timetabled and rooms allocated appropriately for the courses offered. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.3 | The allocation of teachers to classes provides for a consistent learning experience. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.4 | There is an appropriate policy and effective procedures for the acquisition of academic resources. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.5 | There is provision for academic leadership in each area of the academic programme. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.6 | There are regular scheduled and minuted meetings of academic staff to review academic programmes. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.7 | There are effective procedures in place for the induction and appraisal of all academic staff. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.8 | There are structures in place which either directly involve or take account of the views of those responsible for the delivery of academic programmes and the maintenance of academic standards. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 9.9 | Students have access to individual teaching staff in order to supplement classroom-based teaching and learning. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

10. **The courses are planned and delivered in ways that enable students to succeed**

- 10.1 Courses are designed and delivered in ways that allow students to develop the knowledge and skills which will be required for final examinations or assessments. Yes No
- 10.2 Lessons and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body. Yes No
- 10.3 Formative assessments appropriately reflect the nature and standards of summative examinations. Yes No
- 10.4 Students are encouraged and enabled to develop independent learning skills. Yes No
- 10.5 There are explicit statements in relation to required levels of attendance, required criteria for grading assessed work, and requirements for progression. Yes No
- 10.6 Any required coursework and revision periods are scheduled in advance. Yes No
- 10.7 The academic backgrounds and particular needs of students are taken into account in the classroom delivery of the course. Yes No

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

Comments _____

11. **Teachers are suitable for the courses to which they are allocated and effective in delivering them**

- 11.1 Teachers are appropriately qualified and experienced. Yes No
- 11.2 Teachers have a level of subject knowledge, pedagogic and communicative skill which allows them to deliver the content of courses effectively. Yes No
- 11.3 The appraisal procedures for teaching staff incorporate regular classroom observation. Yes No
- 11.4 Teachers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of students. Yes No
- 11.5 Teachers respond to different learning needs of students where appropriate, taking various learning styles into account in their planning and delivery of lessons. Yes No
- 11.6 Teachers employ effective strategies to involve all students in active participation and to check their understanding of concepts and course content. Yes No
- 11.7 There is evidence of course planning to ensure curriculum coverage. Yes No
- 11.8 The balance between large and small group teaching is appropriate to the needs of higher education learning. Yes No
- 11.9 Students are encouraged to develop autonomy in the planning and management of the learning process. Yes No

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

Comments _____

12. **The institution provides students and teachers with access to appropriate resources and materials for study**

- 12.1 The teaching methodology requires students to make use of the resources for study available to them. Yes No
- 12.2 Resources for study are well organised and catalogued to facilitate access. Yes No
- 12.3 Handouts and other resources are appropriate to the level of the course. Yes No

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

Comments

Since the last inspection, the School has invested heavily in an IT-based Virtual Learning Environment (VLE), which forms a basis for the School's learning resources for all students. Detailed course materials, additional resources supplied by tutors, and course assignments, are routinely available via the VLE, and students also have access to databases and other materials held by the partner universities.

13. **Students receive appropriate assessment and feedback on their performance and progress, which are effectively monitored**

- 13.1 Courses are planned to include a schedule of assessments, the procedures and criteria for which are available in writing and in advance to students and teachers. Yes No
- 13.2 Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and prompt intervention where appropriate. Yes No
- 13.3 Students are made aware of how their progress relates to their targeted level of achievement. Yes No
- 13.4 The institution takes appropriate steps to identify and discourage cheating and other misdemeanours, and to penalise offenders. Yes No
- 13.5 Additional support or advice on alternative courses is provided to students who are judged not to be making sufficient progress to succeed. Yes No
- 13.6 Oral and written feedback is given to individual students on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery. Yes No
- 13.7 Students have appropriate access outside class time to teachers or personal tutors for academic support. Yes No
- 13.8 Student progress is measured and recorded regularly on the basis of adequate and explicit data. Yes No
- 13.9 There are systems in place for the analysis of student outcomes in terms of the current year and year-on-year performance. Yes No
- 13.10 There are systems in place for the analysis and investigation of significant variations in student achievement between comparable course elements. Yes No

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

Comments

14. **The institution offers courses leading to accredited awards granted by recognised awarding bodies wherever appropriate**

- 14.1 For courses leading to the award of a UK degree, the institution has a formal agreement with a recognised UK degree-awarding body. Yes No NA
- 14.2 For courses leading to other UK awards, the awarding body is recognised by the relevant regulator. Yes No NA
- 14.3 For courses leading to the award of an overseas degree, the institution has a formal partnership agreement with the overseas degree-awarding body, which is itself accredited by a recognised national agency. Yes No NA

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

Comments _____

15. **There is a clear rationale for courses leading to unaccredited or internal awards**

- 15.1 There is a clear statement of the level claimed relative to the NQF/QCF and evidence that students who receive the award meet the stated requirements for that level. Yes No NA
- 15.2 There is evidence of the extent to which the awards are accepted for the purposes of employment or further study. Yes No NA
- 15.3 External moderators are involved in the assessment process where appropriate. Yes No NA
- 15.4 There is evidence that the comments of external moderators have been addressed. Yes No

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

Comments _____

16. **There are satisfactory procedures for the administration of examinations and other means of assessment**

- 16.1 The institution complies with the requirements of the relevant awarding bodies in terms of examination security and administration. Yes No
- 16.2 For internal awards, there are effective systems in place for examination security and administration, and clear procedures for students to appeal against their marks. Yes No NA

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

Comments _____

17. **There is appropriate provision of advice for students intending to proceed to employment or higher/further education**

- 17.1 Students have access to advice from a designated staff member on further study and career opportunities. Yes No
- 17.2 If the institution offers courses preparing students for higher education, they have access to prospectuses and to advice from a designated staff member both on selecting courses and institutions and on the application process. Yes No NA

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

Comments _____

INSPECTION AREA - STUDENT WELFARE

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

- 18.1 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. Yes No
- 18.2 Students receive appropriate advice before arrival. Yes No
- 18.3 Students receive an appropriate induction and relevant information upon arrival. Yes No
- 18.4 Students are issued with a contact number for out-of-hours and emergency support. Yes No
- 18.5 The institution has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour. Yes No
- 18.6 There are effective systems to communicate with students. Yes No
- 18.7 There are effective means for identifying and responding to student opinion. Yes No

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

Comments _____

19. **International students are provided with specific advice and assistance**

- 19.1 International students receive appropriate advice before their arrival on travelling to and living in the country. Yes No
- 19.2 International students receive an appropriate induction upon arrival covering issues specific to the local area. Yes No
- 19.3 Information and advice specific to international students continues to be available throughout the course of study. Yes No
- 19.4 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

The School has expressed an intention to attract many more international students in the future, and to this end an existing member of teaching staff now combines this role with the role of International Student Adviser.

20. **The fair treatment of students is ensured**

- 20.1 Students apply for and are enrolled on courses under fair and transparent contractual terms and conditions. Yes No
- 20.2 Students have access to a fair complaints procedure of which they are informed in writing at the start of the course. Yes No

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

Comments

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

- 21.1 Any residential accommodation is clean, safe and of a standard which is adequate to the needs of students. Yes No
- 21.2 Any residential accommodation is open to inspection by the appropriate authorities. Yes No NA
- 21.3 A level of supervision is provided appropriate to the needs of student. Yes No
- 21.4 Separate accommodation blocks are provided for students under 18 (if applicable). Yes No
- 21.5 Students are provided with advice on suitable private accommodation. Yes No

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

Comments

22. **Where home-stay accommodation is organised, the welfare of students is ensured and the institution's relationship with hosts is properly managed**

- | | | |
|------|--|--|
| 22.1 | Due care is taken in selecting home-stay accommodation which both provides a safe and comfortable living environment for students and is appropriately located for travel to the institution and back. | <input type="radio"/> Yes <input type="radio"/> No |
| 22.2 | Any home-stay accommodation is inspected before students are placed and is subject to regular re-inspection by a responsible representative or agent of the institution. | <input type="radio"/> Yes <input type="radio"/> No |
| 22.3 | The institution has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision. | <input type="radio"/> Yes <input type="radio"/> No |
| 22.4 | Appropriate advice and support is given to both hosts and students before and during the placement. | <input type="radio"/> Yes <input type="radio"/> No |
| 22.5 | Clear monitoring procedures are in place with opportunities for student feedback and prompt action taken in the event of problems. | <input type="radio"/> Yes <input type="radio"/> No |

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

Comments

23. **The institution provides an appropriate social programme for students and information on leisure activities in the area**

- | | | |
|------|--|---|
| 23.1 | Students are provided with appropriate information on opportunities for participation at events and other leisure activities which may be of interest. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 23.2 | The social programme is responsive to the needs and wishes of students. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 23.3 | Any activities within the social programme have been chosen with consideration for their affordability by the majority of students. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 23.4 | Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and experience. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 23.5 | Students are encouraged to develop and participate in extra-mural activities. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Since the last inspection, the School has organised a small programme of social events for students. Earlier this year, it staged a successful student fashion show and corporate video launch at a nearby business hotel, and there are plans for similar events during the coming year.

INSPECTION AREA - PREMISES AND FACILITIES

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

24.1 The institution has secure tenure on its premises. Yes No NA

24.2 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

Comments _____

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

25.1 Access to the premises is appropriately restricted and secured. Yes No

25.2 The premises are maintained in an adequate state of repair, decoration and cleanliness. Yes No

25.3 There are specific safety rules in areas of particular hazard (e.g. science laboratories), made readily available to students, staff and visitors. Yes No NA

25.4 General guidance on health and safety is made available to students, staff and visitors. Yes No

25.5 There is adequate signage inside and outside of the premises and notice boards for the display of general information. Yes No

25.6 There is adequate circulation space for the number of students and staff accommodated, and a suitable area in which to receive visitors. Yes No

25.7 There are toilet facilities of an appropriate number and level of cleanliness. Yes No

25.8 There is adequate heating and ventilation in all rooms. Yes No

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

Comments _____

26. **Classrooms and other learning areas are appropriate for the courses offered**

- 26.1 Classrooms and other learning areas provide adequate accommodation in size and number for the classes allocated to them. Yes No
- 26.2 Classrooms and any specialised learning areas (e.g. laboratories, workshops, studios) are equipped to a level which allows for the effective delivery of each course. Yes No
- 26.3 There are facilities suitable for conducting the assessments required on each course. Yes No
- 26.4 Teaching areas are of an appropriate size and level of equipment for lectures, seminars and tutorials. Yes No

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

Comments _____

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

- 27.1 Students have access to sufficient space and suitable facilities for private study, including library and IT resources. Yes No
- 27.2 Teaching staff have access to sufficient personal space for preparing lessons, marking work and relaxation. Yes No
- 27.3 Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate. Yes No NA
- 27.4 Students and staff have access to storage for personal possessions where appropriate. Yes No NA
- 27.5 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
- 27.6 Administrative offices are adequate in size and resources for the effective administration of the institution. Yes No
- 27.7 There is appropriate provision of required specialist teaching equipment and work areas. Yes No
- 27.8 There is appropriate provision of IT facilities for research, word processing, data processing or internet search for staff and students. Yes No

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

Comments _____

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated. Yes No NA

PART C - SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards

MANAGEMENT, STAFFING AND ADMINISTRATION

Institution's strengths

Clear strategic direction and effective management of all aspects of provision	
Actions required	Priority H/M/L
7.4 - The institution must introduce a formal mechanism for reporting on responses to student feedback.	<input type="radio"/> High <input type="radio"/> Medium <input checked="" type="radio"/> Low
8.2 - The institution is required to produce a report of overall performance.	<input type="radio"/> High <input type="radio"/> Medium <input checked="" type="radio"/> Low

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

Highly qualified academic staff with relevant and recent professional practice Effective and well-managed VLE with extensive range of resources	
Actions required	Priority H/M/L
None	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low

STUDENT WELFARE

Institution's strengths

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

PREMISES AND FACILITIES

Institution's strengths

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

RECOMMENDED AREAS FOR IMPROVEMENT

The School should consider conducting an annual review of standards and performance across the School as a whole. The institution must ensure that the latest BAC logo is featured on its updated website and related publicity material.
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COMPLIANCE WITH STATUTORY REQUIREMENTS

Rushmore Business School complies with all local, UK, and international statutory requirements.