



## BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

### Independent Higher Education (IHE) Re-accreditation Inspection

**NAME OF INSTITUTION:** HTMi, Hotel and Tourism Management Institute

**ADDRESS:** Campus Mariental Panorama  
Marientalweg 3  
Soerenberg  
CH 6174  
Switzerland

**HEAD OF INSTITUTION:** Mr Martin Jost

**DATE OF INSPECTION:** 11-12 September 2019

**ACCREDITATION STATUS AT INSPECTION:** Accredited

**DECISION ON ACCREDITATION:**

- Re-accreditation awarded for the full four-year period
- Probation accreditation
- Decision on accreditation deferred
- Award of accreditation withdrawn

DATE: 28 November 2019

## PART A – INTRODUCTION

### 1. Background to the institution

The Hotel and Tourism Management Institute (HTMi/the Institution) was established in 1999 as a private limited company, registered in Switzerland. HTMi is an education and training institute that provides hospitality focused management development courses. A second HTMi campus opened in Singapore in January 2016. The Institution has also established franchise centres operating in Bahrain, Kazakhstan, Dubai, Mauritius, Australia and Saudi Arabia. The British Accreditation Council (BAC) accredits the HTMi campus in Switzerland only.

The HTMi Switzerland campus is located in Söerenberg, in the Canton of Lucerne. The campus environment consists of two former hotels separated by a local church, with each building providing teaching and residential accommodation, along with a training restaurant and student dining room. A third building provides a small number of student residences.

The Institution's vision is to be a world leading hotel management institute. The main aim is to provide high quality courses for students wishing to establish management careers in the hotel, tourism and hospitality sector.

A number of staffing changes have taken place following the previous interim inspection which took place in 2017. The previous Director of Research Development and the Academic Dean have left the Institution. An international academic director was recruited in 2019 to provide academic oversight of all HTMi centres globally. This person is currently acting as Academic Dean at HTMi Switzerland until a full-time replacement is recruited. An academic administration manager has also been recruited within the last 12 months.

Previously owned as a partnership, the Institution now has a sole proprietor, acting as the Chief Executive Officer (CEO) for the HTMi group, who took full control in May 2019. Governance is provided by the CEO, supported by the International Academic Director, the External Academic Advisor and the Institution's senior management team.

### 2. Brief description of the current provision

HTMi delivers programmes at both undergraduate and postgraduate level, including integrated internships. Undergraduate programmes comprise certificate, diploma and higher diploma programmes, which are mapped against the Bachelor of Science (BSc) Honours degree in International Hospitality Management validated by Ulster University. Students are able to accumulate credit at certificate, diploma and higher diploma levels and progress to either the BSc top-up programme or to one of three other bachelor's degrees, devised and awarded by HTMi which are in International Hotel and Tourism Management, International Hotel and Events Management and Culinary Management.

The postgraduate provision includes postgraduate diplomas in International Hotel and Tourism Management and International Hotel Events Management and a Master of Business Administration (MBA) in Hospitality Management, which are both validated by HTMi. The Master of Science (MSc) in Hospitality and Tourism Management is validated by Edinburgh Napier University and offers students who undertake the centre-devised degree provision, a validated progression route. All programmes are delivered in English.

HTMi has five centres for excellence including the School of International Hotel and Tourism Management, the International Hospitality Research Centre, the International Centre for Events Management Training, the Centre for Culinary Management and the Careers Centre. The Institution is recognised formally as a Higher Education Institution with Edu Qua, the Swiss Association for Quality and Management Systems (SQS). It is also approved by the Canton of Lucerne to offer professional programmes including a Certified Professional Foundation in English for the Hospitality Industry and a Certified Professional in Hospitality Operations. All undergraduate programmes and the MSc are recognised by the Institution of Hospitality, a professional body based in the United Kingdom (UK).

The Institution accepts students aged 17 or over at the time of enrolment. At the time of inspection, 169 students were enrolled across all programmes. One student was aged under 18. There is a similar number of male and female students. Students are recruited from around 30 different countries. They are drawn from across Europe, the Far East, the Middle East, the United States of America (USA) and elsewhere. All students are studying on full-time programme. At the time of the inspection, there were 135 students studying HTMi's own programmes and there were 34 who were studying for UK university validated programmes.

Students are enrolled in January and August each year. Students complete an online application form and are interviewed either online or in person. Previous qualifications are checked, along with standards of English language competency.

### 3. Inspection process

The inspection was carried out over two days by a lead inspector, a team inspector and a student inspector. The team reviewed various documentation provided at the Institution. The team met with senior managers, academic and non-academic managers and administrators. Meetings also took place with teaching staff and student representatives from different programmes. A tour of the premises was carried out and a range of lessons was observed across the two days. Online administrative systems and the virtual learning environment were also reviewed. The availability of the information provided to the inspectors was excellent and the Institution cooperated very effectively with the inspection team.

### 4. Inspection History

<b>Inspection Type</b>	<b>Date</b>
Full Accreditation	11-12 June 2002
Interim	16-17 June 2003
Re-accreditation	22-23 May 2007
Interim	22 June 2010
Re-accreditation	23-24 May 2011
Interim	17 April 2013
Re-accreditation	21-22 May 2015
Interim	7 August 2017

## PART B - JUDGMENT AND EVIDENCE

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

### INSPECTION AREA - GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

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

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

This standard is judged to be:

Met  Partially Met  Not Met

#### Comments

The structure of HTMi is clearly documented in the organisational chart. The chart makes a clear distinction between academic management and operational and services management.

Oversight of academic matters is currently provided by the interim Academic Dean, who also acts as the International Academic Director for the HTMi group. The academic board and examination board are supported by an external academic advisor. Corporate and financial governance is provided by senior leaders, led by the CEO and supported by an external financial and human resources management company.

1.3 Due to a number of staffing changes at senior management level, the link between academic governance and management is not fully or clearly articulated to accurately reflect the current staffing and oversight structure.

Organisational policy is developed and monitored by senior managers and relevant internal committees. The views of external stakeholders, such as local and international hospitality providers, are often considered. Senior leaders are very proactive in seeking involvement and evaluation from a wide range of external quality assurance and accreditation organisations, to review and shape organisational policy and associated procedures.

The Institution responds appropriately when risks are identified.

1.5 However, the process for risk assessment is largely informal and not systematic. Leaders have not implemented a formal risk assessment statement or procedure to systematically monitor and review the outcomes of regular risk assessments and review the effectiveness of actions used to manage and mitigate risk.

Senior leaders work closely together to monitor the range of risks which may impact on the success of the Institution and its ability to achieve its aims and objectives. Leaders regularly consider and report on student numbers, financial security, health and safety and other areas of potential risk.

HTMi has well-established, formal and productive relationships with a range of other educational organisations, including Ulster University Business School and Edinburgh Napier University.

Leaders, managers and staff communicate effectively through meetings and committees and with the assistance of electronic communications. Senior managers and the CEO communicate regularly.

## 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 implementation plans and financial management and takes into account the quality of the student experience.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.2	There is provision for stakeholder input, including governors, management, staff and students, to inform the strategic direction of the institution.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
2.3	The strategy is well communicated to all stakeholders within and outside the institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
2.4	The governing body and senior management conduct a regular and systematic review of their own performance and the institution's overall performance and each are measured against strategic targets.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met  Partially Met  Not Met

### Comments

The Institution has a clear three-year strategic plan in place, developed by the CEO with the support of senior leaders and managers. The detailed strategy is firmly focused on further developing the quality of the student experience and the international reputation of the Institution as a worldwide centre for hospitality excellence. The strategy includes a range of challenging key performance indicators, supported by managed growth in student numbers and investments in teaching expertise and resources such as the development of the new onsite restaurant and enhancements to student accommodation.

The strategy and business plan are shared with the senior management team annually.

2.2 The wider staff and student body do not currently have formal opportunities to contribute to the development of the Institution's strategic plan. This will ensure that the Institution is responsive to the needs of all stakeholders.

The overall development strategy is underpinned by the Institution's consistent guiding vision and mission. The educational aims and objectives of HTMi are widely publicised and shared with stakeholders through the Institution website and detailed promotional materials.

Senior leaders regularly review their own performance against strategic targets. They have recently identified the need to carry out a significant review of all current administrative processes and procedures following changes to the senior leadership team over the last 18 months. The current systematic review was in progress at the time of the inspection visit and, although not completed, had accurately identified a number of pertinent areas for further enhancement and development.

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

3.1	The institution conducts its financial matters professionally, transparently and with appropriate probity.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
3.2	The institution's finances are subject to regular independent external audit.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met  Partially Met  Not Met

## Comments

As a Swiss private company, financial management is outsourced to an independent financial audit and accountancy firm.

Financial governance and audit are regularly provided by external auditors, who also oversee staff payroll and human resource functions. The CEO provides direct oversight of the HTMi group's financial matters, including HTMi Switzerland.

## INSPECTION AREA – GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

### 4. The institution is effectively managed

4.1	The management structure is clearly defined, documented and understood by all stakeholder groups including governors, management, staff and students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
4.2	There are clearly delineated responsibilities and reporting arrangements at institutional, faculty, departmental, programme and course levels.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
4.3	There is an appropriate and effective committee structure, with appropriate reporting lines to inform management decision making.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
4.4	Committees have clear and appropriate terms of reference and meet regularly. The meetings are accurately recorded with clear action planning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
4.5	The institution has formal mechanisms to monitor the information it provides internally and externally and to make any enhancements deemed necessary to ensure that it is accurate and fit-for-purpose.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met  Partially Met  Not Met

## Comments

The Institution's management structure is clearly articulated through the organisation chart, which identifies each of the main academic, operational and administrative functions.

4.2 The organisational chart identifies academic teaching staff and, although nominated individuals maintain responsibility for individual modules of study, senior managers have identified that there is no clearly delineated responsibility at course or programme level.

The organisation chart identifies membership of the academic and examination board structure, including representation from external examiners and academic advisors. Both committees report to the acting Academic Dean. The terms of reference for each board are clearly outlined in the quality manual.

At the time of the inspection, senior managers had very recently introduced more formal mechanisms to monitor the accuracy and consistency of information provided both internally and externally. Programme information available on the Institution's website and in student handbooks is detailed, current and accessible.

### 5. The institution is administered effectively

5.1	The size of the administrative team is sufficient to ensure the effective day-to-day running of the institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.2	The administrative support available to the management is clearly defined, documented and understood and appropriately focused to support its activities.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.3	Administrative policies, procedures and systems are well documented and disseminated effectively across the institution.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
5.4	Classes are timetabled and rooms allocated appropriately for the courses offered.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.5	Data collection and collation systems are well documented, accurate and effectively disseminated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

5.6	Comprehensive administrative records are organised and stored efficiently, easily accessed and used effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.7	Students' records are sufficient, accurately maintained and up-to-date.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.8	Staff records are sufficient, accurately maintained and up-to-date.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.9	The institution has a robust security system and policies in place for protecting the data of its students and staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.10	The institution has processes, through which the institution verifies the student who registers on the programme is the same student who participates on and completes and receives the credit.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.11	There are secure and efficient procedures for the administration of examinations and other means of assessment.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.12	There are effective procedures for internal and external moderation at pre- and post-assessment stages.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.13	The institution makes student records and transcripts available to its students in a timely manner.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.14	There is a policy on the collection of and refund of students' fees which implemented effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

**This standard is judged to be:**

Met     Partially Met     Not Met

### Comments

An effective administrative team provides appropriate support to ensure the efficient day-to-day running of the Institution. The responsibilities of each central administration department are recorded on the organisation chart and are appropriate for the current size of operations at the Switzerland campus.

5.3 Through the ongoing systematic review of current academic and administrative processes, senior managers have identified a number of outdated administrative policies and systems which require updating, revision and dissemination. For example, the quality manual has not been kept up to date to reflect the current staffing structure. This will ensure the Institution is administered with clarity and consistency.

Students benefit from well-organised classes which are timetabled appropriately. Teaching rooms and practical environments are high quality, fit for purpose and allocated appropriately for the courses on offer.

An appropriate range of data collection systems are accurate, appropriately documented and disseminated. Student and administrative records are well organised, accurately maintained and stored efficiently. Records are easily accessed and used effectively, with good use made of online management systems to track attendance and student progress.

Appropriate security systems and procedures are in place to maintain the integrity of student and staff data. Effective checks are carried out to verify student identity on enrolment and during formal assessments and examinations.

Students have access to transcripts in a timely manner. Any individual enquiries are dealt with swiftly and effectively by administrators.

The Institution's policy on the collection and refund of students' fees is clear, transparent and implemented effectively.

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

6.1	There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff, which is designed to ensure the safety of the students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.2	All staff are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

6.3	There are clear and appropriate job specifications for all staff.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
6.4	There are effective procedures for the induction of all staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.5	All staff are treated fairly and according to a published equality and diversity policy.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.6	Staff have access to an appropriate complaints and appeals procedure.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
6.7	Management monitors and reviews the performance of all staff, through a clearly documented and transparent appraisal system which includes regular classroom observations of teaching staff.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
6.8	The professional development needs of staff are identified through appraisal and other means, and measures taken to support staff to address these and gain additional qualifications, where relevant.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

**This standard is judged to be:**

Met     Partially Met     Not Met

### Comments

Managers effectively implement appropriate procedures for the recruitment of well-qualified and experienced staff.

Academic staff are highly qualified vocational experts with appropriate higher level qualifications commensurate with the level of education programmes on which they are teaching and assessing. Students benefit from the significant vocational and professional experience of teaching staff who use their expertise effectively in carrying out their role.

6.3 Not all staff have clear job specifications.

New staff have access to an informal buddy system to help them settle into their role and the Institution quickly. Key information relating to staffing issues, including equality, diversity, complaints and a code of conduct is provided at induction. Managers have recently identified the need to strengthen and formalise the staff induction process. An induction checklist has been introduced to ensure that all new staff receive a consistent and helpful induction to the Institution.

6.6 Staff do not have access to an appropriate complaints, grievance or appeals procedure.

6.7 Managers do not currently carry out a formal staff appraisal system to monitor and review the performance of all staff.

The external Academic Advisor conducts regular classroom observations of teaching staff. Observation records highlight good practice and provide recommendations for further development and the enhancement of teaching and learning.

In staff meetings and discussions with managers, the development needs of staff are identified, and the Institution provides support, and often funding, for staff to undertake additional qualifications where relevant, for example, teaching qualifications and research degrees.

### 7. Academic management is effective

7.1	There are appropriate procedures for the proposal, design and validation of programmes of study, which take account of the mission of the institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.2	Intended learning outcomes for all programmes are clearly articulated, understood by students and are publicly available.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.3	There are regularly scheduled and recorded meetings of academic staff where academic programmes are reviewed.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.4	There is an appropriate policy and effective procedures for the acquisition of academic resources to support programmes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.5	Commissioning of course materials is managed effectively and materials and the budget are checked to ensure standardisation and consistency across the provision.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

7.6	Students are encouraged to take an active role in the development of the academic provision to ensure student centered learning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
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**This standard is judged to be:**  Met  Partially Met  Not Met

**Comments**

Academic management is effective. There are appropriate procedures in place for the design and validation of study programmes which are aligned to the Institution’s ambition and strategic plan to be a leading provider of high-quality hospitality management education. The Institution has two UK university partners whose accredited programmes are re-validated every three to five years.

Learning outcomes for all courses are clearly published in module handbooks and made available to students via the online learning platform and in hard copy.

All modules are reviewed annually after the summer examinations board in June. The academic board considers key performance indicators, including student satisfaction feedback, during annual reviews. Academic resources meet the requirements of each course. The academic board reviews requests for additional course materials and resources to support a high-quality student experience. Course materials are reviewed by course teams and published on electronic platforms to ensure students have consistent access.

Students on all courses are encouraged to develop both academic and practical vocational skills to prepare them well to enter the hospitality industry. A very student-centred approach to teaching, learning and assessment is promoted which nurtures and develops students’ confidence and independence as aspiring managers in the hospitality sector.

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

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

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

**Comments**

Appropriate steps are taken to ensure that students are recruited with integrity and are enrolled on courses well matched to their prior levels of academic achievement and their future aspirations and educational goals.

Entry requirements, including minimum standards of English language competency, are published for all courses in clear and detailed literature available in the prospectus and on the Institution’s website.

Students complete a formal application process which allows staff to verify their existing qualifications prior to the student's arrival, confirming that they meet the required entry requirements, and minimum level of English language competency, set for each specific course. Despite having been assessed to meet minimum language capabilities, academic and management staff report that a small minority of students find the English language requirements of their course challenging. No additional formal assessments of students' reading, writing, speaking and listening skills are consistently carried out to better understand the language support needs of all students.

There is an appropriate policy on the accreditation of prior learning, where applicable.

Student applications and enquiries are dealt with swiftly, efficiently and with clarity and professionalism. Students receive accurate and helpful information to guide their choice and level of course.

Robust procedures are in place to ensure that agents are properly briefed and monitored in order to provide prospective students accurate information on the Institution, its facilities and programmes of study, on which to base their learning choices.

The CEO has direct oversight of the members of the marketing and communications team who manage the use of recruitment agents.

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

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

**This standard is judged to be:**

Met  Partially Met  Not Met  NA

**Comments**

The Institution is committed to encouraging staff to engage with research, scholarly activity and achievement of higher-level academic qualification.

A research conference is held biannually, where staff and students benefit from input from external speakers and researchers on relevant vocational and academic activities and developments. A number of staff have also contributed to related academic journals in the fields of hospitality and food science.

A significant number of staff benefit from financial support to undertake higher-level qualifications related to their role.

9.3 However, there is no formal and transparent procedure for staff to apply for financial support for research and other professional development activities.

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

- |      |   |   |                             |
|------|---|---|-----------------------------|
| 10.1 | Text and images provide an accurate depiction of the institution's location, premises, facilities and the range and nature of resources and services offered. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
|------|---|---|-----------------------------|

10.2	Information on the programmes available, their assessment and progression is comprehensive, accurate, readily accessible and up-to-date.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.3	There are effective procedures to update information on a regular basis to ensure its relevance and accuracy.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.4	The information provided ensures students are well informed of the status of the qualifications offered, including the awarding body and level of award.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.5	Students are informed of the full cost of all programmes, including costs of assessments, activities and any required materials.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

**Comments**

Both printed and electronic publicity material is professionally produced, clear and informative, and provides current and prospective students with an accurate depiction of the Institution, including its premises and location. The materials provide students with accurate costs, course content and duration of study, clear entry requirements, details regarding delivery models and assessment approaches, and accurate guidance on average class sizes and contact hours. The two courses validated by UK universities are clearly identified in all publicity materials.

The accuracy of published information is reviewed regularly by senior managers, including the CEO. Managers have recently introduced more formal mechanisms for recording update requests and version controls, to ensure that information is consistent and that requested amendments are completed in a timely manner.

**INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT**

**11. Academic staff are effective in facilitating student learning**

11.1	Lecturers have the required subject knowledge, pedagogic and communicative skills and experience to teach both the course content and level of course to which they are allocated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.2	The allocation of teaching staff to courses provides for a consistent learning experience and delivery is monitored to ensure consistency.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.3	The programmes and their constituent courses are delivered and assessed in ways that enable students to succeed by developing the knowledge and skills which will be required for final examinations or assessments.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.4	Teaching sessions are appropriately informed by module descriptors and relate to defined intended learning outcomes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.5	Academic staff are effective in recognising individual learning needs and preferred learning styles and adapting their delivery to meet these.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.6	Academic staff use a mixture of group and individual activities, to encourage the active participation of all students and support their learning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
11.7	Students are encouraged and enabled to develop independent learning skills.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.8	Students and academic staff have access to appropriate learning and study materials as well as other resources and the institution encourages and supports their use.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

**Comments**

Lecturers are allocated to teach on appropriate courses given their qualifications and experience. Staff are well qualified, have a wide range of relevant industrial and vocational experience and, in most cases, are experienced teachers. The standard and consistency of classroom delivery are effectively monitored via lesson observations carried out by an external academic advisor.

Lessons are effectively planned to include the requirements of relevant module descriptors and to fully cover the stated learning outcomes. Lecturers make good use of a range of interactive and engaging delivery and assessment approaches which prepare students well to undertake their final assessments. Lesson planning documents and lesson observations show that academic staff are highly effective in using a mixture of group and individual activities to effectively support vocational learning. Staff are very effective in encouraging and developing students' independent learning skills through in-class activities and pre-class tasks.

Academic staff are effective in planning learning to meet the needs and abilities of their students. Lecturers know their students well and are able to respond to their individual academic needs in lessons and in tutorial sessions. Students and academic staff have access to a wide range of appropriate and high-quality learning resources. The Institution fully encourages and is highly supportive of their use, with students provided with a personal tablet computer on arrival to fully access online learning materials, which includes a comprehensive Virtual Learning Environment (VLE). The tablet computer is used throughout their course to support students' in-class learning and independent study.

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

12.1	Students are provided with an assessment schedule, in which required coursework and revision periods are detailed in advance with clear submission dates.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
12.2	Assessment strategies are relevant to the content and nature of the courses and focused on measuring students' achievement of the intended learning outcomes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
12.3	Assessment tasks are clearly written, indicating what students need to do to meet stipulated levels of achievement.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
12.4	Students receive detailed and supportive verbal and written feedback on their assessments and overall performance and progress, which are effectively monitored.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
12.5	The institution takes appropriate steps to identify and discourage cheating, including plagiarism and other misdemeanours, and to penalise offenders.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
12.6	There are clear policies and procedures for students to claim mitigating circumstances and to appeal against marks awarded.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

Assessment practice is fair and appropriate. Students are able to access a detailed online assessment schedule for their course which provides clear assessment and assignment submission dates and examination revision periods. Students are aware of the nature and timing of the assessment of their course, together with any revision periods. Lecturers use a wide range of effective assessment strategies fully aligned to the learning outcomes and nature of the student's course. Detailed assignments provide clear and well written tasks which are effectively linked to learning outcomes. Tasks allow a full range of grades to be achieved and are clearly linked to the relevant module grading criteria.

Students benefit from clear, supportive and constructive oral and written feedback which identifies areas where they have done well and where they could have developed their work further. Staff effectively monitor student progress and performance and take appropriate action where they are not progressing as expected.

Appropriate procedures are in place to discourage and penalise students who cheat or submit work that is deemed to have been plagiarised. A clear and appropriate academic misconduct policy is contained in the student handbook, which also confirms brief details of the academic appeals and mitigating circumstances policy. Student confirm that they are aware of how to initiate an appeal via their lecturers. Given the size of the Institution, the system is effective in allowing students to challenge their grades should they need to.

**13. Student materials are appropriate to the medium of delivery and are effective**

13.1	Course materials are designed for a specific and clearly stated level of study.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
13.2	Course materials are appropriately presented and sufficiently comprehensive to enable students to achieve the programmes' objectives.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
13.3	Course materials are accurate and reflect current knowledge and practice and are regularly reviewed and revised.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
13.4	Programme designers make effective use of appropriate teaching aids and learning resources.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
13.5	The institution makes effective provision for students to access all resources.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met     Partially Met     Not Met

**Comments**

Students benefit from high-quality course materials which are well-designed and appropriate for the level of study. The comprehensive, up-to-date range of electronic and hard copy learning resources effectively support learning and enable students to achieve in their chosen programme of study.

In lessons, lecturers make good use of a wide range of appropriate teaching aids and learning resources to support challenging vocational learning. For example, lecturers encourage students to use their personal tablet computers to connect remotely to modern display screens in classrooms. They use learning technologies to share and deliver the professional presentations they have created. Students are able to access key learning resources, for example presentation notes and handouts, at any time through the Institution's online VLE.

**INSPECTION AREA - STUDENT SUPPORT, GUIDANCE AND PROGRESSION****14. Students receive pastoral support appropriate to their age, background and circumstances**

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

This standard is judged to be:

Met     Partially Met     Not Met

**Comments**

Dedicated staff provide effective welfare and pastoral support to students, along with specific guidance for careers, work experience and internship placements. Students are made aware of the support staff and services available to them through a comprehensive induction process. The induction outlines the requirements for study and use of the campus facilities. The induction also draws attention to the student handbook, which details the rules and regulations and the support available. Staff and students have access to a published code of conduct which relates to their behaviour and preventing discrimination.

Students are provided with relevant digital inductions on arrival, for example, to the library and access to the Information Technology (IT) systems. Students are provided with a tablet computer on arrival, which is pre-loaded with relevant materials and access to the calendar system, for accessing class timetables.

Welfare and pastoral support are available at appropriate hours. Communication between students and staff is effective. There is a good use of electronic channels of communication through the VLE system. All student enquiries and requests are handled promptly and respectfully. Students feel confident to approach staff with any concerns or feedback in the knowledge it would be acted on swiftly.

Students have digital, online access to a counsellor based at HTMI's sister campus in Singapore. First aid medical support is available, with good numbers of key staff trained in first aid practice. All students must wear the appropriate uniform, as well as name badges, during their teaching time to ensure they can be easily identified. Camera surveillance provides additional security monitoring across the campus. Both staff and students feel safe at the Institution.

14.7 The Institution recruits a very small minority of students aged 17 at the time of enrolment. However, there is no safeguarding policy in place and staff are not routinely required to undergo police background checks to assess their suitability to work with young people or vulnerable adults.

14.8 There are no specific arrangements or policies in place that relate to developing staff and students' understanding of the risks associated with radicalisation and extremism.

#### 15. Students receive appropriate academic support and guidance

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

This standard is judged to be:

Met  Partially Met  Not Met

#### Comments

Students have appropriate opportunity to access teaching and support staff outside normal working hours, including mobile telephone contact details in case of emergency. Students are very satisfied with the availability of staff and the high levels of individual care and support they provide. Students' academic progress is tracked centrally, and students can review their progress with the relevant member of the academic staff. Assessment outcomes are carefully monitored and students who are not progressing as expected are given additional tutorials to support their individual learning needs and progression.

Comprehensive careers and progression advice are given to students throughout their study programmes through the Institution's career management centre. Dedicated centre staff also provide ongoing support and networking opportunities for graduates and alumni. Students benefit from high level of guidance to ensure that they are able to participate in extended vocational internships that meet their learning needs and career aspirations.

Care is taken to ensure that only students aged 18 or above participate in work placements and internships. Centre staff visit students on placements regularly and carry out frequent checks to ensure the placements provide high-quality, meaningful and safe opportunities to develop students' applied vocational skills. Records of graduate destinations are kept, and reports produced periodically, which help inform the ongoing work of the career management centre.

The Institution's complaints policy is detailed in the student handbook and it is explained to students during the induction. Students are aware of the policy document and how to make a complaint.

15.6 The Institution's complaints policy, as detailed in the student handbook, does not include any reference to an external adjudicator.

15.7 Students are not formally advised of BAC's complaints procedure.

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

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

**This standard is judged to be:**

Met     Partially Met     Not Met     NA

**Comments**

International students are provided with appropriate advice and support for travelling to Switzerland and on to the campus in Söerenberg. Detailed guidance is provided before arrival so that international students are aware of what they are required to bring in terms of documentation, clothing and equipment, as well as any necessary course materials.

Students are given a comprehensive and formal induction to the Institution and local area, which includes culturally appropriate details relating to Swiss customs and laws. The international student induction also includes timetabled social and leisure activities with students on other programmes to help new students settle in quickly and collaborate with others. High levels of ongoing support are provided throughout the students' time at the Institution.

Students are from a diverse range of backgrounds and cultures. The Institution works hard to ensure that all students' needs, including religious and cultural considerations, are well met. A specific example is in the provision of diverse catering options which are considerate of different culinary preferences and styles.

International students reported that they felt they had received all the necessary advice and guidance before their arrival, during their induction and throughout their studies, to allow them to feel welcome and safe. Inspection findings fully support their views.

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

- |      |  |   |                             |                             |
|------|--|---|-----------------------------|-----------------------------|
| 17.1 | There is an appropriate, clear and published policy on required student attendance and punctuality.                | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 17.2 | There are effective procedures and systems to enforce attendance and punctuality.                                  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 17.3 | Accurate and secure records of attendance and punctuality, at each session, are kept for all students.             | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 17.4 | Data on attendance and punctuality is collated centrally and reviewed regularly and absences followed up promptly. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

This standard is judged to be:

Met     Partially Met     Not Met

**Comments**

Policies and systems that support and monitor student attendance are comprehensive and effective. Students are required to attend all learning activities and this policy is clearly articulated in the student handbook and through the student induction. The Institution aims to reflect the high expectations of the service industry and any non-attendance or lateness is swiftly followed-up and robustly addressed by staff. Consequently, attendance rates are very high.

Attendance is monitored by the Institution's electronic management system which generates a weekly attendance report. Access to the system is secure and controlled. Lecturers can monitor the attendance rates of their own students and senior managers can see more detailed and holistic information to provide overall oversight. Attendance of students on extended industrial internships is also closely monitored and addressed where necessary.

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

- |      |   |   |                             |                             |
|------|---|---|-----------------------------|-----------------------------|
| 18.1 | Any residential accommodation is clean, safe and of a standard which is adequate for the needs of students. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 18.2 | Any residential accommodation is open to inspection by the appropriate authorities.                         | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 18.3 | A level of supervision is provided, that is appropriate to the needs of students.                           | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 18.4 | Students are provided with advice on suitable private accommodation.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

This standard is judged to be:

Met     Partially Met     Not Met     NA

**Comments**

Student accommodation is safe and fit for purpose. On-site residential accommodation is offered to all students and support and advice provided to students who wish to find alternative accommodation locally. Accommodation includes single, double and triple rooms with a variety of ensuite or shared bathroom options. Accommodation costs are tiered to reflect the different options. All rooms are appropriately equipped and furnished.

Residential accommodation is inspected weekly for safety and cleanliness. Any faults are reported via a specific maintenance log and acted on promptly. Students are able to contact staff at any time in case of illness or emergency. Duty managers are provided with appropriate training and guidance to deal with emergency situations.

Senior leaders have recently invested in the development of new residential accommodation. At the time of inspection, a new accommodation block, including fully accessible rooms, was nearing completion.

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

- |      |   |   |                             |                             |
|------|---|---|-----------------------------|-----------------------------|
| 19.1 | Students are provided with appropriate information on opportunities for participation in social events and other leisure activities which may be of interest. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 19.2 | The social programme is responsive to the needs and wishes of students and activities have been chosen with consideration of their affordability.             | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

19.3	Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and/or experience.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
19.4	Students are encouraged to develop and participate in extramural activities and, when studying remotely, the activities include appropriate use of online forums or channels.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
19.5	The institution supports and encourages peer interaction through a variety of channels, e.g. social network forums and channels.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

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

#### Comments

Students benefit from a varied and inclusive programme of social and leisure activities that reflects the cultural diversity of the student body. The Institution provides spaces for students to gather socially and have refreshments during teaching hours. The social space has been designed in response to student feedback and is improved annually to meet the needs and preferences of the current student body. In the evenings, the social space transforms into a bar, run by students for students, to provide an affordable, safe environment in which to socialise with friends and peers.

Postgraduate students on management training programmes are trained to supervise and support social activities appropriately, as well as developing their own leadership and supervisory skills.

A good range of additional social activities are arranged by the student body in conjunction with staff, including the use of the on-site swimming pool and leisure facilities, as well as attractions in the local area. Events such as an annual mock wedding provide further opportunities for students to socialise as well as providing valuable opportunities for students to practise and apply their vocational and industrial skills in event management and hospitality. Information about social and leisure events is shared through a combination of notice board, digital communication and face-to-face communication.

### INSPECTION AREA - PREMISES, FACILITIES AND LEARNING RESOURCES

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

20.1	The institution has secure tenure on its premises.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
20.2	The institution has the legal right to use these premises for the delivery of higher education.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
20.3	Where required, the institution has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA

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

#### Comments

The HTMi Switzerland campus is comprised of two former hotels which provide teaching accommodation, residential accommodation and social and leisure spaces. A third building provides a small number of additional student residences. The Institution has a secure lease on all three premises. Appropriate permissions are in place to use the premises for educational purposes.

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

21.1	Access to the premises is appropriately restricted and secured.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
21.2	The premises are maintained in an adequate state of repair, decoration and cleanliness.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
21.3	There are specific safety rules in areas of particular hazard (e.g. science laboratories) which are brought to the attention of students, staff and visitors.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
21.4	General guidance on health and safety is made available to students, staff and visitors.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

21.5	There is adequate signage inside and outside the premises and general information is displayed effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.6	There is adequate circulation space for the number of students and staff accommodated and a suitable area in which to receive visitors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.7	There are toilet and hand-washing facilities of an appropriate number and acceptable level of cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.8	There is adequate air conditioning, heating and ventilation in all rooms.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

#### Comments

The premises provide an attractive, safe and clean working and learning environment. Access to all three premises is appropriately secured. The premises are well maintained and decorated. Appropriate health and safety rules are clearly displayed in areas of particular hazard or where food is prepared.

Appropriate guidance is provided to staff and students via their induction and respective student and staff handbooks. Visitors are provided with bespoke guidance on arrival which is then supported by appropriate signage throughout the three premises. The premises provide appropriate space for staff and students to work and socialise and to receive visitors. Washrooms are adequate in number, clean and well maintained. Heating, ventilation and air conditioning are all adequate.

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

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

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

#### Comments

Classrooms are very well equipped, adequate in number and size and effectively support learning. Good use is made of modern technology in classrooms to allow students and staff to harness the benefits of technology-enhanced learning.

Specialised learning areas, such as professional kitchens, are very well equipped and allow students to experience a high-quality learning environment that reflects hospitality industry standards.

The Institution has a number of suitable areas to conduct examinations.

#### 23. There are appropriate additional facilities for students and staff

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

23.6 Administrative offices are adequate in size and suitably resourced for the effective administration of the institution.  Yes  No

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

**Comments**

The three premises provide a highly effective space for students to study individually or in groups.

Academic and administrative staff have access to appropriate space to undertake their duties and meet with students.

Provision for students and staff to consume food and drink are appropriate and a number of areas are provided for them to relax or store their personal possessions.

A number of rooms are available for academic staff and managers to hold meetings.

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

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

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

**Comments**

The provision of online learning materials, such as e-books and journals, is excellent. All course materials and other relevant resources, are effectively linked to individual programmes of study.

Materials within the library are regularly reviewed and meet the needs of both students and academic staff. The library is serviced by appropriately qualified staff. The environment is spacious and provides a comfortable area for independent study or group work.

A clear lending policy is in place and library opening times are sufficient and reflect the needs of the students.

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

- |      |  |   |   |
|------|--|---|---|
| 25.1 | There is appropriate technological access and sufficient connectivity to enable students to study flexibly.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 25.2 | Students have effective online resources that assist with their learning, optimise interaction between the institution and the student and enhance instructional and educational services. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 25.3 | There is provision of appropriate, up-to-date software and virtual learning environments which reflect the needs of the programmes.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 25.4 | There is an effective means of ensuring the renewal of hardware and software to ensure efficiency and currency.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 25.5 | The institution has access to the services of an experienced Information Technology (IT) technician who can ensure that systems are operative at all times                                 | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No                             |

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and provide support to students, academic staff, and students and staff working remotely.

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- 25.6 The institution makes effective provision for students to access conventional and online resources.  Yes  No
- 

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

**Comments**

The use of IT resources to support teaching and learning is excellent. Internet access is stable, reliable and highly effective in allowing students to access a broad range of online resources and to communicate with the Institution and its staff. Software is regularly reviewed and updated to meet the needs of the programmes and the students.

The VLE effectively supports all the Institution's programmes, with both hardware and software being maintained to ensure its efficiency. An appropriate technician is in place to ensure the systems are operational at all times.

Overall, the Institution is highly effective in ensuring access for both online and conventional resources for its staff and students.

**INSPECTION AREA - QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT**

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

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- 26.1 The views of all stakeholders are canvassed and recorded regularly, considered objectively, analysed and evaluated thoroughly and, where necessary, appropriate action is taken.  Yes  No
- 26.2 Student feedback is obtained through appropriate formal student representation mechanisms.  Yes  No
- 26.3 The institution has appropriate formal feedback mechanisms to inform all stakeholders of any action taken as a result of their views.  Yes  No
- 

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

**Comments**

A good range of surveys and meetings are used at different times, throughout their period of study, to obtain the views and opinions of students. The Institution operates a formal student representation system which covers all programmes and levels. Representatives contribute to the Student Staff Consultative Committee (SSCC) which meets formally twice each semester. Managers formally analyse responses to evaluate areas of strength and to identify any actions for improvement. Students and staff meet regularly to share and discuss student feedback. Where appropriate, prompt action is taken by managers to address areas of dissatisfaction, for example, with the range and availability of international cuisine options or with the rules concerning student personal presentation outside key teaching times.

Feedback from staff is obtained, recorded and reviewed through the meeting and committee structure. Feedback from UK university partners is also obtained and formally reviewed regularly through joint meetings, and via responses to examiner reports and annual reviews.

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

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- 27.1 All quality management policies and procedures are clearly documented and are brought to the attention of staff and, where appropriate, students and other stakeholders.  Yes  No
- 27.2 The institution's quality assurance policies and procedures appropriately inform its strategic management.  Yes  No
-

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

**This standard is judged to be:**

Met     Partially Met     Not Met

#### Comments

Quality management policies and procedures are documented in detail in the comprehensive quality manual. The manual has not been fully updated to reflect recent changes to the academic management structure and changes in staffing, however. Senior managers have identified the need to review and refresh a number of quality assurance process and at the time of inspection, this systematic review was ongoing.

Senior leaders are committed to maintaining a quality ethos at the Institution which underpins the strategic plan and academic direction. The CEO is proactive in monitoring operational and commercial performance against a clear set of performance indicators. Leaders regularly engage in a number of rigorous and stringent external quality assurance processes, including by relevant professional trade bodies. Academic managers are very experienced in assuring the quality of higher-level academic programmes. Reviews draw on references and standards taken from the UK Quality Assurance Agency (QAA) quality code for higher education and published subject benchmark statements.

All staff pay particular attention to the quality of the student experience and the fair treatment of all students. Students highly value the HTMi family ethos and their views and options are respected and considered frequently in the reviews of the quality of education. The regular use of external examiners and an external academic advisor is also effective in providing valuable feedback to inform the review and revalidation of programmes and any necessary improvement action planning to enhance the quality of provision over time.

27.7 Although nominated individuals take responsibility for reviewing the effectiveness of specific modules, there is no formal course leader role in place to assist managers to evaluate the effectiveness of courses and to inform ongoing improvements. Currently, only the UK accredited education programmes are subject to formal end-of-year review.

27.8 Due to changes in the staffing of academic management, formal annual programme reports, which include the analysis of year-on-year results on student satisfaction, achievement levels, completion rates and progression to

further study or employment, are not completed for all programmes. This would assist managers to evaluate the effectiveness of programmes and to inform ongoing improvements and enhancements.

27.9 A range of data is collected in relation to student outcomes but is not formally collated or systematically analysed to identify trends or significant variations to inform specific improvement planning.

27.10 General performance reports are not currently produced. Senior managers recognise the need to re-introduce a more formal performance reporting process, to include an analysis of year-on-year data, including on student satisfaction, retention and achievement, staff performance which includes research and other forms of scholarship and a review of resourcing issues.

Formal action plans are created and monitored in relation to external examiner feedback and student feedback.

27.12 However, quality improvement action planning is not informed by formal course and programme reports.

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

28.1	Good practice is effectively identified and disseminated across the institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
28.2	End-of session course and annual programme reports include improvement and ongoing developments made and identify further areas requiring enhancement.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
28.3	Action plans for enhancement are implemented and reviewed regularly within the institution's committee structure.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

All staff members communicate regularly, both formally and informally, to share examples of good practice. In a meeting with teaching staff and managers, a number of staff felt they would benefit from further opportunities to formally collaborate and disseminate best practice with colleagues across the wider HTMi group in other worldwide locations. Inspection findings confirm this view.

28.2 While all staff are committed to the ongoing enhancement and improvement of the quality of provision, the absence of formal course and annual programme reports inhibits the formal and systematic identification and monitoring of quality improvement action plans.

28.3 Formal action plans derived from a systematic analysis of course and programme data are not fully implemented or reviewed.

**INSPECTION AREA – ONLINE, DISTANCE AND BLENDED LEARNING**

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

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

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29.5 Instructions and suggestions on how to study and how to use the online tutorial materials are made available to assist students to learn effectively and efficiently.  Yes  No  NA

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

**Comments**

**COMPLIANCE WITH STATUTORY REQUIREMENTS**

Declaration of compliance has been signed and dated  Yes  No

## PART C - SUMMARY OF STRENGTHS AND ACTION POINTS

### GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

#### Institution's Strengths

The Institution is driven and guided by a clear, unwavering and ambitious strategy to provide the very highest quality vocational education and training.

The strategic plan is focused, measured and specific, helping senior leaders to take effective actions to meet the ambitious vision and aims of the Institution.

Actions Required	Priority H/M/L
1.3 The link between governance and management must be clearly articulated and documented.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
1.5 A specific and formal risk assessment statement and procedure must be implemented.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
2.2 Managers must implement processes which allow all stakeholders to inform the strategic direction of the institution, including staff and students.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

### GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

#### Institution's Strengths

Students benefit from the academic support provided by well-qualified and highly experienced vocational experts.

Administrators maintain highly accurate staff and student records which are up-to-date and well organised.

Both printed and electronic publicity material are clear, comprehensive and provides prospective students with a full and accurate description of the Institution and its curriculum.

Actions Required	Priority H/M/L
4.2 Managers must ensure that there are clearly delineated responsibilities and reporting arrangements at programme and course level.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
5.3 Managers must ensure that all administrative policies, procedures and systems are up to date and accurately documented.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
6.3 Managers must ensure that all staff have clear and appropriate job specifications.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
6.6 Managers must ensure that all staff are clear on the procedure to raise a formal grievance, complaint or appeal.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
6.7 Managers must ensure that the performance of all staff is monitored and reviewed through a clearly documented and transparent appraisal system.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
9.3 Staff must have access to a fair and transparent procedure to formally seek financial support for their research and other professional development activities.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

### TEACHING, LEARNING AND ASSESSMENT

#### Institution's Strengths

Students benefit from highly effective and engaging teaching which ensures they make very good progress in the development of their applied vocational knowledge, understanding and skills.

Teaching staff plan creative and interactive learning sessions that encourage students to work effectively together, developing their presentation, team working and research skills.

Comprehensive online learning resources effectively promote students' independent learning skills and support their applied understanding of the contemporary hospitality industry.	
Actions Required	Priority H/M/L
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

## STUDENT SUPPORT, GUIDANCE AND PROGRESSION

### Institution's Strengths

Students benefit from high level of individual care and support from accessible and friendly staff who understand their needs very well.	
Students enjoy a varied and inclusive programme of social and leisure activities that promotes collaboration and inclusion, reflecting well the diversity of student body.	
Actions Required	Priority H/M/L
14.7 Managers must ensure that appropriate and effective safeguarding arrangements are in place and are regularly reviewed to keep all students safe.	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
14.8 Effective arrangements to protect participants from the risks associated with radicalisation and extremism must be implemented.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
15.6 The complaints policy must include reference to an external adjudicator.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
15.7 Students must formally be advised of BAC's complaints procedure.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

## PREMISES, FACILITIES AND LEARNING RESOURCES

### Institution's Strengths

Students benefit from well-resourced classrooms and professional learning environments, that effectively support the development of vocational skills and knowledge required by the modern hospitality industry.	
Actions Required	Priority H/M/L
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

## QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

### Institution's Strengths

The views of students are systematically collected and analysed to inform improvement planning and to enhance the quality of the student experience.	
Actions Required	Priority H/M/L
27.7 Course leaders must be identified and produce appropriate course reports that include measures of student satisfaction, completion rates and achievement levels for all courses.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
27.8 Programme leaders must be identified and use reports from the programme's constituent courses, to produce an annual programme report.	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
27.9 Managers must analyse student outcomes in terms of year-on-year performance.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

27.10 Senior managers must collate general performance reports to evaluate the effectiveness of the provision overall and to inform ongoing improvements and enhancements.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
27.12 Senior managers must ensure that institutional systems effectively consider programme reports to identify and monitor the implementation of relevant improvement action plans.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
28.2 End of session course and annual programme reports must be produced.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
28.3 Action plans for enhancement must be implemented and reviewed regularly within the institution's committee structure.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

#### RECOMMENDED AREAS FOR IMPROVEMENT

It is recommended that a more comprehensive initial assessment process is introduced to better understand, and meet, the language support needs of students prior to or on arrival.

The Institution should consider introducing more regular opportunities for staff to share best practice across the institutions in the HTMi group globally.

#### COMPLIANCE WITH STATUTORY REQUIREMENTS