BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Independent Higher Education (IHE) Reaccreditation Inspection

INSTITUTION: Mountbatten Institute

ADDRESS: Michael House
5th Floor
35 – 37 Chiswell Street
London
EC1Y 4SE

HEAD OF INSTITUTION: Mr Gary Ball

DATE OF INSPECTION: 10, 16 & 20 May 2017

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON REACCREDITATION:

◉ Reaccreditation awarded for the full four-year period.

◯ Decision on reaccreditation deferred.

◯ Award of reaccreditation refused.

Date: 27 July 2017

PART A - INTRODUCTION

1. Background to the institution

Mountbatten Institute (the Institution) is a not-for-profit limited company, which provides postgraduate business related courses in partnership with the University of Chester and Saint Mary's University, Twickenham. It has offices in New York, London and Bangkok. The aim of the Mountbatten Institute is to foster international and cross cultural understanding through experiential education, practical training and residence abroad and to provide opportunities for personal growth and professional development.

Mountbatten Institute was founded in 1984 as an Non-Governmental Organisation (NGO) by its current Director General, who is based in New York. The European operations, which are based in London and which BAC accredits, are led by the Managing Director supported by four senior staff covering recruitment, placements, academic matters and students and systems technology.

From the outset, Mountbatten Institute offered work placements in the United States of America (USA) to students from the United Kingdom (UK). Later, a reciprocal programme was started in London for students from the USA. In 1994, the Institute developed the Certificate in International Business Practice, which was validated by the University of Oxford Delegacy of Local Examinations (UODLE) and subsequently by the University of Cambridge Local Examinations Syndicate (UCLES). From 2003, the business studies curriculum of the certificate was integrated with two modules of the Cambridge International Diploma in Management offered by the University of Cambridge International Examinations (CIE). In 2007, the Institute developed a Master of Business Administration (MBA) in International Business Practice in conjunction with the American International College.

In 2008, a collaborative agreement was signed with St Mary's University Twickenham. A Postgraduate Certificate (PGC) in International Business Practice and the MBA in International Business Practice were validated by St Mary's. The former has now been replaced by a University of Chester Post Graduate Certificate. Since 2014, the collaborative partnership agreement with the University of Chester allows students to enrol for a Master of Arts (MA) in Entrepreneurial Leadership and the Post Graduate Certificate in International Business. Teaching and internships take place in London, with MBA students spending four months in Bangkok carrying out field research and completing their dissertation.

Mountbatten Institute has been approved by the Skills Funding Agency as an apprenticeship training provider in order to develop a Level 7 business management apprenticeship.

2. Brief description of the current provision

The European regional office in London hosts and manages a 12-month paid training internship programme for US citizens and international students. Alongside their internships, the students study, on a part-time basis, for an MBA in International Business Practice with St. Mary's University, Twickenham, an MA in Entrepreneurial Leadership with University of Chester or Postgraduate Certification in International Business with University of Chester. All three courses offer a mix of evening and weekend face-to-face taught sessions, which are complemented by structured activities undertaken as part of the students' work experience.

At the time of the inspection, 64 students were on roll in London. The majority of the students are American, female and age 21 to 23. Male students represent approximately one-third of the cohort. Students over 23 years old account for 40 per cent.

There are two start dates for the courses in August and March. Applications are made on-line with closing dates being approximately four months prior to the intended start date. Each course lasts one year. There are very clear eligibility and application criteria available on the website.

The inspection took place at the Institution's London office and teaching venue only.

3. Inspection process

The inspection was carried out over one evening by two inspectors and one and a half days by three inspectors. Three observations of teaching and learning took place, which included meetings with students and teaching staff. Inspectors met and held discussions with the Deputy Director General, the Academic Director and the Programme Manager. Inspectors had sight of documentation covering all areas of the inspection both electronic and in hard copy. Additional documentation was made available to the inspection team on request. The Institution fully cooperated with the

inspection throughout and inspectors were made to feel very welcome.

4. Inspection history:

Inspection type	Date
Full Accreditation	7,10,12,15 April 2013
Interim	25 June 2014
Spot Check	12 April 2016

PART B - JUDGEMENT AND EVIDENCE

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

INSPECTION AREA - GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

1. **The institution is effectively and responsibly governed**

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

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

Comments

A small team of well qualified staff effectively manage the strategic direction and operation of the Institution in London.

The Institution is overseen by an effective New York based board of trustees.

Institutional validation agreements with two UK universities, are in place ensuring compliance with UK higher education regulations.

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 Institution has been approved by the Skills Funding Agency to develop a Level 7 business management apprenticeship. This move into the public sector is an innovative response to the current geo-political situation, which may impact upon the Institution's current operations.

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

INSPECTION AREA - ACADEMIC MANAGEMENT AND ADMINISTRATION

4.   **The institution is effectively managed**

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

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

Comments

The Institution works closely with its validating Higher Education Institutions (HEIs) through the HEI committee structure of Programme Boards and Academic Boards.

Minutes from Board meetings and external examiner reports show the Institution's academic management to be coherent with that of the two partner HEIs. This includes action planning and annual review.

The Institution's organisation chart identifies the broad areas of responsibility of staff based in London. An effective cross functional approach ensures that all areas are well covered at all times.

Key staff have appropriate and relevant qualifications.

The student facing website is regularly updated and includes the Institution's expectations of its students and the fee details.

Tutor responsibilities are detailed in the New Tutor Guide, which is issued to all tutors on an annual basis.

4.12 Staff receive continuous feedback on their performance. However, there is no formal documented staff appraisal system in place.

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.	◉ Yes	○ 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.	◉ Yes	○ No
5.3	There are regular scheduled and minuted meetings of academic staff to review academic programmes.	◉ Yes	○ No
5.4	There is an appropriate policy and effective procedures exist for the acquisition of academic resources to support programmes.	◉ Yes	○ No
5.5	Appraisal of academic staff includes regular classroom observation which is used for the dissemination of good practice.	◉ Yes	○ 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.	◉ Yes	○ No

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

Comments

Programmes are developed with, and validated by, the partner HEIs who assure the quality of programme delivery and resourcing. This ensures students experience high quality postgraduate study.

There is no explicit relationship between the academic study and the students' internship experience. As a result, opportunities are missed to enrich the curriculum for the benefit of the students.

The regular informal face-to-face and virtual meetings that take place between the Institution and the HEIs is indicative of the positive mutually supportive relationship that has been established.

Classroom observations of teaching staff with feedback are undertaken as part of quality assurance.

6. **The institution if effectively administered**

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

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

Comments

Administration is effective and linked to the management of the Institution through an agile cross-functional approach. All staff are therefore involved in administration resulting in an integrated efficient and effective system. For example, the computer-based student records system has improved the accuracy and effectiveness of data collection and collation.

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

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

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

Comments

7.3 The Institution has yet to develop and implement a formal documented staff appraisal system.

The staff and tutor handbooks are comprehensive in detailing the Institution's policies and procedures including complaints, appeals, equality and diversity and conditions of employment.

Good practice is evident in the support of staff who wish to study for additional qualifications.

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.	◉ Yes ○ 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.	◉ Yes ○ No
8.3	Learning outcomes for all programmes are articulated and are publicly available.	◉ Yes ○ No
8.4	Academic staff are effective in recognising individual learning needs and preferred learning styles and adapting their delivery to meet these.	◉ Yes ○ No
8.5	Academic staff ensure the active participation of all students in class activities.	◉ Yes ○ No
8.6	Academic staff use a mixture of large and small group and individual activities, to encourage and support students' learning.	◉ Yes ○ No
8.7	Academic staff supply students with access to any additional learning materials as appropriate to support student learning.	◉ Yes ○ No
8.8	Academic staff produce schemes of work and detailed lesson plans and lodge these with the administration.	◉ Yes ○ No
8.9	Academic staff draw upon current research in their teaching.	◉ Yes ○ No
8.10	Students are encouraged and enabled to develop independent learning skills.	◉ Yes ○ No
8.11	Where appropriate, students are given the opportunity to obtain relevant workplace experience.	◉ Yes ○ No ○ NA
8.12	Students have access to teaching staff outside teaching and learning sessions.	◉ Yes ○ 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.	◉ Yes ○ No

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

Comments

The Institution attracts high quality academic staff who are contracted on a part-time sessional basis. All have regular employment as academics in various HEIs and are actively involved in research, which informs their practice.

The standard of teaching observed was excellent with a variety of pedagogical techniques being employed to engage the students during a three hour session.

Teaching staff are approved by the partner HEIs whose courses they are delivering. Students studying for the MBA, MA and PGC are taught together where there is alignment of the content of modules. Appropriate differentiation is achieved through individual e-tutorials and module assignments.

Module handbooks are detailed and include the scheme of work, lesson plans, learning outcomes and assessment criteria.

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

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

Comments

Assignment tasks, assessment and grade criteria and submission arrangements are all detailed in the student handbooks. Assignments are submitted via turnitin, an Internet-based service for submitting essays which checks the documents for unoriginal content. Assignments are assessed, graded and moderated in accordance with the validating HEIs' regulations.

Instances of academic misconduct are referred to the validating HEI. Decisions about mitigating circumstances are aligned with those of the validating HEIs and student transcripts provided by the validating HEIs.

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.	● Yes ○ No
10.2	Academic staff contracts require academic staff to engage in research and/or scholarship relevant to their teaching and other duties.	● Yes ○ No
10.3	The institution encourages and supports staff to obtain additional qualifications.	● Yes ○ No
10.4	There is a fair and transparent procedure for staff to seek financial support for their research and other professional development activities.	● Yes ○ 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.	● Yes ○ No

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

Comments

A member of the academic staff, who was interviewed, is an active researcher with a record of publications.

Regular meetings are held where academic staff can exchange ideas.

Continuing Professional Development (CPD) for academics is also provided by the validating HEIs.

The Institution supports staff to undertake CPD and additional qualifications, for example HE qualifications, at a partner University.

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**

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.	⦿ Yes ○ No
11.2	Information on the programmes available is comprehensive, accurate and up-to-date.	⦿ Yes ○ No
11.3	There are effective procedures to update information on a regular basis.	⦿ Yes ○ No
11.4	Students are informed of the status of the qualifications offered, including the awarding body and level of award.	⦿ Yes ○ 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.	⦿ Yes ○ No
11.6	Students are informed of the full cost of all programmes, including costs of assessments and any required materials.	⦿ Yes ○ No
11.7	Students are informed as to the necessary English language requirements for entry on to programmes.	⦿ Yes ○ 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.	⦿ Yes ○ No

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

Comments

The Institution's website has comprehensive coverage of the curriculum offer, operations, premises and costs. It is accurate and up-to-date.

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.	⦿ Yes ○ No
12.2	A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified.	⦿ Yes ○ 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.	⦿ Yes ○ No
12.4	All application enquiries are responded to promptly and appropriately.	⦿ Yes ○ No
12.5	Any recruitment agents are properly selected, briefed, monitored and evaluated.	○ Yes ○ No ⦿ 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.	⦿ Yes ○ No
12.7	Students with special needs are identified so that appropriate support can be provided.	⦿ Yes ○ 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.	⦿ Yes ○ No

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

Comments

Applications are made exclusively on-line. They include evidence of meeting the eligibility criteria and a personal statement.

A rigorous interview process, involving the Deputy Director General, takes place in New York for the London programme.

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.	◉ Yes ◯ No
13.2	Students receive an appropriate induction and information on the pastoral support available to them.	◉ Yes ◯ No
13.3	Students are issued with a contact number for out-ofhours and emergency telephone support.	◉ Yes ◯ No
13.4	The institution has policies to avoid discrimination and a published procedure for dealing with any abusive behaviour.	◉ Yes ◯ No
13.5	There are effective systems to communicate with students out of class hours.	◉ Yes ◯ No

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

Comments

The student facing website has a welfare section, which provides students with useful information for their stay in London and includes emergency and out-of-hours contacts.

There is a trained designated member of staff responsible for academic and student welfare.

Equality and diversity policies reflect those of the validating HEIs.

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.	◉ Yes ◯ 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.	◉ Yes ◯ 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.	◉ Yes ◯ 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.	◉ Yes ◯ No
14.5	Students have access to careers information including prospectuses for further study.	◉ Yes ◯ No

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

Comments

The MBA students commented on the effectiveness of the induction process. This includes an introduction to both the academic programme and the internship. A medium term check on their progress and well-being is also carried out.

The Academic Director monitors student progress and the programme structure allows for exit awards.

Complaints regarding the internships are the responsibility of the Director General. Any complaints relating to the academic content are the responsibility of the Academic Director, who may refer on to the validating HEI. However, complaints are extremely rare and not usually of a serious nature.

The Institution makes very good use of its alumni in providing examples of post study progression.

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

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

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

Comments

Recording of student attendance has been improved by the introduction of an electronic monitoring system. Any identified issues are effectively followed up by the Academic Director.

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

Comprehensive advice is given on the student facing website and through a number of social activities in the first weeks after the students arrive.

There is a student run orientation committee responsible for arranging activities for new students.

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

Inspectors did not visit residential accommodation. However, all students interviewed commented on the suitability, safety, security and cleanliness of the residential accommodation provided.

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

Many free social activities are provided for students including some unusual ones such as mudlarking in the river Thames led by an experienced urban archaeologist. All students interviewed throughly enjoyed a residential team building activity in Dorset soon after their arrival.

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

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

Inspectors had a full tour of the Chiswell Street and Russell Square premises and were provided with a floor plan of the latter. Both premises are secure, have appropriate signage on the exterior of the building and clear directions to a staffed reception area.

Notice boards in each room display helpful information about the premises.

The facilities available for the comfort of students and staff are of a high standard of cleanliness.

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

The Russell Square premises provides different sized classrooms allowing for group sizes of up to 30 to be accommodated. There are also break out and seminar rooms. Each room is appropriately equipped with a whiteboard, computer and data projector.

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

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

Students have access to electronic and physical academic resources. These include the Elton B. Stephens Company (EBSCO) on-line research database and the University of Chester eLibrary for Business and Management. Students are recommended to join the London Metropolitan University library. Full details of how to join this and other London libraries are on the student facing website.

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

In one observed session, students used the classroom Information Technology (IT) equipment to show prepared slideshow presentations including links to websites and video clips.

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

Quality procedures reflect those of the validating HEIs and are integral to the institutional and programme validation agreements. However, there is an over-reliance on the policies and procedures of validating HEIs.

Programme Boards allow for in year monitoring. Academic Boards record student progress and conferment of awards.

External examiner feedback plus an annual review of student progress, retention, achievement and success rates is presented at academic boards.

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

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

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

Comments

Feedback from stakeholders, including students, is considered at Programme Boards. The student voice is well captured, formally, by student representation at the Programme Boards and informally through the Mountbatten Experience Forum and feedback questionnaires.

External examiner reports are available on the Institution's website.

There is a very active alumni association, which keeps the Institution and its students informed of developments in the sector and employment opportunities.

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

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

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

Comments

Programme and Academic Boards are the mechanism by which stakeholder views are obtained, actioned and evaluated. Minutes from the meetings identify action points and the timescale over which enhancements will take place. The public facing and student facing websites are regularly updated and dated to show this.

27.2 The Institution has yet to develop and implement a formal documented staff appraisal system.

Staff, who have identified development needs, are fully supported, for example, to study with a partner university.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated.   ⦿ Yes   ◯ No

PART C - SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards

GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

Institution's strengths

The Institution is effectively managed as a discrete part of the international Mountbatten Institute.

Actions required	Priority H/M/L
None	○ High ○ Medium ○ Low

ACADEMIC MANAGEMENT AND ADMINISTRATION

Institution's strengths

The Institution is managed by a small team of well qualified and dedicated staff who work effectively to manage both the operations and the student experience. This team is fully supported by the Institution's partner HEIs.

Actions required	Priority H/M/L
4.12 7.3 27.2 The Institution must develop a transparent appraisal system to be implemented by a trained member of staff.	○ High ⦿ Medium ○ Low

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

The Institution attracts appropriately qualified research focused academic staff who provide challenging, engaging and stimulating taught sessions and who support students well in preparing for assessments.

Actions required	Priority H/M/L
None	○ High ○ Medium ○ Low

STUDENT RECRUITMENT, SUPPORT, GUIDANCE AND PROGRESSION

Institution's strengths

The selection process is rigorous ensuring students are able to meet the demands of the programme. Students are supported by key London staff and progress to employment.

Actions required	Priority H/M/L
None	○ High ○ Medium ○ Low

PREMISES, FACILITIES AND LEARNING RESOURCES

Institution's strengths

Well resourced teaching premises in central London allow for whole class teaching and seminar groups.

Actions required	Priority H/M/L
None	○ High ○ Medium ○ Low

QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

Institution's strengths

The Institution's quality procedures reflect those of UK Higher Education Institutions and are responsive to the needs of stakeholders.

Actions required	Priority H/M/L
None	○ High ○ Medium ○ Low

RECOMMENDED AREAS FOR IMPROVEMENT

The Institution should consider ways in which academic staff could incorporate the students' internship experience within teaching and learning, in order to maximise the benefit of the experience that students get from their internships.

The Institution should take ownership of its policies and procedures in order to reduce reliance on those of the validating HEIs.

COMPLIANCE WITH STATUTORY REQUIREMENTS