



Designated Quality Body
in England

Degree Awarding Powers Assessment

Hult International Business School Ltd



Review Report

January 2023

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Summary of the assessment team's findings

Underpinning DAPs criteria	
Criterion A: Academic governance	Met
Criterion B1: Regulatory frameworks	Met
Criterion B2: Academic standards	Met
Criterion B3: Quality of the academic experience	Met
Criterion C: Scholarship and the pedagogical effectiveness of staff	Met
Criterion D: Environment for supporting students	Met
Criterion E: Evaluation of performance	Met
Overarching Full DAPs criterion	
The provider is a self-critical, cohesive academic community with a proven commitment to the assurance of standards supported by effective quality systems	Met

About this report

This is a report of a full degree awarding powers (Full DAPs) assessment of Hult International Business School Ltd conducted by QAA between January 2022 and February 2023 under the assessment method outlined in *Degree Awarding Powers in England: Guidance for Providers on Assessment by the Designated Quality Body, July 2022*.

Assessment for degree awarding powers (DAPs) is the process QAA uses to provide advice to the Office for Students (OfS) about the quality of, and the standards applied to, higher education delivered by a provider in England applying for an authorisation to award its own degrees.

This assessment was undertaken for the purposes of providing advice on the award of a time-limited Full DAPs authorisation for taught degree award powers (TDAP) up to and including Level 7.

Provider information

Legal name	Hult International Business School Ltd
Trading name	Hult International Business School
UKPRN	10003212
Type of institution	Higher education institution
Date founded	2007
Date of first higher education provision	2007
Application route	Full DAPs
Level of powers applied for	Taught degree awarding powers (TDAP) up to and including Level 7
Subject(s) applied for	Business and Management (CAH17-01)
Current powers held	None
Locations of teaching/delivery	Undergraduate campus: Aldgate East, London Postgraduate campus: Holborn, London
Number of current programmes (as at January 2023)	Bachelor of Business Administration (BBA) Master's in Business Administration (MBA) Executive Master's in Business Administration (EMBA) Master's in Finance (MFIN) Master's in International Business (MIB) Master's in Management (MIM)
Number of students (as at January 2023)	BBA - 965 MBA - 110 EMBA - 108 MFIN - 71 MIB - 185 MIM - 62
Number of staff (as at January 2023)	Total staff - 110 53 academic staff 57 support staff
Current awarding body arrangement	The Ashridge (Bonar Law Memorial) Trust

About Hult International Business School Ltd

Hult International Business School Ltd (the School) is a registered company and charity in the United Kingdom which has operated as the London campuses (undergraduate and postgraduate) of Hult International Business School, Inc (Hult) since 2007. Hult is a United States (US) non-profit higher education provider based in Boston, Massachusetts. The School currently has no degree awarding powers but is able to deliver programmes leading to US degrees through degree awarding powers granted to Hult by the New England Commission of Higher Education (NECHE). In addition, through the Ashridge (Bonar Law Memorial) Charitable Trust, with which Hult developed a strategic alliance in 2015, the School is also able to deliver degrees leading to UK awards which are conferred through the UK degree awarding powers held by Ashridge. In addition to the School and Ashridge Hult operates campuses in the US (Boston and San Francisco), Dubai, and a summer centre in New York.

Hult (including the School and Ashridge) operates with a single combined academic governance structure, shared mission, strategy, regulations and policies; and a shared central senior management team with governing board members, Chief Executive Officer, Chief Academic Officer and Heads of Undergraduate and Postgraduate programmes being employed to operate across the combined organisation. Academic governance is vested in a joint Academic Board, which has subcommittees for Academic Standards and Quality (ASQC), Curriculum, Admissions, Research, Teaching and Learning and Awards.

Hult is headed by a President to whom a Chief Academic Officer reports who oversees four cross-organisational Deans - for Academic Affairs, Faculty (academic staff), Research, and Executive Programmes. Heads of Undergraduate and Postgraduate programmes report to the President. Each campus is headed by a Campus Dean, supported by managers responsible for operations, registry, programme management, and academic and support staff. Campus Deans have a dual reporting line to the Chief Academic Officer and the respective Hult Head of Postgraduate and Head of Undergraduate programmes.

As separate charitable entities, the School and Hult have independent Charity Boards to satisfy the criteria for charitable status in each country. The School's Charity Board has responsibility for legal, charitable, financial and regulatory matters in the UK, with responsibility for oversight of academic matters being delegated to the Board of Directors of Hult, as the School does not have its own degree awarding powers. As part of the application for UK degree awarding powers, the governance structure at corporate level was being reviewed during the scrutiny period to ensure that it is appropriate for the awarding of its own UK degrees and OfS requirements.

Hult is accredited by the European Quality Improvement System (an accreditation body for business schools) (EQUIS), the Association of MBAs (AMBA), and the Association for the Advancement of Collegiate Business Schools (AACSB) (a global accreditor of business schools). In 2017 and 2018, the combined operations of Hult US, Hult UK and Ashridge were reaccredited by NECHE, EQUIS, AACSB and AMBA. Ashridge had a successful QAA Higher Education Review and was granted indefinite UK degree award powers in 2020 following a Variation Degree Awarding Powers assessment.

How the assessment was conducted

The QAA team completed an assessment of Hult International Business School Ltd according to the process set out in [*Degree Awarding Powers in England: Guidance for Providers on Assessment by the Designated Quality Body, July 2022.*](#)

The OfS referred Hult International Business School Ltd to QAA for a Full DAPs assessment on 12 October 2021 and the School's submission and supporting evidence was received on 18 January 2022. An initial assessment was undertaken to assess the credibility of the School's self-assessment and supporting evidence as the basis for a detailed assessment. This was conducted by two assessors who were independent from the assessment team below and culminated in a judgement on 15 February 2022 that the assessment should proceed to the next stage.

The detailed assessment began on 18 February 2022, culminating in a final report to the Advisory Committee on Degree Awarding Powers on 30 March 2023 and final advice to the OfS.

The team appointed to conduct the detailed assessment comprised the following members:

Name: Professor Will Curtis
Institution: The University of Warwick
Role in assessment team: Institutional Assessor

Name: Dr Steven Quigley
Institution: University Campus of Football Business
Role in assessment team: Institutional Assessor

Name: Professor Sabine Spangenburg
Institution: Richmond, American University London
Role in assessment team: Institutional Assessor and Subject Assessor CAH17-01 Business and Management

The QAA Officer was Julia Baylie.

The size and composition of this team is in line with published guidance and, as such, comprised experts with significant experience and expertise across the higher education sector. The team included members with experience of a similar provider to the institution, knowledge of the academic awards offered and included academics with expertise in subject areas relevant to the provider's provision. Collectively, the team had experience of the management and delivery of higher education programmes from academic and professional services perspectives, included members with regulatory and investigative experience, and had at least one member able to represent the interests of students. The team included a senior academic leader qualified to doctoral level. Details of team members were shared with Hult prior to the review to identify and resolve any possible conflicts of interest.

The team conducted the assessment by reference to a range of evidence gathered according to the process described in the Guidance for Providers. The criteria used in relation to this assessment are those that apply in England as set out paragraphs 215-216 and in Annex C in the OfS regulatory framework. To support the clarity of communication between providers and QAA, the DAPs criteria from the OfS regulatory framework have been given unique identifiers and are reproduced in Annex 4 of *Degree Awarding Powers in England: Guidance for Providers on Assessment by the Designated Quality Body, July 2022.*

Desk-based analysis

Following its initial desk-based assessment, the team met on 16 March 2022 to discuss its initial analysis, agree a schedule of activity, including observations and the first visit, and agree a number of additional evidence requests. A preliminary meeting with the provider facilitator was held on 1 April 2022.

Observations

During the scrutiny period the team undertook 14 observations, 12 of which were observations of committees and meetings, with two being teaching observations. These observations were:

- Curriculum Committee meeting 20 April 2022
- Admissions Committee meeting 19 July 2022
- two meetings of Academic Standards and Quality Committee - 20 July 2022 and 18 October 2022
- Research Committee meeting 25 July 2022
- Assessment Board meeting 10 August 2022
- two meetings of Academic Board - 11 August 2022 and 15 December 2022
- Teaching and Learning Committee meeting 4 October 2022
- Care Committee meeting 29 November 2022
- Global Deans meeting 5 December 2022
- Undergraduate management team meeting 13 December 2022
- two teaching observations on 18 October 2022.

Visits

The team made two visits to the School during the scrutiny period. The first team visit was held at the postgraduate campus on 15-16 June 2022. The second visit was held at the undergraduate campus on 18-19 October 2022.

Both visits included meetings with senior staff, academic staff, support staff and students. The second visit included, in addition, a meeting with a group of employers and alumni, and the observation of two teaching sessions.

Each visit included a tour of the respective campus facilities and resources. The first visit additionally included a demonstration of the virtual learning environment.

Evidence

In total, 321 items of evidence were provided for this assessment. The initial evidence accompanying the self-assessment submission consisted of 79 items. Additional evidence was provided after the initial desk-based analysis in March 2022 (138 items). Further evidence was provided in response to the team's requests in September 2022 (34 items), October 2022 (48 items) and December 2022 (22 items).

The team was also provided with access to the Hult UK virtual learning environment which provided documentation including access to programme materials, links to student support, assessment tasks and assessed student work and online resources such as the Teaching and Learning resources site and careers information.

Further details of the evidence the assessment team considered are provided in the 'Explanation of findings' below.

Explanation of findings

Criterion A: Academic governance

Criterion A1 - Academic governance

- 1 This criterion states that:
- A1.1: *An organisation granted degree awarding powers has effective academic governance, with clear and appropriate lines of accountability for its academic responsibilities.*
- A1.2: *Academic governance, including all aspects of the control and oversight of its higher education provision, is conducted in partnership with its students.*
- A1.3: *Where an organisation granted degree awarding powers works with other organisations to deliver learning opportunities, it ensures that its governance and management of such opportunities is robust and effective and that decisions to work with other organisations are the result of a strategic approach rather than opportunism.*

The evidence considered, and why and how the team considered this evidence

2 The QAA team assessed this criterion by reference to a range of evidence gathered before and during the visit according to the process described in *Degree Awarding Powers in England: Guidance for Providers on Assessment by the Designated Quality Body, July 2022*, in particular the suggested evidence outlined in Annex 5 and Hult International Business School's submission. The assessment team identified and considered the evidence for the purposes described in Annexes 4 and 5 of this Guidance as follows.

- 3 Specifically, the assessment team considered or assessed:
- a To determine whether the School's higher education mission and strategic direction and associated policies are coherent, published, understood and applied consistently the team considered the Faculty Handbook, [Q86] Institutional strategy map, [0-12] Self-Assessment, [000] Hult response, [000d] United Nations (UN) Principles of Responsible Management Education (UN PRME) Report, [0-11] Faculty summit paperwork, [010, C03, C04] Curriculum Committee minutes, [A-06b, B2-05c, Q01, Q16* (Q16* covers 10 sets of agendas and papers from April 2020 - April 2022)] Academic regulations, [0-09, 15a] ERS Curriculum Analysis 2020-21, [Q09] BBA Periodic Review Panel minutes, [3] Research Strategy, [Q07] AMBA Review Outcome report, [0-08] AACSB Outcomes report, [0-06] EQUIS Annual Progress Report, [E-06] Letters from AACSB, [Q88] AMBA [Q89] and EQUIS. [Q58] The team met senior staff, [V1M1, V2M1] academic staff, [V1M2] postgraduate students, [V1M4] academic staff (PG), [V2M2a] academic staff (UG), [V2M2b] support staff [V2M3] and alumni and employers. [V2M5]
- b To assess whether there is clarity and differentiation of function and responsibility at all levels in the organisation in relation to its academic governance structures and arrangements for managing its higher education provision, the team considered the Self-Assessment, [000] Board of Trustees for Hult terms of reference, [0-01] Hult UK Charity Board minutes, [Q12] Extract minute - Hult US Board of Directors, [12a] Workplan for Board of Directors, [Q12b] AB Slides [Q 02] three sets provided covering October 2021 to April 2022, Ashridge-Hult HER (AP) 2017, [0-04] Academic regulations, [0-09, 15a] Academic governance committee structure and

membership, [A-01] Faculty staff handbook, [Q86] Academic board minutes, [A-02a-d, Q01, Q16* (Q16* covers nine sets of papers from February 2020 to April 2022)] Awards Board paperwork, [10a-d] Academic Standards and Quality Committee minutes, [A05a-c, Q16* (Q16* covers seven sets of agendas and papers from March 2020 to March 2022)] Admissions Committee, [Q16* which covers eight sets of agendas and papers from November 2019 to February 2022] Curriculum Committee, [A-06a-e, B2-05b-d, B2-06, Q01, Q16*, Q38* (Q16 covers 10 sets of agendas and papers from January 2020 to April 2022. Q38* covers three sets of minutes from October 2020 to October 2021)] Teaching and Learning Committee minutes, [15b, A-07a-d] Research Committee, [A-09a-d] Undergraduate Campus structure, [6a] Postgraduate Campus structure, [6b] London Campus roles and employees, [6d] Campus staff org chart, [Q55] Letters from AACSB, [Q88] AMBA [Q89] and EQUIS, [Q58] EQUIS 2021 report, [16b] Student Handbook. [A-04,15a] The team met senior staff, [V2M1] academic staff (UG), [V2M2b] and support staff. [V2M3] The team observed Academic Board. [Ob06, Ob14]

- c To assess whether the function and responsibility of the senior academic authority is clearly articulated and consistently applied, the team considered the Academic Board terms of reference, [A-01] Academic regulations, [0-09,15a] Self-Assessment, [000] [Q86 Faculty Handbook] the minutes of Academic Board. [A-02a-d, Q01, Q16* (Q16* covers nine sets of papers from February 2020 to April 2022)] The team met academic staff (PG), [V2M2a] academic staff (UG), [V2M2b] and support staff. [V2M3] The team observed Academic Board. [Ob06, Ob14]
- d To assess whether there is appropriate depth and strength of academic leadership the team considered the Campus Dean role, [Q01d] Central Academic Team role descriptions, [0-15] London Campuses Roles and Employees, [6d] Associate Dean job description, [Q01b] Director of Student Development Coaching, [Q 01c] Request for additional information and evidence, [000j] LinkedIn profiles, [Q 01a, Q10] Academic Regulations section 2, [0-09,15a] Request for evidence and further information, [000g] Undergraduate Campus Structure 2022, [6a] Postgraduate Campus Structure 2022, [6b] Central Reporting, [6c] London Campuses - Roles & Employees 2022. [6d] The team met senior staff, [V2M1] academic staff (PG), [V2M2a] and academic staff (UG). [V2M2b] The team observed Academic Board, [Ob06] Admissions Committee, [Ob02] Research Committee, [Ob04] Global Deans call. [Ob12]
- e To determine whether the School develops, implements and communicates its policies and procedures in collaboration with its staff and students and external stakeholders, the team considered the Self-Assessment, [000] Request for further information and response, [000g] Student Report, [000b] Academic board minutes, [Q01] Student Handbook, [A-04,15a] Academic Regulations, [0-09,15a] Staff Handbook, [14a] Very Blue Book, [14b] Very Pink Book, [14c]. The team met support staff, [V1M3] senior staff, [V2M1] academic staff (PG), [V2M2a] academic staff (UG), [V2M2b] students, [V2M4] and employers and alumni. [V2M5] The team observed Academic Board. [Ob14]
- f To assess whether the School will manage successfully the responsibilities that would be vested in it were it to be granted degree awarding powers, the team considered the Self-Assessment, [000] Academic governance committee structure, [A-01] Undergraduate Campus structure, [6a] Postgraduate Campus structure, [6b] Central reporting, [6c] Academic Regulations, [0-09,15a] The minutes of Academic Board, [A-02a-d, Q01, Q16* (Q16* covers nine sets of papers from February 2020 to April 2022)] Academic Standards and Quality Committee, [A-05a-c] Curriculum Committee, [A-06a-e, B2-05b-d, B2-06, Q38] Teaching Learning Committee

Minutes, [15b, A-07a-d] Research Committee, [A-09a-d] Letters from AACSB, [Q88] AMBA, [Q89] and EQUIS, [Q58] BBA Periodic Review (Validation) Panel minutes, [3] Articles of association. [Q 11] The team met senior staff, [V1M1] academic staff (PG), [V2M2a] academic staff, (UG) [V2M2b] and support staff. [V2M3] The team observed Academic Board. [Ob06, Ob14]

- g To assess whether students individually and collectively are engaged in the governance and management of the organisation and its higher education provision, with students supported to be able to engage effectively, the team considered the Academic Regulations, [0-09,15a] Student representative election and training, [A10] written response about student engagement in governance committees, [000d] Minutes of Academic Board and its subcommittees, [Q16] Notes of meetings between staff and students, [9a,b] student surveys, [E01, E02, Q20, Q04, Q20] and the report of the periodic review of the BBA programme. [3] The team also met students, [V1M4,V1M5,V2M4] senior staff, [V1M1,V2M2] academic staff, [V1M2,M1M3,V2M2a,VsM2b] and professional support staff. [V1M3,V2M3]

How any samples of evidence were constructed

- 4 No sampling was necessary for this criterion.

What the evidence shows

- 5 The School's current position and plans in relation to this criterion are as follows.

6 Hult has a common governance structure which applies to the School, Hult US and Hult Ashridge. Key positions, for example, Governing Board members, the Chief Executive Officer and Chief Academic Officer, operate across Hult and the academic governance is vested in a joint Academic Board for all programmes. As separate legal entities, the School and Hult have independent boards of trustees (Charity Boards) satisfying the criteria for charitable status in each country. The School's Charity Board has responsibility for legal, charitable, financial and regulatory matters in the UK, with academic issues being delegated to the Governing Board of Hult. During the scrutiny period a new President was appointed who joined Hult in the summer of 2022.

7 In terms of plans relating to the criterion, there are no significant changes planned because Hult already operates UK degree awarding powers through Ashridge, and US awards through Hult, so Hult considers that the School already has arrangements in place to support governance and oversight of degree awarding powers. However, in order to ensure that the School is fully meeting OfS requirements some changes have been approved to the governance arrangements that will be implemented should the School be granted degree awarding powers.

8 The rationale for applying for degree awarding powers is to give the School, as a separate legal entity, more autonomy and focus on awarding degrees. In addition, the School believes that having UK degree awarding powers will improve the recognition of its awards across Europe There are no plans to change the degrees within the programme portfolio or to launch additional programmes within the next five years.

- 9 The assessment team's analysis of the evidence led to the following observations.

10 Hult's, shared mission and goal 'to be the most relevant business school in the world' is clearly articulated on its website (<https://www.hult.edu/en/about/>) and is made available to staff in documents such as the Faculty Handbook. [Q86] The summary of Hult's shared strategy is contained in an easily understood mapping document [012] which indicates three priorities: enhancing teaching excellence, driving relevance and

demonstrating impact. The strategy also has five initiatives and five enablers that underpin these priorities. The DAPs Self-Assessment [000] clarifies that the current strategy applied to academic years 2017-18 to 2020-21, but due to disruption caused by COVID was extended to 2022. The Strategy Map was scheduled to be reviewed for academic year 2022-23; however, it was confirmed to the team [000g] that the Strategy Map had not been updated because the current one retains its relevance and, furthermore, that the new President is leading the development of a new 'Statement of Purpose', which is expected to be followed up with an updated Strategy Map in 2023. Although the team was not provided with a precise timescale for these developments, documentation from the June 2022 Faculty Summit (a meeting of academic leadership and staff that takes place every two years) [SQ09] and meetings with staff at the second visit [V2M1, V2M2s, V2M2b, V2M3] indicated that discussions on mission and strategy were underway, including discussions having taken place with staff, students and alumni. [V2M1]

11 The mission and strategy are communicated by senior leadership to staff, students and other stakeholders through a variety of channels, including the Faculty Summit [0-10, V1M1, V2M2a, V2M2b] and the President's 'calls' (quarterly all-staff meetings). [000, V2M3] Academic staff [V1M2, V2M2a, V2M2b] confirmed that the institutional strategy is introduced during the induction process and that strategic considerations are discussed in team meetings and individual meetings with line managers. Students [V1M4, V1M1] indicated that they had been introduced to the strategy before joining and spoke knowledgeably about the strategy, for example citing students with diverse cultures and backgrounds being brought together so as to engage with teaching and learning with a global focus. Support staff [V2M3] were also knowledgeable about the strategy, referencing the three pillars from the strategy being discussed at the most recent summit which took place in June 2022; and also mentioning the President's all-staff 'global calls' as a means of informing staff about changes to the strategy and mission. In addition, support staff told the team that there is a staff resource called Globalnet, which includes updates on key issues such as the institutional strategy.

12 The team found that the Strategy Map [0-12] aligns with the mission and clearly maps priorities, initiatives and enablers against the strategy and mission. This is further evidenced in the report on progress in implementing the United Nations (UN) Principles of Responsible Management Education (UNPRME) [0-11] UNPRME is a United Nations-supported initiative which established a set of six principles for responsible management education which Hult has signed up to. The School's Self-Assessment [000] states a commitment to UNPRME's principles, and the inclusion of these (including ethics, responsibility, sustainability, inclusion and diversity topics) throughout its curricula. A self-assessment report on Hult's progress in implementing UNPRME [0-11] is produced every two years. It is stated in the most recent report [0-11] that the targets set in the UNPRME report are monitored and discussed as a standing agenda item in Hult's Curriculum Committee, Teaching and Learning Committee, Admissions Committee and Academic Board. Although, from the agendas provided for those committees, this statement could not be confirmed by the assessment team, there was nevertheless evidence from Curriculum Committee minutes [A-06b, B2-05c, Q01, Q16] that UNPRME is discussed and that its principles feature in discussions throughout the minutes. [Q16] Each degree programme delivered by the School is designed to align with the UNPRME principles of ethics, responsibility and sustainability in the curriculum [0-09] and programme validation and revalidation panels include a member whose is asked to focus on issues of ethics, responsibility and sustainability. [0-11, Q09, 000, 3] The 2021 AMBA Review Outcome report [0-08] commends Hult's commitment to the UNPRME principles and for making a clear effort to integrate these principles into its teaching and learning.

13 The overarching institutional strategy is supported by a range of other strategies and policies such as the research strategy [Q07] and the admissions policy (contained in the

Academic Regulations), [0-09,15a] all of which are accessible to staff and students through myHult [<https://my.hult.edu>]. Hult confirmed [000, 000d] that it does not have a static written teaching and learning strategy, but instead maintains a teaching and learning website that is regularly updated [<https://mycourses.hult.edu/courses/2574248>] and which the assessment team found to be comprehensive and fit for purpose, containing guidance and a range of useful resources for staff (including interactive webinars to share research and teaching best practice, training materials, teaching materials, assessment policies and sample class activities). The website includes materials that relate to the UNPRME principles such as diversity and inclusion, ethics, responsibility and sustainability. The teaching and learning website is further discussed under Criterion B3. The team found that the School's higher education mission and strategic direction and associated policies as part of Hult are coherent, published, understood and applied consistently.

14 The academic governance arrangements for Hult are complex. Hult consists of three institutions with separate legal charitable status, namely Hult US, Ashridge (Bonar Law) Memorial Trust (Ashridge) and Hult International Business School Ltd (the School) that have aligned their academic operations so as to comply with both US and UK regulations. [000] The operations of the School are all encompassed within the primary academic accreditations of Hult US. [000] In 2015, a strategic alliance was formed between Hult US and Ashridge. Since 2016, Hult has been able to offer UK degrees through the School as part of this alliance with Ashridge. [000, 0-04] The combined operations of Hult US, the School and Hult Ashridge were reaccredited in 2017 and 2018, by NECHE, EQUIS, AACSB, AMBA; and both the School and Ashridge were also scrutinised by QAA (the School and Ashridge through Higher Education Review in 2017 and Ashridge through assessment for variation of degree awarding powers in 2020. [000]

15 The governance and senior staff in the three institutions is mirrored such that key positions, for example Governing Board members, CEO and Chief Academic Officer, work across all three institutions. The academic governance is vested in a joint Academic Board, which has representatives from each of the three institutions, and which covers all programmes. [000] Notwithstanding that arrangement, the School indicated in its Self-Assessment [000] that a review of the governance structure at corporate level would be taking place during the degree awarding powers assessment period. [000] Senior staff [V1M1] explained that the intention was to establish a separate UK governing board that would mirror the US governing board but be focused on ensuring that the UK regulatory requirements are met. At the second visit, senior staff [V2M1] confirmed that the review of the governance structure was on track and that they expected the US and UK boards to move to the new structure early in 2023. Minutes of the Hult Governing Board from June 2022 [12a] record that the Board had agreed the necessary changes, including that Hult Governing Board members had been appointed members of the School's Charity Board, with the new arrangements taking effect in January 2023. The Hult Governing Board also agreed to appoint an independent member to the School's Charity Board with a specific remit to review arrangements between the US and UK and to act on behalf of UK interests in the event of any conflict.

16 The School's Charity Board terms of reference [0-01] show that it is responsible for providing effective, coordinated and strategically aware oversight of the School's current and future performance. Particularly relevant terms of reference are to monitor and ensure compliance with all applicable laws and regulatory requirements, in particular compliance with the Charities Act 2011; and to monitor the performance of the institution. The School's Charity Board minutes [Q12] show regular reporting from the Chief Academic Officer into the Board to satisfy these terms of reference. The School's Charity Board has delegated responsibilities for oversight of academic activities to the Hult Governing Board with which it maintains close links through the President and Chief Academic Officer. [Q12] Two members of the Hult Governing Board are members of Academic Board, providing an

effective link between Academic Board and Governing Board. The Chief Academic Officer in their capacity as the Chair of Academic Board provides regular reports to the Hult Governing Board. Papers from three different meetings of the Hult Governing Board [Q02] indicate that the Board receives detailed reports on each meeting of Academic Board from the Chief Academic Officer, and that these appropriately cover the current position, awards conferred, regulatory and accreditation matters, academic developments and other academic-related matters.

17 There is a single academic governance structure for Hult. As noted, the highest academic decision-making body is Academic Board, which is chaired by the Chief Academic Officer. The Hult Governing Board approves Academic Board's terms of reference and composition. [000,15A] The Academic Governance Framework [000,15a] clearly sets out the academic committee structure and the membership of Academic Board and its subcommittees. [A-01] Membership of Academic Board, as set out in the terms of reference, [A-01] consists of ex-officio members, three elected staff (one undergraduate faculty member and one postgraduate faculty member from Hult and one faculty member from Ashridge) and three student representatives. The membership also includes Chairs of Academic Board's subcommittees, two members of the Hult Governing Board and an external representative. Academic Board's terms of reference [A-01] indicate that Academic Board has oversight of (i) Hult's mission and strategy as it pertains to academic matters, (ii) the planning and delivery of the educational provision of the institution, and (iii) student progression and achievement. It also approves the Academic Governance Framework and the Academic Regulations and any changes to the Regulations. [000, A-01] The team considers that the membership of Academic Board is appropriate and enables it to fulfil its stated functions.

18 As defined in the Academic Governance Framework, [000, A-01,15a] Academic Board has delegated responsibility for the development and monitoring of specific areas of academic strategy and operation to its subcommittees, [000, A-01, 15a, Q86] which are Academic Standards and Quality Committee (ASQC), Curriculum Committee, Teaching and Learning Committee (which reports to the Curriculum Committee), Admissions Committee, Research Committee, Research Ethics Committee (reports to the Research Committee), and Awards Board. The Chairs of the subcommittees are appointed by Academic Board. The academic governance framework [000] ensures that each committee includes appropriate staff representation from across Hult, including the School. [A-01, V2M2b, V2M3] The assessment team was able to confirm that there is staff representation from the School on Academic Board and each of its subcommittees and that a senior member of staff from the School chairs the ASQC. Academic and support staff [V2M2b, V2M3] sitting as members on Academic Board and its subcommittees demonstrated knowledge of how the committee structure works, confirmed that they understood their role, and confirmed they had been inducted to their respective committee by the Chair and Secretary. (Student representation on Academic Board and its subcommittees is discussed below.)

19 Academic Board agendas, minutes and papers, and observations of the operation of the Board, [A-02a-d, Q01, Q16, Ob06, Ob14] demonstrated that Academic Board is operating within its terms of reference. A standardised agenda is used, the standard of papers is good, and all actions are noted, assigned and monitored for completion and closure. Examples of items approved by Academic Board include approval of the Academic Regulations [Q01, Ob14] and Student Handbook, [A-04,15a] noting of the approval of awards by the Awards Board [Q01] and the approval of minor changes to the academic governance structure, revised terms of reference and membership for Academic Board and its subcommittees which included information on the new Awards Board. [Q16] The assessment team considers the introduction of an Awards Board, that reports to Academic Board and provides the Academic Board with statistics on student achievements, to be appropriate. Academic Board minutes show that it receives reports on student performance

data [A02a, A02d] and an analysis of the awards made, [Q16, Ob14] thus supporting Academic Board's oversight of academic standards. The team considers that Academic Board receives a useful analysis of the awards made [10d] and that this supports the Board's oversight of academic standards.

20 The minutes of Academic Board [A-02a-d, Q01, Q16] and observations by the team [Ob06, Ob14] demonstrate consistent reporting from its subcommittees through chairs of the subcommittees who sit as members of Academic Board, and subcommittee minutes being received as standard items on the Academic Board agenda. Minutes demonstrate that there is an annual review of the Academic Board and approval of resulting actions. For example, Academic Board minutes from 16 February 2021 record a discussion on the outcome of a review of Academic Board and subcommittees; the paper recommended some changes including a revised standardised agenda with clearer focus on reports from subcommittees (including identifying items for each subcommittee). The agendas, minutes and papers from the subcommittees, and observation of their operation, all show that they are also operating within their terms of reference: Awards Board, [10a-d] Academic Standards and Quality Committee, [A05a-c, Q16, Ob03, Ob08] Admissions Committee, [Q16, Ob02] Curriculum Committee, [A-06a-e, B2-05b-d, B2-06, Q01, Q16, Q38, Ob01] Teaching and Learning Committee, [15b, A-07a-d, Ob07] and Research Committee. [A-09a-d, Ob04]

21 Academic Board and its subcommittees cover items from both Hult and Ashridge as the School's awarding body; Hult senior staff and academic staff from both the School's campuses are members of Academic Board and its subcommittees. Each of the committees consider items from across Hult. Committees are well attended and meet with sufficient regularity to cover their identified role and business. The standardised approach to considering reports and issues specific to the School, regularity of committee meetings, and good representation of School staff at meetings ensures robust oversight, monitoring and timely action for academic matters pertaining to the School. Examples include: a report on and analysis of degree outcomes from the Awards Board being presented to Academic Board which was held on 11 August 2022; and the Academic Standards and Quality Committee held on 20 October 2021 receiving external examiner reports for the undergraduate and postgraduate programmes. Letters and reports from AACSB, [Q88] AMBA, [Q89] and EQUIS [Q58] all confirm accreditation and satisfaction with Hult regarding its mission and meeting of standards. In particular, the AACSB letter notes: 'Hult has developed outstanding processes and governance to ensure that the quality of the academic experience is consistent across international campuses.' In addition, the EQUIS 2021 report [16b] states: 'Hult has heavily centralised operations with consistent practice delivered and monitored across its campus network through a campus management structure that ensures the day-to-day operations of its individual business centres.' The team found that the academic committee structure is fit for purpose and operating effectively and that there is clarity and differentiation of function and responsibility at all levels in the organisation in relation to its academic governance structures and arrangements for managing its higher education provision.

22 The Academic Regulations [0-09, 15a] and the Faculty Handbook [Q86] both outline the academic governance structure and confirm that Academic Board is the highest academic-focused decision body of Hult. The minutes of Academic Board [A-02a-d, Q01, Q16] and observations by the team [Ob06, Ob14] show consistency in implementation and application of its authority. For example, as mentioned above, Academic Board minutes from 16 February 2021 [A-02a] record a discussion on the outcome of a review of Academic Board and Subcommittee; the associated paper confirmed a revised standardised agenda (including items for each subcommittee), some changes to Academic Board membership including the Secretary, and revised frequency of meetings. Academic Board also approved the restructure and reporting requirements for its subcommittees. Academic Board terms of reference [A-01] confirms its position as the highest board with senior academic authority,

with evidence of decision-making on key academic and regulatory issues, and consideration of reports from each of its subcommittees. The Academic Board also reports regularly to Hult Governing Board via the Chief Academic Officer. Academic staff [V2M2a, V2M2B] and support staff [V2M3] clearly understood the function and authority of Academic Board. The team confirmed the function and responsibility of the senior academic authority is clearly articulated and consistently applied.

23 Hult's President appoints the Chief Academic Officer, as well as the Heads of Undergraduate and Postgraduate respectively. [0-09] The Chief Academic Officer manages a Central Academic Team, which operates cross-school global functions such as accreditation and regulation, academic governance, academic and programme regulations, admissions, research, faculty policies, curriculum development, and oversight of academic quality and consistency. [0-09] The Central Academic Team [0-15] consists of the Dean of Academic Affairs, Dean of Faculty, Dean of Research, and Dean of Executive Programs. Role profiles [015] for central senior staff roles and the profiles of postholders [Q10] indicate that postholders are appropriately qualified and experienced and the team found therefore that there is appropriate strength and depth across these academic roles. The Central Academic Team works closely with each school-level leadership team and the campus-level Deans to set policy, [V2M1] offer insight, support, and advice; and share best practice as appropriate. [000] Essentially, the Central Academic Team establishes Hult's broad academic policies and monitors outcomes. [000] Senior staff [V2M1] confirmed that the Central Academic Team monitors the outcome of policies and cited an example of monitoring the student attendance policy and the implementation of the 'Honor Code' (which combines policies for academic misconduct and general student conduct).

24 The Self-Assessment [000] confirms that programme delivery is the responsibility of the Head of Undergraduate or Head of Postgraduate respectively, which is delegated by location to the respective Campus Dean. The two campuses of the School have Deans who have overall responsibility for their respective campus as well as academic leadership. [6d] In leading their campus, each Dean is supported by a Director of Operations and Associate Deans. [6a, 6b] The Deans lead the academic team while the Operations Directors lead the operational teams. The role descriptors [Q01d, 0-15, 6d, Q01b, Q01c] show that Deans have overall responsibility for their assigned campus (the most senior campus post), are required to provide academic leadership and represent their campus when coordinating with staff from the wider Hult community. [6d]

25 Campus Deans are responsible for day-to-day operation of academic programmes at their campus, including management of local staff, and responsibility for campus student academic outcomes, within the parameters of centrally aligned programme specifications, student handbooks, and policies and procedures that are established and monitored by the Central Academic Team. Role descriptors [Q01d, 0-15, 6d, Q01b, Q01c] and LinkedIn profiles [Q01a, Q10] for senior academic staff indicate appropriate distinction of functions (for example between Deans [Q 01d] and their staff. [0-15, 6d]). Consideration of the profiles indicate suitably experienced and qualified staff at both central [Q10] and campus level. [Q01a]

26 Programme Deans manage one or more specific academic programmes, including student and staff support. The Associate Dean role [Q01b, 0-15] is principally faculty-facing and focuses on liaising with academic staff to ensure a quality design and delivery of the curriculum. The Associate Dean reports into the Campus Dean and works with the whole Academic team. The School informed the assessment team that the Associate Dean/Programme Dean/Programme Director roles are functionally the same role (the nomenclature has changed over time). [000] The latest organisational structure for the School [000g, 6a-d] provides and confirms a clear academic leadership structure.

27 Each campus has mirrored staff teams although the composition varies slightly. [6a, 6b, Q55] Some support staff roles are shared functions for both undergraduate and postgraduate campuses - including welfare, careers, alumni and corporate relations, admissions and UKVI compliance. The Dean of the School's postgraduate campus also has a cross-institutional role as Dean of Academic Affairs. [Q55] Through observations of Academic Board, [Ob06] the Admissions Committee, [Ob02] the Research Committee, [Ob04] and the Global Deans meeting [Ob12] the assessment team observed good academic leadership in action, where senior academic staff were leading other staff (both academic and professional support) in discussions on academic matters. The School's academic staff at both undergraduate and postgraduate levels expressed confidence in their academic leaders. [V2M2a, V2M2b] Academic staff spoke about the Deans playing significant roles providing leadership on a day-to-day basis and supporting the overall strategy, with the Chief Academic Officer providing a clear sense of direction for the intellectual health of the School. [V2m2a] Staff consider that the Dean provided overall leadership and clear direction for academic staff. [V2M2b] The assessment team is satisfied that there is appropriate depth and strength of academic leadership at the School.

28 Students, [V2M4] support staff, [V1M3] and academic staff [V2M2a, V2M2b] all confirmed that they are involved in the development of academic policies. For example, students told the team that in the previous year two students had been involved in a review of the policy in relation to classroom provision and utilisation; one outcome of which had been, in response to their feedback, an increase in space provided for break-out sessions. [V2M4] New policies, and changes to existing ones, are approved at Academic Board which has a student member who is therefore involved in the final decision-making process on revisions to regulations and policy. Students also confirmed that they had ample opportunities to provide comment and feedback, noting, for example, that enrolment advisers sought feedback on the admissions process even before the students arrived on campus.

29 Support staff [V1M3, V2M5] spoke about being involved in the development of the Admissions Policy as well as policies relating to equality and diversity. Academic staff [V2M2a, V2M2b] spoke about policies emerging from Hult processes, for example, changes were made to the academic integrity process following input from academic staff who confirmed that suggestions are passed up through the committee structure. Senior staff confirmed [V2M1] that faculty members of committees are elected, and that members from the Deanery are tasked with bringing back questions to their campuses for wider debate on policy. Feedback from those campus discussions is fed back through the committee structure to Academic Board for final policy approval [Q01, V2M1] and subsequent insertion into the Student Handbook [A-04,15a] or Academic Regulations. [0-09,15a] Academic policies and procedures, for example, relating to assessment, are clearly laid out in the Student Handbook. [A-04,15a] The Academic Regulations [0-09,15a] also clearly lay out the institutional regulations from matriculation through to graduation. Academic Board approves policies, regulations and procedures as laid out in the Academic Regulations and Student Handbook. [Q01,Q16,Ob06]

30 Academic staff [V2M2a, V2M2b] and support staff [V1M3] confirmed that the Central Academic team establishes Hult's broad academic policies and monitors outcomes and that while policies are established by the Central Academic Team, they are implemented by each school and the campuses at which programmes are offered. The School [000G] confirmed that staff are introduced to policies through their induction and that, with reference to policies, new staff to the School are given access to the UK Staff Handbook [14a] and the Very Blue Book (Core values). [14b] Managers are given access to the Very Pink Book (Management core values). [14c] Staff are also introduced to the Student Handbook [A-04,15a] and Academic Regulations [0-09,15a] as appropriate to their role.

31 Hult's academic policies, through the Central Academic team, are designed and developed in consultation with staff and students (as appropriate). [V2M1] A recent example is the attendance policy for the new BBA: on the new BBA programme, there are higher levels of student support, including pastoral support (coach, personal well-being, career aspirations). [3] The attendance policy had previously been seen as punitive rather than supportive and it was considered that given the additional support and more frequent interactions students would have with staff while on the programme there could be a more flexible approach to sanctions for non-attendance. Changes to the policy were discussed with staff, and with students through focus groups and through weekly meetings of the campus Dean. Senior management [V2M1] confirmed that committees have responsibility for some policies, for example, the Teaching and Learning Committee has responsibility for the Classroom Behaviour Policy, and the Academic Standards and Quality Committee (ASQC) is responsible for the Academic Integrity Policy. The Examination Policy is a good example of a committee discussing and reviewing the effectiveness and application of a policy [A-07c]: the outcome of the discussion at ASQC was to keep the Policy as it currently stands. Policy and Academic Regulations [0-09,15a] are discussed and approved at Academic Board, which has student membership. Policies are housed in the Student Handbook [A-04,15a] or Academic Regulations, [0-09,15a] which are all available on MyHult to all students and staff. The Central Academic team has overall responsibility for ensuring the consistent application of policy through monitoring outcomes. [000, V2M1] Examples of the implementation of policies seen by the team, for example Academic Regulations and policies for assessment, programme design, approval and monitoring, demonstrate that they are fit for purpose.

32 Academic staff, [V2M2a, V2M2b] support staff, [V1M3] employers and alumni [V2M5] and students [V1M4, V1M5, V2M4] explained how they come to know about academic policies at the School. Academic staff [V2M2a, V2M2b] and support staff [V1M3] spoke about policy being communicated and discussed with the Deans and colleagues at in-person or online weekly meetings, annual faculty meetings and the Faculty Summit; staff also confirmed the policies and handbooks were available on the virtual learning environment (VLE) and demonstrated to the assessment team their up-to-date knowledge of recent changes to certain policies. For example, support staff spoke about changes to the Student Handbook. Academic staff spoke about changes to the attendance policy. Employers and alumni [V2M5] confirmed they are kept abreast of institutional policy changes through email, Hult Connect, in person or through the Corporate Relations team and employers demonstrated understanding of some aspects of the regulations, for example in relation to grading and degree classifications. Students [000B, V1M3] confirmed that they are introduced to and receive policy information through their Student Handbook, which are provided both digitally and in hard copy prior to arrival. The assessment team is satisfied that Hult develops, implements and communicates its policies and procedures in collaboration with its staff and students and external stakeholders.

33 Senior staff [V1M1] are confident in their abilities to manage successfully the responsibilities that would be vested in the School were it to be granted degree awarding powers. This is because the School believes that arrangements are already in place for awarding degrees as Hult, in its entirety, already operates degree awarding powers through both Ashridge and Hult US, whose awards are accredited by three accreditation bodies. This belief supports the statement in the Self-Assessment [000] that 'the School already has in place the structures, policies, and procedures required to award degrees.' The assessment team considers that the School has appropriate structures, [A-01, 6a-c] policies and procedures [15a] in place to award its own degrees. Senior management [V1M1] confirmed that, as stated in the Self-Assessment, [000] they do not anticipate any changes to student or staff numbers arising from the degree awarding powers process, and there are currently no plans to expand the portfolio, nor to collaborate with other institutions. Senior management [V1M1] also confirmed that it did not intend to launch additional programmes

for the next five years. Additionally, in-prospect regulations have not been prepared because the School sees itself operating in its entirety with Ashridge and Hult US and that the regulations already in place adequately cover the academic governance of the degree awarding powers held by Hult in the US and Ashridge in the UK. Therefore, senior staff did not envisage a need to change the way they operate. The team's own assessment of the regulations was that they provide an appropriate framework for UK degree awarding powers, having clearly been written to ensure that both UK and US regulatory issues are supported. However, senior staff [V1M1] also stated that they will ensure that the School's Charity Board is properly briefed on UK regulations and any differences from the US. Academic staff [V2M2a, V2M2b] anticipated that day-to-day operations will not change significantly. In summary, plans for operating with degree awarding powers therefore are to continue with business. The assessment team is satisfied that the School has demonstrated that it is capable of managing successfully the responsibilities that would be vested in it were it to be granted degree awarding powers.

34 The Academic Regulations [0-09,15a] indicate that students are seen as active participants in their own learning experience and that students are encouraged to contribute more widely as elected members of Hult Students Association (HSA) through which student engagement is focused. The HSA is a body of student representatives elected by their peers, which the self-evaluation confirms [000] is seen as the School's official student voice. The HSA also has a social dimension, organising common interest groups and societies and delivering social events. The election process is led by Student Services staff who also provide training for student representatives, which includes completion of scenario type exercises. [A10] Student representatives confirmed [V1M4] that they had attended training and that this had been supplemented by briefings from the Dean. Each programme cohort is asked to elect two representatives and each representative is elected to serve a year-long term. Student Representatives serve different functions, including membership of Academic Board, being the designated link with particular committees, attending liaison meetings with staff, and being involved in consultation groups of students and staff.

35 Student involvement in the formal academic committee structure is currently limited to one student representative from the School (who is also the President of the HSA) attending Academic Board as a member. Senior staff were asked about the rationale for having student membership on Academic Board but no other committees [000d] and responded that where, historically, students had been involved in subcommittees, their attendance and engagement had been inconsistent. In 2020 a decision was taken to implement an alternative means of engaging students in committees such that although student representatives do not attend the subcommittees, they meet the committee Chairs to discuss issues coming up for discussion to input their views. Feedback on this process from staff, evidenced in committee minutes, [Q16] suggests that this is regarded as having been successful and that staff have found that better engagement is facilitated with students in an informal setting. Student representatives also confirmed that they valued these meetings. [V1M4,V1M5] In addition, Academic Board receives regular reports from its subcommittees which ensures that the student members of the Board are kept informed of the activities of the subcommittees. The team found that the minutes of Academic Board [Q16] indicate that attendance from student members is good, and that they contribute the student perspective to discussions.

36 HSA representatives also have regular liaison meetings with staff [9a, b] and the notes of these meetings demonstrate discussion on a range of issues, including curriculum, staff, communication issues and student support. There are also 'Town Hall' style meetings which enable students to raise issues with academic staff informally, [000d] and Deans' lunches which provide informal opportunities for students to drop in and talk to the Deans. Other opportunities for all students to engage include participation in discussion groups to assist in the production of self-assessments for accreditation bodies [V1M5] and discussions

which contributed to the programme reviews of the BBA and MBA. [V1M4,V1M5] Students [V1M5] were effusive in their support for the opportunities they have to express their views and the extent to which the School listens, and student representatives indicated firmly that they see themselves as being the bridge between students and staff to ensure that they can communicate student views. Students [V2M4] also stated that academic staff were interested to hear the student point of view so that programmes and the student experience could be improved. Students said that it was clear that feedback they make is listened to and acted on where possible: an example provided was that some technical queries had been raised regarding assessment quizzes and these were effectively resolved very quickly. Other examples given were that comments that students made regarding support for student skills on the BBA had been addressed in the recent curriculum review of the programme and that student requests to have more engagement with equality and diversity debates in the light of the Black Lives Matter protests had also been acted on. [V1M5,V2M4] Students [V1M4] explained that they are informed of changes made following their feedback in various ways, depending on the issue, including through regular campus newsletters. Students [V2M4,V2M5] indicated strongly that they regard the student representation mechanisms as effective and that all students are able to contribute their views. Students also spoke positively of the accessibility of all staff through the School's 'open door' policy, which facilitates opportunities for all students to engage in informal ways with staff.

37 A further means for hearing the student voice is through surveys. Hult measures student satisfaction (across all elements of the student experience) through a short weekly survey, through tri-annual Net Promoter surveys, which ask students about their experience on their programme, including teaching, facilities, support services and programme organisation issues, culminating in a question on the extent to which the student would recommend the School to a friend. [000] The results of these are each visualised through a live and interactive dashboard. [E-02] The Net Promoter scores (NPS) are discussed and analysed, for example there was a discussion on the survey outcomes at a Global Deans Call which was observed by a member of the team; [Ob12] at this meeting it was also noted that a meeting with other staff to discuss NPS scores was also taking place. [Ob12] Student end-of-course evaluations [E-01, Q20] are discussed with academic staff, [000] inform discussions during staff appraisal and are considered in Programme Annual Reports. [Q04]

38 The assessment team noted the limited input of student representatives into the formal academic committee structure but found that the students strongly believe that their voice is heard regarding contributions to academic governance. Students are further represented in other ways, for example, through student representation in programme approval and review processes (a recent BBA periodic review panel [3] included a student representative), through course evaluations, [E-01, Q20] representation through the HSA and the HSA Student President attending Academic Board as a member. Students are provided with support in managing representation processes and training and briefing is provided for student representatives to support them in engaging with the School. On balance, the assessment team found that students individually and collectively are engaged in the governance and management of the organisation and its higher education provision, with students supported to be able to engage effectively.

39 The School confirmed [000d] that it does not work with other organisations to deliver learning opportunities.

Conclusions

40 The assessment team formulated its judgement against this criterion according to the process set out in *Degree Awarding Powers in England: Guidance for Providers on Assessment by the Designated Quality Body, July 2022*, in particular Annex 4.

41 The School, in conjunction with Hult International Business School, Inc (Hult) has effective academic governance with clear and appropriate lines of accountability for its academic responsibilities. It has a clearly articulated mission and strategy map which, through documentation, meetings and forums, and the School's website, are communicated to and understood by staff, students, and external stakeholders. There is evidence that its academic policies are designed and developed in consultation with staff and students and are accessible in the published Academic Regulations or Student Handbook and are freely available to students and staff through MyHult.

42 Governance and management are clearly differentiated at all levels. The Academic Governance Framework clearly sets out the academic committee structure and the membership of Academic Board (as the senior academic authority), and its subcommittees. The function and responsibility of Academic Board is set out in its terms of reference and minutes and observations demonstrate consistency and application of its authority. There is appropriate depth and strength of academic leadership with suitably experienced and qualified Campus Deans playing significant roles providing leadership on a day-to-day basis supported by Associate and Programme Deans.

43 The School's plan for operating with degree awarding powers is to continue largely with business as usual. Observations of an effective and fit for purpose academic committee structure, suitably qualified academic leaders with depth and strength of academic leadership, suitably qualified academic staff and professional staff, and a fit for purpose institutional structure indicates that the School is prepared for taking on the additional responsibilities of degree awarding powers.

44 Although there is limited student representation on committees other than Academic Board, due to historical attendance and engagement issues, the student voice is heard through input of HSA student representatives who attend regular meetings with staff. Student representatives receive training and support to undertake their roles. Students have contributed to programme validation and periodic review, including student members sitting on approval and review panels. The student voice is also heard through student feedback through regular surveys. The outputs from the student voice are continuously monitored and addressed. Students are positive about the approach to their engagement, Despite the limited involvement of students in governance committees, on balance, the assessment team finds that academic governance, including the governance and oversight of its higher education provision, is conducted in partnership with its students and that students are supported to engage effectively.

45 The School does not currently operate any formal collaborative partnerships related to the delivery of its programmes in the UK. The assessment team concludes, therefore, that, on balance, the criterion is met.

Criterion B: Academic standards and quality assurance

Criterion B1 - Regulatory frameworks

46 This criterion states that:

B1.1: An organisation granted degree awarding powers has in place transparent and comprehensive academic frameworks and regulations to govern how it awards academic credit and qualifications.

B1.2: A degree awarding organisation maintains a definitive record of each programme and qualification that it approves (and of subsequent changes to it) which constitutes the reference point for delivery and assessment of the programme, its monitoring and review, and for the provision of records of study to students and alumni.

The evidence considered, and why and how the team considered this evidence

47 The QAA team assessed this criterion by reference to a range of evidence gathered before and during the visit according to the process described in *Degree Awarding Powers in England: Guidance for Providers on Assessment by the Designated Quality Body, July 2022*, in particular the suggested evidence outlined in Annex 5 and Hult International Business School's submission. The team identified and considered the evidence described below for the purposes described in Annexes 4 and 5 of this Guidance as follows.

48 Specifically, the assessment team considered or assessed:

a To assess whether the School has in place transparent and comprehensive frameworks and regulations to govern how it awards academic credit and qualifications, and that these frameworks and regulations are appropriate to its current status and implemented fully and consistently, the team considered the Academic Regulations, [0-09,15a] the Student Handbook, [A-04,15a] the Ashridge-Hult Higher Education Review (2017), [004] the Central Academic Team specifications, [015] the academic governance committee structure and membership, [A-01] academic board minutes, [A-02b] academic standard and quality committee minutes, [Q-16] Programme Catalogues [Q-42, A-03, B2-01, Q 19] the QAA assessment for variation of degree awarding powers, [B1-01] unofficial student transcripts and student transcript with re-sit grade, [Q-34, Q-24] grading rubrics, [Q-25] admissions committee minutes, [Q-26] academic board agendas and papers, [Q-16] screenshot of sample grade review, [Q-31] the guide to second marking, [Q-32] the course learning outcomes to programme learning outcomes chart, [Q-35] screenshot of attendance dashboard, [Q-29] screenshot of late submission penalty, [Q-30] the accommodation agreement template and Hult disability service request, [Q-33] academic integrity case data, [Q-28] the terms of reference for the assessment board and assessment board minutes, [Q-23] the awards board document relating to two meetings, [10d] and the degree award student data. [10a, 10b, 10c] The team also met senior staff [Meeting Notes M1 first visit, M1 second visit] and academic staff. [Meeting Notes M2 First Visit] The team also observed the assessment board, [Ob05] and Academic Board. [Ob06]

b To assess whether the School has created one or more academic frameworks and regulations which will be appropriate for the granting of its own higher education qualifications, the team considered the Academic Regulations, [0-09,15a] Student Handbook, [A-04,15a] Minutes of the Academic Standards and Quality Committee,

[A-05a-c] Minutes of the Curriculum Committee, [A-06 a-e] Minutes of the Teaching and Learning Committee, [A-07a-d] Minutes of the Admission Committee, [A-08a-c] Disability Policies and Procedures: [hult-disability-policy.pdf \(storyblok.com\)](https://storyblok.com), and course pages MyCourses: <https://mycourses.hult.edu/>

- c To determine whether the School maintains definitive and up-to-date records of each qualification to be awarded and each programme being offered, that these records are used as the basis for delivery and assessment, and that there is evidence that students and alumni are provided with records of study, the team considered Programme Catalogues [Q-42, A-03, B2-01, Q-19] and transcripts. [FQ24, FNQ05a-d]

How any samples of evidence were constructed

49 No sampling was required for this Criterion as the team was able to look at programme documentation for all current programmes.

What the evidence shows

50 The School's current position and plans in relation to this criterion are as follows.

51 The School has delivered programmes leading to UK and US higher education awards since 2016. There are already in place Academic Regulations and policies that apply across Hult's provision, and which therefore cover the programmes offered at the School. The School will continue to use the existing regulations and there are no plans to make significant changes, beyond the regular and routine review and updating that takes place. There are also existing policies and procedures relating to all aspects of the higher education provision, including assessment, external examining, programme design and approval, admissions, and complaints and appeals, and these will continue to apply to the School's programmes that it will deliver under its own degree awarding powers.

52 The School already maintains definitive records of the awards it delivers and will continue to use its existing systems for future maintenance of such documentation. There is already a student records system in place which is used to maintain student records which are in turn used as the basis for generating transcripts.

53 The assessment team's analysis of the evidence led to the following observations.

54 The Academic Regulations [0-09,015] set out the regulations and policies for governance and operation of degree programmes across Hult. Senior staff at the first visit [V1M1] explained that there are no plans to change the Academic Regulations significantly in the event that the School is awarded UK degree awarding powers as the existing regulations provide an appropriate framework to govern UK degrees, having served in that capacity for the UK awards delivered by Ashridge. The regulations are, however, regularly reviewed as a matter of routine, as evidenced through papers and observations of ASQC and Academic Board. [SQ01] The degrees awarded to students studying at the School are degrees at undergraduate and postgraduate levels, which lead to a US award through Hult US and a UK award through Ashridge. The assessment team found that the Academic Regulations are comprehensive and fit for purpose covering appropriate areas, including academic governance, the awards framework, assessment arrangements, programme approval and management policy, programme monitoring and review, external examining, admissions, policies for enrolment and registration, academic integrity, academic appeals and student complaints. In addition, external scrutiny from accreditation bodies all indicate that the Academic Regulations are appropriate to the granting of higher education qualifications.

55 The team found that the regulations and policies are transparent and accessible. Students and staff confirmed that they have access to the regulations and policies on MyHult, [V1M4, M5, V2M4] and that they are also included in the Student Handbook (which students said they receive in hard copy as well as via MyHult). Information for staff on the regulations and policies, and their implementation, are included in staff documentation including the UK Staff Handbook. [O14] Meetings with academic and support staff, and students, demonstrated that they know how to access the regulations, that they are aware of regulations and policies and that induction for both staff and students includes introducing relevant policies and procedures. [V1M3, V2M2a, V2M2b, V2M4j]

56 Proposed changes to academic regulations require the approval of Academic Board following consideration by ASQC. This process was evidenced by the most recent review of the regulations. The minutes and observation of Academic Board August 2022, [SQ01, Ob08] demonstrated approval of some changes to the Academic Regulations, following their consideration by ASQC in July 2022 as evidenced by its minutes and team observation of ASQC. [SQ01, Ob03] These were minor changes intended to provide clarification. At the same time, some changes were made to the existing Student Handbook [Q09] to ensure that it was aligned to some minor changes made to the policies for Academic Integrity and Professional Integrity. Academic Board received a tracked changes version in order to consider and approve these changes. The assessment team also discussed the process of reviewing and updating policies with senior staff. [V1M1] Staff gave the example of some changes to the Attendance Policy and the Grading Policy where changes were initiated by the Teaching and Learning Committee for implementation in 2020-21. Extensive discussions regarding the Attendance Policy are documented in the minutes of the meeting of the ASQC of 6 July 2020. [FQ16] A further example of policy change was the changes made to the Postgraduate Grading Policy, documented in Academic Board Minutes for the meeting held on 12 August 2021. [Q16] The team's scrutiny of minutes of Academic Board and ASQC for the past three years [Q16] indicate that there are regular reviews of the Academic Regulations and that changes are approved by Academic Board. Minutes of the Admissions Committee, [Q-26] which has delegated responsibilities in relation to admissions policies and procedures, also demonstrate regular review of admissions criteria and processes, for example, the meeting of July 2021 records a discussion regarding the interview process for the BBA from 2022 onwards. The team found that there are robust arrangements for review and updating of regulations and policies and that changes are approved through the governance structure.

57 The Academic Regulations [0-09,15a] include the framework for academic awards, which includes the requirements for degrees and credits, and the requirements for each of the different awards offered. Academic credit is awarded on the achievement of learning outcomes, specified by the corresponding level of study and the number of learning hours. The regulations state that the level of study corresponds to the UK FHEQ and the US framework (as set by NECHE). Levels of study are represented both in the context of the FHEQ (Levels 4-8) and the corresponding US levels of freshman/sophomore, junior, senior and postgraduate. The Academic Regulations are designed to incorporate both the US and UK frameworks within which the School operates. The regulations specify that one UK credit is the measure equivalent to 10 notional hours of learning and that there is a conversion of one US credit into five UK credits. It is further determined that the degree is awarded when all requirements are met; these requirements include that the credit expectation is fulfilled, an approved combination of courses (modules) has been completed, and other specific requirements such as minimum cumulative grade point average (GPA) have been met. The master's degree programmes consist of 180 UK credits, in line with normal UK practice and the FHEQ. The BBA programme is designed as a four-year programme with 600 UK credits in total, which incorporates the requirements of the NECHE that degree programmes must include courses in 'general education' not related to the subject matter of the degree. However, the full programme is taken only by applicants with a US year 12 qualification,

whereas applicants with a year 13 qualification are given advanced standing and take the degree over three years as a 450-credit programme. The regulations also state that the award is recommended by the Assessment Board and conferred by Academic Board. The grading scheme follows the system of letter grades (A-F) with corresponding grade points (4-0) and percentages (for example the letter grade B equals a GPA of three and a percentage range of 80-89%; percentage below 60% equals an F). For the BBA, the School does not classify awards according to the methodology that is commonly used in the UK higher education sector, and outcomes are expressed by GPA.

58 The team found that the assessment framework is clearly and comprehensively determined and set out. The Academic Regulations [0-09, 015] state that learning outcomes are assessed at course (module) level through a combination of formative and summative assessments for which assessment briefs and approved assessment rubrics are used. Programme teams are required to provide detailed assessment information [0-09] such as, for example, the weight of the assessment, the length of the assessment and how the respective learning outcome will be assessed. Examples of assessment rubrics, at both undergraduate and postgraduate level, demonstrate systematic assessment of the intended learning outcomes. [Q-25] For example, the comprehensive postgraduate grading rubric for 2021-22 shows a categorisation by assessment task and the corresponding criteria and grade descriptors. Students are informed of assessment policies and regulations through the Student Handbook [A-04,15a] and they are also accessible through the VLE, MyHult.

59 Programme Catalogues provide detailed information on the structure and content of academic programmes. The assessment of programme learning outcomes at the corresponding level of study is demonstrated in the Programme Catalogues [Q-42] which list the programme outcomes, and course learning outcomes that correspond to those at programme level as exemplified for the MBA programme [Q-35] where the Programme Catalogues clearly indicate the assessment on the programme by type, method and weight. [Q-42] Examples of assessments seen by the team [MyCourses] are set at the appropriate level and aligned to the learning outcomes of the relevant course. The implementation of assessment is further discussed in Criterion B2 and B3.

60 The School has a range of policies and procedures that are currently in operation and are set out in the Academic Regulations [0-09,15a] and Student Handbook. [A-04,15a] These include, for example, admissions, assessment, programme approval and enhancement, academic appeals and student complaints, external examiners and academic integrity. The evidence of full and consistent implementation of these policies is further discussed in other criterion - for example, assessment and external examining in B2 and B3, programme approval, academic integrity, and complaints and appeals in B3.

61 The Academic Regulations [0-09,15a] and Student Handbook [A-04,15a] set out sound regulations and frameworks regarding student admission. Admissions requirements in the form of admissions criteria are reviewed annually by the Admissions Committee, which has delegated responsibility from Academic Board to set and review requirements, as evidenced by its minutes. [Q-26] For example, the Admissions Committee meeting of July 2021 evidence a discussion which resulted in the introduction of a personal assessment interview on the BBA from 2022 onwards; and the minutes of Academic Board meeting in December 2021 demonstrate a categoric review of admissions requirements based on a GPA analysis. Where applicants' first language is not English, the applicant has to demonstrate English language proficiency via an English language test (equivalent to test of English as a foreign language (TOEFL) of 80). Applicants are able to appeal an admissions decision through the Admissions Manager. The team was told that the requirement for MBA applicants to have three years of relevant work experience is addressed with a degree of flexibility where potential students demonstrate appropriate skills and knowledge, enthusiasm and resilience. [V1M1]

62 The team found that the School has in place transparent and comprehensive frameworks and regulations to govern how it awards academic credit and qualifications, and that these frameworks and regulations are appropriate to its current status and implemented fully and consistently. There is a coherent framework relating to processes and procedures for students who fail courses. The Student Handbook [A-04,15a] provides information on the different regulations for undergraduate and postgraduate students. Students on postgraduate programmes who receive an F for a course are allowed to re-sit all assessment items. The team was informed that re-sits take place within a few weeks of the original fail grade being recorded, rather than waiting until the end of the academic year. The outcome of the re-sit exam is capped at a C grade. Re-sits are recorded on the student's transcript, which shows both the original grade and the grade awarded for the re-sit. An example academic transcript for a student in this position [Q-34] shows a grade of C for the student's resubmission of Business & Global Society and the original F grade. The option to re-sit assessments is not open to undergraduate students. Instead, students who fail a course will need to repeat the course in which they received an F grade, normally in the subsequent term or possibly in an optional summer term, to maintain timely progress towards the expected graduation date. The Academic Regulations [0-09,15a] state that some programmes might allow re-sits for assessment elements of a course which did not receive an F; this is in place to allow students to progress and/or complete. Academic staff confirmed this practice to the team during the first visit. [V1M2]

63 The Academic Regulations [0-09,15a] set standards for academic integrity by having systems in place for identifying cases where the requirements for academic honesty in assessment is not met, for example through plagiarism or giving or receiving unauthorised aid during an examination. Students are informed of these regulations in the Student Handbook. [A-04,15a] The issue of academic misconduct is further discussed in Criterion B3. Alongside the frameworks relating to academic integrity, the regulations [0-09, Q-02] further stipulate professional integrity expectations for students and refer to the 'Honor Code' which specifies actions which are incompatible with professional integrity, for example 'displaying inappropriate and/or offensive reactions when communicating with staff, students, faculty or visitors'. The Professional Integrity Committee conducts the review of professional integrity infringements cases (for example the possession and/or use of illegal drugs); corresponding sanctions will be determined and implemented in consultation with the Campus Dean. The team was informed that the Professional Integrity Committees are also case management working groups rather than committees per se. The Academic Regulations [0-09,15a] include details of procedures for appeals and complaints. These issues are further discussed under Criterion B3.

64 Detailed specifics pertaining to late submissions are provided in that these are subject to grade reductions. Submissions which are late by less than 24 hours will receive a grade deduction by one letter grade and any later submissions will receive a failing grade of F. In cases where failure applies to a student experiencing mitigating circumstances, the student can appeal to the Campus Dean for an alteration of the assessment decision. Students with pre-existing special educational needs may request assessment adjustments from the Campus Dean. The team was informed that this is conducted through the Disability Request Process which makes use of an Accommodation Agreement. The Accommodation Agreement [Q-33] lists the possible concessions for the student. The student and the Campus Dean discuss and jointly agree the type of academic concessions such as extra time for assessments. Section 4.10.6 of the Academic Regulations [0-09,15a] states that in exceptional circumstances the Campus Dean may propose a change of the grade for a student with mitigating circumstances but that this would require the approval of the Assessment Board. The regulations state that reasonable accommodations are made for students with a disability to meet the legal US and UK requirements, as for example expressed in the UK Equality Act 2010. Senior staff informed the team that staff work with students if a disability is declared at entry point or during their course of study to ensure that

the student receives appropriate support. The assessment team was told that declared disabilities are mostly non-physical, [V1M1] such as dyslexia.

65 The team found that the provider has created frameworks and regulations that are appropriate for the granting of its own higher education qualifications in the form of its Academic Regulations, Student Handbook and Programme Catalogues. The Student Handbook contains comprehensive information with regards to academic standards, academic policies and procedures, and issues such as those related to readmission to study, taking leave of absence, campus support, financial obligations and legal matters. The Student Handbook is defined as the primary reference for policies and procedures relating to the student experience. Evidence of the application of regulations and policies demonstrates that they are applied consistently, for example as evidenced in the team's assessment of the application of assessment regulations and processes (see Criterion B3), programme approval processes (see criterion B2 and B3), and processes for programme monitoring and review (see criteria B2, B3 and E).

66 The definitive record of each programme is in the form of Programme Catalogues which the Academic Regulations state must be produced and approved as part of the process of programme approval or periodic review. [15] The BBA Catalogue, [A-03, Q 19] the MBA Programme Catalogue, [B2-01] the MFIN Programme Catalogue, [Q-42] MIM Programme catalogue [Q-42] and MIB Programme Catalogue set out the programme structure and learning outcomes, the teaching and learning strategy, assessment tariffs with respective weights and specifics, a programme structure map and course (module) descriptors (which include course-level learning outcomes). The Programme Catalogues serve the purpose of providing detailed information on the structure and content of each programme and its constituent courses (modules). The programme and course learning outcomes are listed systematically and in detailed form and the team was able to establish clear links between the outcomes at programme level and the course-level outcomes. As noted, the team's scrutiny of assessment rubrics demonstrates clear links between assessments and course-level learning outcomes, with programme teams being required to ensure that each assessment is designed to align to at least one of the course learning outcomes. The team was able to see from a sample of assessment tasks [MyCourses] that these relate to course learning outcomes and are marked against assessment rubrics that align to the learning outcomes that the assessment is designed to address. The team therefore found from comparison of definitive programme documentation, course outlines and assessment tasks and rubrics, that the definitive programme records are used as the basis for delivery and assessment.

67 The Student Handbook indicates that the Registrar's Office keeps and maintains all academic records and is also responsible for student records and the production of student transcripts, [A-04,15a] and this was confirmed in meetings with support staff. [V1M5,V2M5] The Academic Regulations set out the requirements for transcripts, including their content, and confirms that they include details of all courses taken by the student and their marks. The Student Handbook also provides clear and detailed information regarding the information that will be included in transcripts and student rights to be provided with them. While on their programme, students are able to print an 'unofficial' transcript which is a transcript of their grades up to that point. The 'official' transcript is provided once students have finished their studies and their award has been confirmed. The Student Handbook also confirms that the School complies with data protection legislation of both the UK and the US and will issue official transcripts to third parties on behalf of a student (for example to employers) only with the written permission of the student or alumnus. Examples of transcripts seen by the team [FQ24, FNQ05a-d] demonstrate alignment with the requirements set out in the regulations and Student Handbook, and that the student record system enables the generation of these transcripts. There is clear evidence that transcripts are provided to students and alumni. The team found that definitive and up-to-date records

of each programme are being maintained, that these are used as the basis of delivery and assessment of programmes, and there is evidence that students and alumni are provided with records of study.

Conclusions

68 The assessment team formulated its judgement against this criterion according to the process set out in *Degree Awarding Powers in England: Guidance for Providers on Assessment by the Designated Quality Body, July 2022*, in particular Annex 4.

69 The team found that the School has in place transparent and comprehensive academic frameworks and regulations to govern how it awards academic credit and qualifications. The team also found that a definitive record is maintained of each programme, which constitutes the reference point for delivery and assessment of the programme, its monitoring and review, and for the provision of records of study to students and alumni.

70 There is appropriate oversight of the Academic Regulations and policies through the governance committees, and a clear process and allocation of responsibilities for the consideration and approval of changes to regulations and policies. There is evidence of regular review of regulations and policies, and of changes being made where a need is identified. The regulations and policies are accessible to, and well understood by, staff and students, with the Student Handbook providing clear information for students that is aligned to the academic framework and regulations and is seen as a primary reference for policies and procedures relating to the student experience.

71 The School creates and maintains detailed definitive and up-to-date records of each of its programmes in the form of Programme Catalogues. The team found that these records are used as the basis for the delivery and assessment of each programme. The requirements for transcripts are set out in the Academic Regulations and examples seen by the team demonstrated alignment to these requirements. There is evidence that students and alumni are provided with records of study. The assessment team concludes, therefore, that this criterion is met.

Criterion B2 - Academic standards

72 This criterion states that:

B2.1: An organisation granted degree awarding powers has clear and consistently applied mechanisms for setting and maintaining the academic standards of its higher education qualifications.

B2.2: Organisations with degree awarding powers are expected to demonstrate that they are able to design and deliver courses and qualifications that meet the threshold academic standards described in the Framework for Higher Education Qualifications (FHEQ). Organisations with degree awarding powers are expected to demonstrate that the standards that they set and maintain above the threshold are reliable over time and reasonably comparable to those set and achieved by other UK degree awarding bodies.

The evidence considered, and why and how the team considered this evidence

73 The QAA team assessed this criterion by reference to a range of evidence gathered before and during the visit according to the process described in *Degree Awarding Powers in England: Guidance for Providers on Assessment by the Designated Quality Body, July 2022*, in particular the suggested evidence outlined in Annex 5 and Hult International Business School's submission. The team identified and considered the evidence described below for the purposes described in Annexes 4 and 5 of this Guidance as follows.

74 Specifically, the assessment team considered or assessed:

- a To determine whether higher education qualifications are offered at levels corresponding to the FHEQ, the team examined the provider's Academic Regulations, [0-09,15a] programme catalogues, [A-03, Q 19, Q-42, B2-01] the Hult rubric implementation guide, [B2-02] the external examiner report template, [B2-04, E-05] external examiner reports for MBA/MIB, [B2-04 ,B2-05a,SQ49] minutes of Curriculum Committee meetings, [B2-05b, B2-05c, B2-05c, B2-07, Q-16, Q-16] MBA Assessment Board Minutes, [B2-05e] the Ethics, Responsibility and Sustainability Curriculum Analysis, [B2-07] the BBA development timeline, [XYZ] Notes from Assessment Group, [2b third evidence] the notes from the Diogenes, Group 2a third evidence] sample grade review screenshots, [B2-03] the guide to second marking [Q-32] and the meeting minutes of the BBA periodic review held on 22 August 2022. [3] The team also observed the meeting of Curriculum Committee April 2022. [Ob01]
- b To assess whether the School takes appropriate account of relevant appropriate external points of reference and external and independent expertise, including students, in setting and maintaining academic standards, and in ensuring comparability of standards with other providers of equivalent level qualifications and to determine whether arrangements for programme approval, monitoring and review are robust, applied consistently and ensure that standards are set at a level that meets the UK threshold standards and are in accordance with the School's own academic framework and regulations, the team considered the Academic Regulations [0-09,15a] report of periodic review of BBA programme [3] and external examiners' reports, [B2-04,B2-05a, FQ49] BBA review timeline, [Q 19] Curriculum Committee minutes, [Q-16] notes of Diogenes Group [Q 19,2] and assessment group meetings, [2b] notes of BBA panel event, [03] Programme Catalogues, [A-03, Q 19, Q-42, B2-01] Curriculum Committee minutes, [B2-05b, B2-05c, B2-05c, B2-07] reports to academic board on data, [Q-85] Admissions Committee minutes,

[Q16] programme annual review reports, [SQ04] Academic governance structure. [A0-01] The team also observed a meeting of the Curriculum Committee. [Ob01]

- c To assess whether credit and qualifications are awarded only where the achievement of relevant learning outcomes has been demonstrated through assessment and that both the UK threshold standards and the academic standards of the relevant degree-awarding body have been satisfied, the team considered Academic Regulations, [0-09,15a] assessment rubrics, [Q-25] grading rubric implementation guide, [B2-02] guide to second marking, [Q-32] sample grade reviews, [Q-31, B2-03] external examiners' reports, [B2-04, B2-05a, FQ49] assessed student work, ['MyCourses' Gradebooks - myhult.edu] Terms of Reference and minutes of the Assessment Board, [Q-23] Academic Board minutes, [Q16] Awards board documentation, [10a-c] and observed the Academic Board [Ob06] and an Assessment Board Meeting. [O05]

How any samples of evidence were constructed

75 No sampling was required for this criterion as the team was able to view documentation relating to all programmes.

What the evidence shows

76 The School's current position and plans in relation to this criterion are as follows.

77 As noted under Criterion B1, the School already has in place an academic framework and regulations to govern the programmes offered, and to ensure that they are aligned to the relevant levels of the FHEQ. The School currently has no plans to make significant changes to this framework and regulations. There are existing regulations and policies relating to programme approval, monitoring and review, all aspects of assessment and external examining which have been applied at the School since the commencement of delivery of programmes leading to UK awards, in 2016.

78 The assessment team's analysis of the evidence led to the following observations.

79 The Academic Regulations [0-09,15a] set out the requirements for awards, specifying that all degrees must meet the relevant requirements of NECHE as the US regulator of its programmes, and the FHEQ, as well as meeting standards requirements of accreditation bodies. The regulations set out that the bachelor's degree offered by the School are set at FHEQ Level 6 and master's degrees at Level 7. The team's scrutiny of the postgraduate programme documents indicate that they are clearly aligned to the UK FHEQ Level 7 and this is expressed in the Programme Catalogues and in their cross-reference to the Academic Regulations. The MBA Programme Catalogue, for example, [B2-01] sets out the programme learning outcomes in terms of conceptual, applied, global, interpersonal and ethical achievements, articulating programme aims which the team found to be aligned to the expectations of outcomes at Level 7 of the FHEQ. The master's programmes have a credit requirement of 180 UK credits in line with the FHEQ and standard UK practice. The team also found that course learning outcomes have been mapped against programme-level outcomes and clearly align to the outcomes at programme level. For example, on the MFIN programme, [Q42] there is clear mapping between the course-level outcomes on the Behavioural Finance module to one of the programme-level outcomes. Recommended assessment weightings, time and word count in relation to awards are standardised in the assessment tariff tables which indicate type and volume of assessment required at different levels of programmes. The method of assessment contains three categories, all of which must be included in the assessment strategy. The team found that the standard of the postgraduate programmes, and their alignment to the FHEQ, is effectively detailed by the

required outcomes for programmes which in turn are reflected in its core and elective courses and the corresponding credits.

80 Each Programme Catalogue has an Assessment Tariff table which provides a conversion of the US academic framework into the appropriate levels of the threshold academic standards as described in the UK FHEQ. The Assessment Tariff table in the BBA Programme Catalogue [Q 19] demonstrates the equivalency of study level between the UK and US system and the respective assessment weightings and assessment types. The conversion is consistently applied so that courses at FHEQ Levels 3 and 4 correspond to courses at US Levels 100 and 200, and courses at FHEQ Level 5 and 6 correspond to US Levels 300 and 400. For the BBA, the team was not initially able to confirm the alignment with the appropriate levels of the FHEQ as the documentation, including the mapping of learning outcomes to level, did not adequately confirm this, and the course specifications did not have an indication of the FHEQ level. However, the team was able to assess that descriptors clearly correspond to Level 6 of the FHEQ. Upon further request, the School's BBA & FHEQ mapping document [Q-03] was provided, which demonstrates the respective FHEQ levels for the corresponding courses at each level, and the team was able to confirm that the courses align to the appropriate Levels (4, 5 and 6) of the FHEQ. Courses in the second and third year have a degree of variability as to the course level, for example students in their second and third year can choose to take electives at Levels 5 or 6. Specifics are provided for the specialisations in that students take a total of eight specialisation modules, of which one must be Level 5, three must be Level 6, and the remaining four will be a mix of Level 5 and 6 depending on personal choice. This programme structure overall ensures a minimum of one year of study (30 US credits/150 UK credits) at each of the three FHEQ Levels 4, 5 and 6. [Q-03] The BBA award is not classified, as is common in the UK sector, but students are awarded the degree with a grade point average (which is an average of grades on a scale ranging from 0 to 4, weighted according to the credit volume of the courses taken). Although the degree is not classified, an award with Distinction is made to students with a high GPA (above 3.6). The team found that the School's higher education qualifications are set at levels that correspond to the relevant levels of the Framework for Higher Education Qualifications of UK Degree-Awarding Bodies.

81 The programme approval process is set out in the Academic Regulations [0-09,15a] which also set out the requirements for each award and state that all programmes must be aligned to the UK Quality Code and FHEQ, relevant Subject Benchmark Statements and the accreditation standards of the AACSB and EQUIS. The regulations set out the expectations of the approval process, which consists of business approval, which considers resource issues such as availability of appropriate staffing, and academic approval by Curriculum Committee, which includes consideration of requirements of US and UK regulatory bodies. Following academic approval by Curriculum Committee, the programme proceeds to the design and development stage and the production of draft documentation. The final stage is consideration of the proposals by a panel which must include at least one external academic expert in the subject, an external member with experience of graduate employment and a student or alumni. The approval panel receives comprehensive information which includes the draft Programme Catalogue (which includes programme content, structure and learning outcomes, course outlines and learning outcomes, and details of assessment), course syllabuses for core modules and information on the resources that will support the programme, including staff and student support resources.

82 It was not possible for the team to view an approval process for a new programme as no new programmes have been introduced for a number of years. However, the team was able to assess the process for programme periodic review during the scrutiny period through the recent periodic review and revalidation of the BBA. The team found that the School underwent a comprehensive review of the BBA with the introduction of the new version of the programme for academic year 2022-23. The review process started in June

2019 with a workshop to discuss the future of the programme and some initial proposed changes, as set out in the review timeline. [Q 19] The Curriculum Committee discussed the review of the programme and proposed several changes in October 2020, including outline plans for the curriculum to be offered, [Q-16] a preliminary proposal for the basic structure in January 2021, [Q-16] and further updates on the redesign of the BBA in January 2022. [Q16] The Curriculum Committee received further details at its meeting in April 2022 [SQ01] and a team observation [Ob01] of this meeting demonstrated that the committee engaged in serious and thorough discussions about the revised BBA.

83 Following academic approval by Curriculum Committee, two working groups were created to consider various aspects of the programme, including assessment, staff needs and module content. [Q 19] A group called the Diogenes Group was created in March 2022, and this defined the credit contribution of different disciplines to the core modules. A further working group focused on assessment. Notes of the Assessment Group meetings [2b] demonstrate a rigorous consideration of the processes for assessment of knowledge and skills and how many credits to assign to the core modules. Its meeting in November 2021 lays out the credit requirements as specified by NECHE, and reference is made to UK requirements such as notional hours. It is noted for the Assessment Group's meeting held on 30 November 2021 that consideration was given to course levels and an action point from that was that levels needed to be determined to assess skills to show the progress a student makes over time across the programme. The notes from the Diogenes Group [2a] refers to discussion on the use of language to define the progress through learning and to assist in the framing of course learning outcomes at the appropriate level. The notes of these working groups demonstrate in-depth discussions around the design of the courses and the framing of content and learning outcomes to ensure that they reflect appropriate standards.

84 Following the completion of the design stages, the programme proceeded to an approval panel event. [03] This demonstrates that proposals are considered by internal and external panel members, including external academic advisers, an employer adviser and a student/alumni member. Overall, the team found that the review process followed the specifics of the Academic Regulations which set out the various stages of approval and the requirements and expectations of the approval process. The approval panel concluded with seven features of good practice, including the integration of the complex interdisciplinary system in an interconnected way. The panel imposed no conditions and made a few recommendations such as to reflect on the number and nature of assessments. The panel's discussion was recorded clearly, with the outcomes and recommendations articulated in a report. The team found that arrangements for programme approval and review are robust, applied consistently and ensure that academic standards are set at a level which meet the UK threshold standards and are in accordance with the School's academic frameworks and regulations.

85 The School has clearly developed mechanisms for monitoring the maintenance of standards of its qualifications as expressed in its regulations and frameworks [09,15] which are overseen by its committees and operations. Standards of its qualifications are expressed in the Programme Catalogues with the respective programme structures, course descriptions and associated credits. [A-03, Q 19, Q-42, B2-01] The Curriculum Committee regularly reviews existing programmes, the respective course levels and credits and receives reports from the Teaching and Learning Committee as its subcommittee. [B2-05] At its meeting on 20 April 2020, for example, the Curriculum Committee reviewed the Business Analytics major and various minor amendments at undergraduate level, and the MIB, MBA, and MDI postgraduate programmes proposed by the faculty design team. [B2-05] The minutes of the Curriculum Committee [B2-05b, B2-05c, B2-05c, B2-07] demonstrate the consideration of programme proposals, approvals and reviews and corresponding action points and a record of their completion. One such example is the integration of ethics, responsibility and sustainability into the curricula, [B2-07] themes which are required for the

institution's AACSB, EQUIS and AMBA accreditation. Committees also receive regular reports on data relating to standards, thus ensuring ongoing review and consideration of standards issues - for example, Academic Board regularly reviews data on student retention, progression, graduation and employment data [Q-85] which provides an overview of outcomes for programmes for the last four years; and Admissions Committee [Q16] receives reports with comparative data monitoring student performance against entrance qualifications.

86 In addition to the periodic review process and to ensure ongoing regular review, each programme is required to produce an annual review report [SQ04] which considers a range of issues, including those relating to standards issues, for example, details of student progression, completion and achievement, external examiners' comments and responses thereto and issues raised by other external reviews (such as reports by accreditation or regulatory bodies). The annual programme reports are considered by ASQC alongside the reports of external examiners, and programme teams are required to produce action plans in order to address issues relating to standards identified in these reports and ASQC subsequently monitors progress in implementing actions. [A0-01] The assessment team found that the School's programme approval, monitoring and review arrangements are robust, applied consistently and address whether appropriate standards are achieved and maintained.

87 The team found that assessment requirements are clearly and comprehensively articulated in the Academic Regulations. [0-09,15a] Learning outcomes are assessed at course (module) level through a combination of formative and summative assessments for which assessment briefs and approved assessment rubrics are used. Course teams are required to provide detailed assessment information [0-09,15a] in briefs, including the weighting of the assessment, the length of the assessment and how the respective learning outcomes will be assessed. Examples of assessment rubrics, at both undergraduate and postgraduate level, demonstrate systematic assessment of the intended learning outcomes. [Q-25] As noted under Criterion B1, the team found that there are clear links between assessments and programme and course-level learning outcomes, which in turn feed into assessment tasks which are required to be related to at least one of the course learning outcomes and which are marked against assessment rubrics that align to the learning outcomes.

88 The Academic Regulations [0-09,15a] indicate that grading is based on the system of grade point average (GPA) using letter grades A-F which convert to the grade points 4-0. The setting of appropriate standards for assessment is underpinned by the grading rubric implementation guide. [B2-02] This indicates the main assessment types used: analytic assignment, reflective essay, presentations and debate. The rubric guide includes a grading rubric for different forms of assessment.

89 There is a system of second marking and sample grade review to ensure consistency and fairness in grading as well as quality and consistency of feedback on student work. The sample grade review considers student work across the different Hult campuses. The guide to second marking [Q-31] provides clear information about the requirements for second grading duties and the requirement to second grade a sample of assessments from across the various grade bands. The implementation of this in practice was evidenced through a sample grade review [Q-31, B2-03] which shows which grades were reviewed with discussion points and internal marker and external examiner comments evident. The Academic Regulations also make provisions for group work in that it is required to state clearly which part of the grade is a group grade and whether an individual component is included in the grade calculation.

90 The internal grade review is further supplemented by the use of external examiners who undertake sampling and who attend and report on the assessment processes at the Assessment Boards. The external examiner reports [B2-04, B2-05a, FQ49] evidence that the grading and review processes are considered rigorous by examiners and that Hult's assessment practices are compliant with its assessment regulations. The external examiner template is designed to report on consistency and fairness of grading and asks examiners to confirm that assessments are set at the appropriate level, and to comment on the standard of student work; and that academic standards are comparable to other institutions with which they are familiar and that the level of student performance is comparable with other higher education institutions. Minutes of Assessment Boards [B2-05e] confirm that comments from external examiners are received, shared and minuted at the Board and that the Board is asked to approve the grades. External examiners reports [B2-04, B2-05a, FQ49] are generally positive about the assessment processes and confirm that standards are comparable with other higher institutions with which they are familiar. The team viewed samples of assessed student work ['MyCourses' Gradebooks - myhult.edu] and was able to confirm that the assessments are at the appropriate level and assess the learning outcomes and that the required processes for marking are followed.

91 The terms of reference of the Assessment Board [Q-23] state that the Board ensures that the institutional and programme assessment processes are followed, that the academic standards of the programme are met, that the academic standards and student performance are comparable with sector-wide expectations, the learning objectives and topics are appropriate for the level and subject area and that the assessment outcomes are appropriate and fair. The Assessment Board also reviews the feedback received from external examiners. The team found that the BBA Assessment Board Minutes from March 2022 detail external examiner oral reports and feedback for courses on the BBA Programme (with formal written reports to follow). The minutes also indicate that the Board was presented with, and discussed, comparative data on student performance and achievement of standards. [Q-23] The team observed the postgraduate Assessment Board in August 2022, which confirmed the presence of and input from external examiners and the receipt of their reports on courses for the postgraduate programmes [OB05] and confirmed their satisfaction with the assessment processes. Until recently, Academic Board was responsible for signing off all final awards. Hult has, however, recently instituted an Awards Board. Academic Board minutes relating to the meeting from August 2021 [Q-16] indicate that the establishment of the Awards Board was approved with the purpose to confer awards and provide statistical reports to Academic Board. The Board was informed that the proposal was in response to increasing variations in degree delivery times, and that it would ease the necessity for Chair's Actions to confer awards between Academic Board meetings, and provide a structured audit trail of awards. The terms of reference for the Awards Board were approved by Academic Board at its meeting in December 2021, [Q16] confirming that Awards Boards are chaired by the Dean of Academic Affairs and have delegated authority to confirm awards and setting out its primary roles in confirming awards for students who have met all requirements for a final award, and periodically providing statistical data to Academic Board.

92 The team observed the meeting of Academic Board in August 2022 [Ob06] where the Board received the recommendations from the most recent Awards Board meeting. The Awards Board documentation relating to its meetings in June and August 2022 [10d] provides composite data tables for the respective awards at undergraduate and postgraduate level with number of awards by gender and average GPA and number of distinctions. The degree award student data [10a,10b, 0c] provides a breakdown of student numbers and achievement by campus. This is in line with the above stated purpose of the Awards Board with regards to the reporting of statistical data. The data provided to the Awards Board contains a list of individual students and confirms the academic credit they have been awarded and their eligibility for an award, although there are no specific details of

completed courses. [10a-c] No external examiner is present at the Awards Board to verify that process and regulations are followed with regards to the individual awards and to oversee that students are treated equally and fairly. The senior staff told the team [V2M1] that this is because external input and scrutiny of process takes place at the Assessment Board level and that the grades have already been agreed by external examiners. Although this is different from common practice in the UK HE sector, this practice is seen as reasonable as there are no regulations or practices relating to borderline cases within the typical US higher education system, and there is no scope for adjustment of grades at award level. With the GPA average as a discrete points-based outcome, the awarded degree is based on this definitive outcome and as the awards made to students do not follow UK degree classifications, there is consequently no discussion on possible uplift for cases where students are at the borderline between classifications. From its scrutiny of documents relating to assessment processes, external examiner reports and the observation of an assessment board, the team found that credit and qualifications are awarded only where the achievement of relevant learning outcomes has been demonstrated through assessment, and that both the UK threshold standards and the academic standards of the relevant degree-awarding body have been satisfied.

93 The School has a number of mechanisms through which it involves external and independent expertise in oversight of its standards. Firstly, all programmes have external examiners who provide external and independent comment on the achievement of standards at the School. The Academic Regulations include regulations and policies [0-09,15a] on their appointment and criteria, which includes ensuring that they are sufficiently independent of the School and the programme they are being asked to examine. The regulations also set out their role, summarised as being to assure that the academic standards of the programme are met, that institutional processes are followed and that assessment outcomes are appropriate and fair. External examiners are involved in the oversight of assessment processes and are required to attend and report on the outcomes of their scrutiny at the assessment boards. They are asked to provide a formal written report that comments on a range of issues, including whether the standards are appropriate for the award, whether the assessments appropriately test the achievement of the learning outcomes, and the comparability of standards and student performance with other higher education providers with which they are familiar. Programme Directors are required to respond to examiner's comments in their annual reports. The team found that external examiners comment positively in their reports [SQ3] on the appropriateness and comparability of standards and report that the provider considers and responds to their comments.

94 As explained above, external experts are also included in processes for programme approval and periodic review. This includes external academic experts who are asked to consider whether the programme meets the appropriate standards, and students. The report of the panel event for the periodic review of the BBA demonstrated that independent external advisers were fully involved in the discussions, challenged the presenting team and made suggestions and recommendations which were responded to by the School. The team found that the School makes use of appropriate external and independent expertise in establishing and maintaining its academic standards.

Conclusions

95 The assessment team formulated its judgement against this criterion according to the process set out in *Degree Awarding Powers in England: Guidance for Providers on Assessment by the Designated Quality Body, July 2022*, in particular Annex 4.

96 The team found that the School has clear and consistently applied mechanism for setting and maintaining the academic standards of its higher education qualifications, and that the School designs and delivers courses and qualifications that meet the threshold

academic standards described in the FHEQ. This is because the School has appropriate regulations and procedures for the design and approval of programmes that ensure that threshold standards described in the FHEQ are considered and set and approved by a panel including students and external and internal expertise. Programme documentation demonstrates that programmes are set at the appropriate level of the FHEQ, although in the case of the BBA programme the FHEQ levels of the courses could be more clearly displayed in the Programme Catalogue.

97 The School has mechanisms for maintaining academic standards, including effective monitoring, review and assessment procedures. The team's observation of programme approval activities and scrutiny of programme documentation demonstrate the consistent application of these processes in practice, and evidence academic standards which meet UK threshold expectations. There are thorough assessment processes and documentation from, and observation of, assessment processes demonstrated that Assessment and Awards Boards operate in line with required process to ensure that credit is awarded only where students have satisfied assessment requirements, and where it has therefore been demonstrated that threshold standards have been met.

98 Although the team identified that there is no external examiner input to the Awards Board, it also noted that under the School's regulations (and those of its US regulator) there is no scope for marks to be amended or upgraded at the margins. External examiners are involved in assessment boards and evidence of these boards and external examiners' reports demonstrate that they are actively involved in considering and commenting on the standards achieved.

99 Use is made of independent external expertise in maintaining academic standards. The Academic Regulations require that external academic and professional advisers are involved in programme approval processes and periodic reviews as panel members, approval and review panels include an employer and students/alumni are also involved in programme approval processes as panel members. External examiners are involved in oversight of standards and scrutiny of assessment processes and are required to provide an annual report to which the School responds and which feeds into its annual monitoring processes. External examiner reports generally comment positively on comparability of standards with other providers, appropriateness of assessment methods, and confirm that the processes for assessment and the award of credit are sound. The team is satisfied that the School has demonstrated that the standards set and maintained above the threshold are reliable over time and reasonably comparable with those set and achieved by other UK degree-awarding bodies. The assessment team concludes, therefore, that the criterion is met.

Criterion B3 - Quality of the academic experience

100 This criterion states that:

B3.1: Organisations with degree awarding powers are expected to demonstrate that they are able to design and deliver courses and qualifications that provide a high quality academic experience to all students from all backgrounds, irrespective of their location, mode of study, academic subject, protected characteristics, previous educational background or nationality. Learning opportunities are consistently and rigorously quality assured.

The evidence considered, and why and how the team considered this evidence

101 The QAA team assessed this criterion by reference to a range of evidence gathered before and during the visit according to the process described in *Degree Awarding Powers in England: Guidance for Providers on Assessment by the Designated Quality Body, July 2022*, in particular the suggested evidence outlined in Annex 5 and Hult International Business School's submission. The team identified and considered the evidence described below for the purposes described in Annexes 4 and 5 of this Guidance as follows.

102 Specifically, the assessment team considered or assessed:

a Meetings were held with senior staff, [V1M1, V2M1] academic staff, [V1M2, V2M2a, M2b] support staff, [V1M3, V2M3] undergraduate [V1M4, V2M4] and postgraduate students, [V1M5, V2M4] employers and alumni. [V2M5] Observations were undertaken of Research Committee, [Ob04] Curriculum Committee [Ob01] and Teaching and Learning Committee. [Ob07] Two classes were also observed to assess theoretical and practice-based learning at different levels and on different courses of the undergraduate provision and to assess the pedagogic expertise of staff. [Ob10 and Ob11]

Design and approval of the programmes

b To assess whether the School operates effective processes for the design, development and approval of programmes, the team considered the Self-Assessment, [000] responses to first additional evidence request, [000d] the Academic Regulations [0-09,15a] and Student Handbook, [A-04,15a] the Academic Governance Structure and Membership, [A-01] Samples of minutes from main governance committees, [FQ16] the MBA Programme Catalogue, [B2-01] BBA Programme Catalogue, [A-03] Programme specifications, [FQ42] Curriculum Committee minutes, [A-06a-e] BBA 2022 Development timeline, [Q 19] BBA Curriculum design group meeting notes, [2a] BBA Assessment group meeting notes, [2b] BBA Periodic review meeting minutes (22/08/22), [3] held meetings with senior staff [V2M1] and academic staff, [V1M2, V2M2a and b] and undertook observations of Curriculum Committee [Ob01] and Teaching and Learning Committee, [Ob07] Curriculum Committee meeting minutes, [FQ38] EDOC periodic review and programme team response. [FQ40]

c To determine whether relevant staff are informed of and provided with guidance and support on the procedures for the design, development and approval of programmes and their roles and responsibilities in relation to them, the team considered the Faculty staff handbook, [FQ84] Academic Regulations [0-09,15a] BBA Programme 2022 - presentation to Faculty 1/11/22, [FQ05] BBA Curriculum design group meeting notes, [2a] BBA Assessment Group meeting notes, [2b] meetings with Academic staff [V1M2, V2M2a and b] and professional staff, [V1M3,

V2M3] and observations of Curriculum Committee [Ob01] and Teaching and Learning Committee. [Ob07]

- d To assess whether responsibility for approving new programme proposals is clearly assigned, including the involvement of external expertise, where appropriate, and subsequent action is carefully monitored, the team considered the Academic Regulations, [0-09,15a] Academic Governance structure and membership, [A-01] minutes from Curriculum Committee, [B2-05a-d] Meeting minutes - BBA Periodic Review Panel (22-08-2022), [3] Faculty Staff Handbook [FQ86] and held meetings with senior staff [V1M1, V2M1] and academic staff. [V1M2, V2M2a, M2b]
- e To establish whether the School maintains the coherence of programmes with multiple elements or alternative pathways is secured and maintained and to ensure close links are maintained between learning support services and the organisation's programme planning and approval arrangements, the team considered the MBA Programme Catalogue, [B2-01] BBA Programme Catalogue, [A-03] Programme specifications, [FQ42] Curriculum Committee minutes, [A-06a-e] BBA 2022 Development timeline, [Q 19] BBA Curriculum design group meeting notes, [2a] BBA Assessment group meeting notes, [2b] BBA Periodic review meeting minutes (22/08/22), [3] AACSB 2022 Peer Review Summary, [16ai] observations of Teaching and Learning Committee [Ob07] and meetings with support staff. [V1M3, V2M3]

Learning and teaching

- f To determine whether the School articulates and implements a strategic approach to learning and teaching which is consistent with its stated academic objectives, the team considered the Self-Assessment, [000] the minutes of the Teaching and Learning Committee, [A-07a-d] Hult Study Promise www.hult.edu/undergraduate/hult-study-promise/ Faculty Handbook, [FQ86] Hult UK employee handbook, [FQ84] BBA Programme Catalogue, [A-03, Q 19] BBA 2022 Development timeline, [Q 19] MBA Programme Catalogue, [B2-01] Hult Blue Book, [C-05] Student Handbook, [A-04,15a] Faculty Teaching and Learning Resources page overview, [B1-02] the Teaching and Learning portal, <https://mycourses.hult.edu/courses/2574248> observations of the Teaching and Learning Committee, [Ob07] programme specifications, [FQ42] AMBA 2021 Peer Review Report, [16c] the Hult Scholar Grant, [SQ18] Notes from BBA Assessment and Diogenes groups, [Q 19] Master Personal Assessment Interview template, [SQ16] London campuses - roles and responsibilities, [6d] examples of student newsletters. [12a-d]
- g To determine whether the School maintains physical, virtual and social learning environments that are safe, accessible and reliable for every student, promoting dignity, courtesy and respect in their use, the team considered the Self-Assessment [000] and response to second additional evidence requests, [000e] Hult Study Promise www.hult.edu/undergraduate/hult-study-promise/ the MyHult virtual learning environment, [my.hult.edu] the Teaching and Learning portal, <https://mycourses.hult.edu/courses/2574248> Hult disability service request process, [FQ33] Hult safeguarding policy and procedures (London Campuses), [7a and 7b] DEIB Statement and commitment, [SQ15] Orientation DIEB2022, [SQ15] details of management of international placements, [MyHult rotation: <https://my.hult.edu/s/news/summer-courses-registration-timeline-MCK2JWDXTFUVAGJSDYMNJMIJ4Y>] Prevent training, <https://learning.elucidat.com/course/6242f2bfc89e3-6242f49710ba0>] the Hult Scholar Grant, [SQ18] AMBA 2021 Peer Review MBA Assessment report, [16c]

Student handbook, [A-04,15a] Course evaluations 2020-2022, [FQ20] Hult Faculty Summit PowerPoint, [Q09] Counselling and Wellbeing team processes and procedures, [SQ14] and Master Personal Assessment Interview template. [SQ16]

- h To determine whether the School ensures that every student is enabled to monitor their progress and further their academic development, the team considered the MyHult VLE, [my.hult.edu] the Teaching and Learning portal, [<https://mycourses.hult.edu/courses/2574248>] example of student's attendance dashboard on MyHult, [FQ29] London campuses - roles and responsibilities, [6d] academic staff, [V1M2, V2M2a, M2b] support staff, [V1M3, V2M3] undergraduate [V1M4, V2M4] and postgraduate students [V1M5, V2M4] and employees and alumni. [V2M5]

Assessment

- i To assess whether there are valid and reliable processes of assessment, including for the recognition of prior learning, which enable every student to demonstrate the extent to which they have achieved the intended learning outcomes for the credit or qualification being sought, the team considered the Self-Assessment, [000] the Academic Regulations, [0-09,15a] Hult Rubric Implementation Guide, [B2-02] example of second grader review, [B2-03] Assessment board terms of reference, [FQ23a] Teaching and Learning Committee minutes, [A07a-d] Programme catalogues for all programmes, [FQ42] comprehensive rubric, [FQ25a] analytic writing rubric, [FQ25b] general debate rubric, [FQ25c] general presentation, [FQ25e] class participation, [FQ25f] reflective assignments rubric, [FQ25g] Individual marketing class assignment, [FQ25d] UG Team Marketing Assignment rubric, [FQ25h] Student handbook, [A-04,15a] Sample of assessment board minutes, [FQ23] unofficial examples of credit transfer transcripts, [FQ24] Faculty handbook, [FQ86] sample of moderated assignments on 'MyCourses' Gradebooks, [myhult.edu] Awards Board data [10a,10b,10c] and Awards Board - Academic Board report (11 August 2022). [10d]
- j To assess whether staff and students engage in dialogue to promote a shared understanding of the basis on which academic judgements are made and to ensure that students are provided with opportunities to develop an understanding of, and the necessary skills to demonstrate, good academic practice, the team considered the Faculty staff handbook, [FQ86] Student Handbook, [A-04,15a] Teaching and Learning portal, [<https://mycourses.hult.edu/courses/2574248>] Hult Study Promise, [www.hult.edu/undergraduate/hult-study-promise/] BBA Assessment Group meeting notes, [2b] 2023 Global Faculty Summit, [5a] examples of programme and assignment level assessment rubrics, [FQ25] AMBA 2021 Peer Review Report, [16c] meetings with academic staff, [V1M2, V2M2a and b] support staff [V1M3, V2M3] and students [V1M4, V1M5, V2M4] and teaching observations. [Ob10]
- k To assess whether the School operates processes for preventing, identifying, investigating and responding to unacceptable academic practice, the team considered responses to first additional evidence request, [000d] ASQC meeting minutes, [A-05a-c] AIC case summary 2019-2021, [FQ28] Teaching and Learning portal, [<https://mycourses.hult.edu/courses/2574248>] Academic Integrity guidance document, [FQ46] Example of late submission penalty applied, [FQ30] Academic essentials orientation for students, [my.hult.edu - ref 000d] meetings with academic staff, [V1 - M2, V2 - M2a, M2b] support staff, [V1M3, V2M3] undergraduate [V1M4, V2M4] and postgraduate students. [V1M5, V2M4]

- l To assess whether processes for marking assessments and for moderating marks are clearly articulated and consistently operated by those involved in the assessment process, the team considered the Academic Regulations [0-09,15a] the Faculty staff handbook, [FQ86] the Student Handbook, [A-04,15a] Teaching and Learning portal, [<https://mycourses.hult.edu/courses/2574248>] gradebook showing SGR and EXT marking, [FQ31a] Guide to second marking, [FQ31b] meetings with senior staff, [V1M1, V2M1] academic staff, [V1M2, V2M2a, M2b] support staff, [V1M3, V2M3] undergraduate [V1M4, V2M4] and postgraduate students, [V1M5, V2M4] and employers and alumni. [V2M5]

External examining

- m To assess whether the School makes scrupulous use of external examiners, including in the moderation of assessment tasks and student assessed work, the team considered the Self-Assessment, [000] the Academic Regulations, [0-09,15a] the sample of external examiner reports, [B2-04] Student Handbook, [A-04,15a] External Examiner term report example, [E-04] external examiner annual report example, [E-05] External examiner reports - summer 2021, [B2-04] PG End of year external examiner reports [SQ03a] and UG End of year external examiner reports, [SQ03b] all external examiner reports 2018-19 to 2021-22, [FQ49] external examiner - information to students. [000f, www.hult.edu/legal/terms-and-conditions]
- n To assess whether the School gives full and serious consideration to the comments and recommendations contained in external examiners' reports and provides external examiners with a considered and timely response to their comments and recommendations, the team considered Programme Annual Reports, [SQ04] Academic Governance Committee Structure (January 2022), [A-01] ASQC minutes, [A-05a, A-05b, A-05c, 15a, 15b] sample of moderation and grading documents, [FQ31b] the minutes to Assessment Boards, [FQ23] observation of the Assessment Board, [Ob05] Programme Annual Reports, [SQ04] Exchange with External Examiner on ETH6578 Course (August 2022), [SQ12] meetings with senior staff [V1M1, V2M1] and academic staff. [Vi1M2, V2M2a, M2b]

Academic appeals and student complaints

- o To assess whether the School has effective procedures for handling academic appeals and student complaints about the quality of the academic experience; that these procedures are fair, accessible and timely, and enable enhancement, the team considered the Self-Assessment, [000] Academic Governance Committee Structure, [A-01] responses to first additional evidence requests, [000d] Academic Regulations, [0-09,15a] the Student Handbook, [A-04,15a] meetings with students, [V1M4, V1M5, V2M4] example of response to low satisfaction reported in weekly survey, [FQ50] the Student Complaints Policy, [<https://hult.edu/legal/terms-and-conditions>] meeting with undergraduate [V1M4,V2M4] and postgraduate students [V1M5, V2M4].
- p To assess whether appropriate action is taken following an appeal or complaint, the team considered the Self-Assessment, [000] responses to first additional evidence requests, [000d] Academic Regulations, [0-09,15a] the Student Handbook, [A-04,15a] meetings with students, [V1M4, V1M5, V2M4] Example of response to low satisfaction reported in weekly survey, [FQ50] the Student Complaints Policy, [<https://hult.edu/legal/terms-and-conditions>] meetings with senior staff [V1M1, V2M1] and academic staff, [V1M2, V2 - M2a, M2b] undergraduate [V1M4, V2M4] and postgraduate students. [V1M5, V2M4]

How any samples of evidence were constructed

103 A sample of student assignments, and the marking and moderation, was reviewed on MyCourses gradebook; all assignments were accessible, and the team reviewed a sample from each programme.

What the evidence shows

104 The School's current position and plans in relation to this criterion are as follows.

105 All campuses of Hult International Business School, Inc share the same programmes, infrastructure and support services and institutional committees operate across campuses, with representatives from the School on each. Therefore, the School shares quality assurance processes with the other Hult campuses, including Ashridge which is currently the School's degree-awarding body.

106 Academic and professional staff at the School have multiple opportunities to participate in cross-campus engagement activities (such as regular all staff meetings, and the Faculty Summit), to contribute to curriculum development and quality assurance processes and to serve on cross-campus committees.

107 The assessment team's analysis of the evidence led to the following observations.

Design and approval of programmes

108 Hult's vision, strategy, mission and core values are global and international - and students are attracted to the 'Hult-DNA' mindset - namely, global, self-aware, entrepreneurial, person growth orientated and ethical. [000] Programmes and courses are designed to reflect and operationalise this Hult mindset, [B2-02, A-03] with strong emphasis on employability, current industry experience and professional development running throughout the provision.

109 The process for approving new programmes is set out in the Academic Regulations. [0-09,15a] The process is broad ranging, encompassing outline approval, business approval and full academic approval which includes scrutiny by a panel. [0-09] Outline approval considers strategic fit, programme titles, coherence and currency of proposed curriculum and any regulatory or accreditation requirements. [15a] Business approval is not formalised. The President of Hult makes the decision to proceed with the development and to confirm that the necessary resources will be made available. [000d] Curriculum Committee is responsible for academic approval and ensuring that a new programme meets academic regulations, UK and US regulatory standards and the standards of relevant accreditation bodies; it also ensures that definitive programme records are produced and maintained, requiring the production of standard documentation in Programme Catalogues. [15a] Core courses are part of full programme approval, but elective courses can be approved before, during or after full programme approval, by agreement of Curriculum Committee. [0-09] The regulations also distinguish between major and minor modifications, with any major modifications including changes to programme level learning outcomes, programme structure or change in delivery mode. [15a] All major and minor modifications are considered by Curriculum Committee, but in instances where modifications are major, they are considered by Academic Board. [15a] Major modifications which impact on more than 25% of a programme must go through the periodic review process. The team found that there are effective processes for the design, development and approval of programmes.

110 Following business and academic approval by Curriculum Committee, the proposal proceeds to an approval event. The Academic Regulations [0-09,15a] include details of the roles and responsibilities of the programme approval panel, which consists of a Chair, Secretary, student or alumnus, three academic staff who are independent of the programme under scrutiny (one to lead on issues relating to equity and sustainability) and external

advisers, including at least one with expertise in the subject area and one with experience of graduate employment. The panel is provided with information on programme approval through the Academic Regulations, [0-09,15a] which explain the purpose of the panel and how it operates. Staff are also briefed on the programme design and approval processes through the Faculty Handbook, [FQ86] presentations to staff during the development process, [FQ05] and through participation in working groups on curriculum design and assessment. [2a,b] The team also found from meetings with academic staff [V1M2, V2M2a and b] and professional staff, [V1M3, V2M3] and observations of Curriculum Committee [Ob01] and Teaching and Learning Committee [Ob07] that all staff are kept well informed of developments and that a range of individuals had opportunities to contribute their expertise to these developments, as members of the groups looking at content and assessment or as members of the approval panel. The assessment team found that relevant staff are informed of and provided with guidance and support on programme design and approval processes and their responsibilities.

111 The governance of design and approval is clearly demarcated and explicit. [000, A-01] The Curriculum Committee is responsible for scrutiny and approval of curriculum issues, and it appoints a Validation Panel to undertake the detailed scrutiny of proposal documentation. [0-09, 15a] The Curriculum Committee's terms of reference and membership are set out in the Academic Governance Structure, [A-01] which indicates that there is one undergraduate and one postgraduate elected staff representative from the School. Curriculum Committee also ensures that provision has appropriate learning and teaching approaches [A-01] and approves overall teaching, learning and assessment strategies. [A-06a-e] As evidenced in the Curriculum Committee documentation, detailed minutes are recorded of discussions and of any decisions taken or actions required. [A-06a-e, Ob01] The team found that responsibility for approval of new programme proposals is clearly assigned.

112 The team reviewed evidence of the periodic review panel, for the BBA programme in August 2022. [3] Minutes from the panel demonstrate a thorough and rigorous process, with engagement from a variety of stakeholders, including external reviewers and current external examiners. In common with practice in much of the higher education sector, the panel concluded by making commendations, conditions and recommendations. There were no conditions and a series of meaningful and applicable recommendations, most notably to reflect on the degree of coaching and assessment activities and to articulate better the ways that topics have been grouped together. [3] The programme approval process includes approval of Programme Catalogues which, following approval, courses and programmes are presented in various places, such as MyHult, the Student Handbook. [A-04,15a] and the Hult webpages. [Hult.edu] Programmes are set out in great detail in the Programme Catalogues, which outline approaches to learning, teaching and assessment and set out details of all of the courses. [FQ42] The team reviewed the BBA [A-03] and MBA [B2-02] Programme Catalogues and found that the programme structures are clearly articulated. This includes information on the status of modules (core or elective) and the student's route through the programme in terms of selection of electives and the requirements for completion of prerequisites are clearly set out. Students [V1M4] demonstrated to the team a good understanding of the structure of their programme, how the level of challenge increases by level and how modules at the different levels relate to each other in terms of the requirements for their award. The team found that the programme catalogues provide a coherent presentation of the programmes.

113 During the assessment period, the team followed the design, development and early implementation of the reviewed and revalidated BBA programme. [Q 19, 3] This demonstrated clear strategic leadership from the School's executive team, positive and effective engagement with School staff and collegiate reflection and design and review by academic and professional staff at Hult UK. [FQ05] This collegiality, inclusiveness and strategic leadership were evident during observations of both Curriculum Committee [Ob01]

and Teaching and Learning Committee. [Ob07] Working groups, consisting of staff from academic and professional support staff from the School and the wider campuses, undertook purposeful activities and discussions to design aspects of the new programme and to ensure appropriate consideration of learning support needs. [Q 19] The Faculty Summit in 2022 was one of the main ways that the wider institution sought to engage with and collaborate on the BBA programme design with discussions taking place involving academic and professional staff. [FQ61, SQ09] The assessment team found that the School engages all staff to innovate and build student and industry-focused provision. This was also noted in the recent AACSB review report, which commends the way that 'support staff are focused on ensuring high quality support to faculty in order to enable the provision of a first-class experience for students'. [16ai] The team found that close links are maintained between learning support services and the programme planning and approval processes. The UNPRME report details Hult's mission, goals and priorities for learning and teaching. [0-11] This outlines how ethics, responsibility and sustainability are mapped across the programmes, and this integration of strategic priorities is commended in the most recent AMBA peer review report. [16c] The Hult Strategy map [0-12] identifies an institutional priority to enhance teaching excellence, by increasing staff engagement, designing outstanding student experiences and influencing the 'responsible management agenda'. Senior staff articulate a strong commitment to these institutional values and priorities [V1M1] which are recognised and understood by academic [V2M2a and b] and professional support staff. [V2M3] There is also a clear focus on industrial and business experience embedded into all of the programmes, as evidenced in the Student Handbook [A-04, 15a] and the Programme Catalogues. [A-03, B2-01]

Learning and teaching

114 Details of the School's approach to learning and teaching is further set out in the Faculty Handbook, [FQ86] the Student Handbook [A-04, 15a] and the School's employee handbook. [FQ84] There are also details and supporting resources relating to learning on the Teaching and Learning portal. [<https://mycourses.hult.edu/courses/2574248>] While each has a somewhat different presentation, focus and intended audience, there is a strong base of values, ethics and commitment at the heart of all of these documents. The Student Handbook, for example, highlights three key areas through which the School aims to support its stated objectives: learning through challenge, global focus and supporting growth of self and others. Likewise, the Hult Blue Book, which is provided to all new staff, [C-05] details core values and states that Hult seeks to 'provide a transformational educational experience by bringing together people, cultures, and innovative ideas from all around the world'. [C-05]

115 Although there is not a formal learning and teaching strategy, academic staff are supported in multiple ways to understand and enact the School's learning and teaching philosophy and what it terms the 'Hult Mindset' through a wide range of CPD activities and through the large and interactive Teaching and Learning portal. [B1-02] [<https://mycourses.hult.edu/courses/2574248>] Programme Catalogues also detail approaches to curriculum development and practice-based learning [B2-01, Q 19] and staff can develop their classes in line with these prescribed curricula and their own expertise. [Ob10, Ob11, V1M2a and b]

116 Learning and teaching activity is overseen by the Teaching and Learning Committee, the responsibilities of which include proposing teaching and learning strategies, developing policies relating to academic staff development, developing effective pedagogy and learning innovation, and having oversight of learning support services and the student environment. The team's scrutiny of the Teaching and Learning Committee's minutes and papers, [Q16] and observation of a meeting of the committee [Ob07] demonstrated that meetings are aligned to its terms of reference and that the committee takes an active role in overseeing approaches to pedagogy and monitoring the student experience. The Teaching

and Learning Committee provides regular reports to Academic Board. The team found that there is a strategic approach to learning and teaching which is consistent with the organisational objectives.

117 As demonstrated by a tour of facilities and resources at each campus, [Resource Tours] written details of the rooms and facilities provided, [8a-c] and meetings with students, [V1m4,M5,VsM4] the team confirmed that the School provides appropriate physical teaching and learning facilities at each campus. These include teaching rooms, staff rooms, rooms for private meetings, open meeting spaces, IT facilities and social and recreational spaces. The libraries at each campus are relatively small; however, the School's strategy is to increase its online provision so that students have access to eBooks and journals to support their studies in addition to the on-campus physical resources. Students [V1M] told the team that requests for new library resources are normally responded to positively. The team was also given access to the VLE through MyHult and found that this provides comprehensive information and guidance for students on facilities and resources, learning materials, links to policies and regulations, programme and course information, links to library resources such as eBooks and journals, and a link to the careers portal. The thorough induction [FQ13] introduces students to the available facilities and resources and ensures that they understand what is available to them and how to access them. Students told the team that their programme director also talks to them about how to find what they need to support their studies, and that all students are required to complete an introductory course (MyCourses Essentials) as part of their induction on how to use the VLE appropriately and how to access information and policies. [V2M4] The team found that the School maintains physical, virtual and social learning environments that are safe, accessible and reliable for students.

118 Students are able to monitor their progress in a number of ways. Firstly through the feedback they receive on assessments, and opportunities to meet with staff to discuss assessments and their performance. Students told the team that they can book meetings with academic staff and can also talk to one of the advisers in the student support team [V2M4] who can arrange additional support such as with academic writing, if a need is identified. Through MyHult, students are able to check their grades, view feedback and understand their overall performance. Student progress is monitored regularly and students who are identified as falling below a satisfactory grade point average are placed on 'academic probation' which is designed to be a supportive process which aims to help them to improve their performance. Meetings take place with the student to agree a plan to help them to get back on track. The team found that every student is enabled to monitor their progress and further their academic development.

Assessment

119 Assessment policies and practices have clear and well demarcated lines of governance responsibility. [000] Academic Board has oversight of student performance and ASQC approves and reviews regulations and policies that impact on assessment. [A-01] Teaching and Learning Committee develops and proposes assessment strategies and Curriculum Committee has overarching responsibility for their approval. Academic Integrity Committee conducts reviews of suspected bad academic practice and reports into ASQC. [A-01, FQ28] Assessment performances are considered at Assessment Boards. [FQ23, Ob05] Student achievement is recorded on Awards Board documentation which enable performance comparison across courses, programmes and campuses. [10a, b, c & d]

120 Assessment policies and procedures are set out clearly in the Academic Regulations [0-09,15a] and outlined to students in the Student Handbook [A-04,15a] and to staff in the Faculty Staff Handbook. [FQ86] The latter details the values and practices that underpin assessment approaches, as well as procedures for appeals, rubrics and online

examinations, how Assessment Boards and external examiners operate and provides a sample grade review. [FQ86]

121 The Recognition of Prior Learning Policy (RPL) and procedure is set out in the Academic Regulations, [0-09,15a] which state that the School makes use of a transfer credit system for certified or experiential learning [0-09] that approves and accredits previous learning. These credits can be transferred across programmes and from other institutions, usually prior to matriculation on a programme. The usual maximum of transfer credits is specified as 60 US credits at undergraduate level and 12 US credits at postgraduate level. The team was told that credit transfer is rare for postgraduate [V1M] but is used at undergraduate level. Courses that are transferred in are excluded from the calculation of the GPA. [0-09, 015] The specifics on volume, nature and required evidence for transfer credits are provided on the School website. In exceptional circumstances students can transfer in courses after matriculation, but there are specific requirements such as courses must have been taken at AACSB accredited schools. The Admissions Committee is responsible for approval of RPL, but may delegate consideration of straightforward cases to the admissions team. The team reviewed samples of documentation for credit transfer applicants [FQ24] which demonstrate that the School effectively and systematically maps modules and credits taken previously at a different institution to its courses and programmes.

122 While curriculum and learning outcomes are defined by the programme specifications, assessment tasks can be determined by the course leader and programme teams [000] subject to some principles, including requirements relating to alignment to learning outcomes and specifications on appropriate lengths. This gives a level of flexibility to enable tutors to design assessments that meet the needs of the specific students and the programme at the School. While this can lead to courses with multiple small-credit assignments, it is something that both students and academic staff said they value very highly. [V1M2, V2M2a & b, V1M4] Assessment design must fit within the expectations of the institutional assessment strategies and utilise the standardised assessment rubrics. [FQ25] All staff are encouraged to contribute to institution-wide activities to shape learning, teaching and assessment, as evidenced in the BBA curriculum development and the Faculty Global Summit. [2b, 5a] Likewise, the Teaching and Learning portal provides excellent examples and guidance on innovative, rigorous and student-centred assessment designs. [<https://mycourses.hult.edu/courses/2574248>] The team reviewed samples of assignments that demonstrated real-world application and the development and articulation of knowledge, skills, behaviours and experiences appropriate for the world of work. [Gradebook - mycourses] Given the existing expertise in online delivery that exists within the wider organisation, the School was able to shift assessment activities effectively and speedily during the pandemic and this is outlined in the 'Hult Study Promise' [www.hult.edu/undergraduate/hult-study-promise] which sets out commitments to supporting students in the event of disruption caused by COVID, and this was supported in feedback from students. [V1M4, V2M4]

123 Assessment tasks are explicitly linked to course learning outcomes, thus ensuring that students need to demonstrate that they meet each course-level learning outcomes. [000] There is some flexibility in how tutors design assessments, but this is within the confinements stipulated in the Programme Catalogue. [A-03, B2-01, FQ42] To ensure consistency of marking and moderation, generic undergraduate assessment rubrics have been developed for the four main assignment types offered at the School: analytical essays, reflective essays, presentations and debates, with columns describing submitted work that is excellent, good, satisfactory, inadequate and unacceptable. [B2-02] There is also an assessment rubric which is updated annually [FQ25a] and the team also reviewed specific rubric templates for analytical writing, [FQ25b] general debate, [FQ25c] general presentation, [FQ25e] class participation, [FQ25f] reflective assignments, [FQ25g] individual marketing, [FQ25d] and group marketing. [FQ25h] All rubrics outline the five potential grade

outcomes as well as the assessment criteria - and the latter are each awarded a percentage of the final mark. The team found the rubrics to be comprehensive as they support systematic assessment of intended learning outcomes, provide clear links between the assessment and learning outcomes and clearly set out the expectations for each grade level. There is clear support and guidance on assessment design and feedback for all staff on the Teaching and Learning portal. [<https://mycourses.hult.edu/courses/2574248>] The team found that there are valid and reliable processes for assessment, including for the recognition of prior learning, which enable students to demonstrate the extent to which they have met the learning outcomes.

124 Information on assessment is provided to students in a number of ways, including through the Academic Regulations, [0-09,15a] in the Student Handbook [A-04,15a] and through the assessment briefs. The Student Handbook provides clear information on the grading system and the processes by which student work is assessed. Examples of marked student assessments seen by the team demonstrate that students receive appropriate feedback which helps them to understand how their marks have been arrived at and how they might improve. Students [V1M4, V1M5, V2M4] confirmed that they receive helpful and timely written feedback and also told the team that they can request to talk to tutors about their assessments and thus gain additional insight into how assessment decisions have been made. The team found that staff and students promote a shared understanding of the basis on which academic judgements are made.

125 The 'Honor Code', as outlined in the Student Handbook, [A-04,15a] sets out expectations in relation to academic integrity - and this provides guidance on what plagiarism and bad academic practice entail, as well as how cases are reviewed and the potential sanctions. The Academic Integrity Committee operates as a case management working group rather than a committee per se. The committee has a set of Guidelines [Q-46] which include a three-level system of categorising cases - poor academic practice, academic misconduct and serious misconduct. The corresponding sanctions per level are detailed in the Academic Regulations, [0-09,15a] for example the most severe cases of major academic misconduct (such as cheating in an examination or making use of an essay mill) may lead to the dismissal of the student. Academic Integrity Cases are collated and monitored across campuses and data [FQ28] shows a disproportionately high number of suspected cases at the London undergraduate campus in 2020-21 (349 cases across a student body of 1,000). However, the team was told by senior staff [V1M1] that most cases were first offences, attributable to poor academic practice, and that students are mostly asked to rewrite and resubmit the assignment. Senior staff also informed the team that preventative measures are taken to avoid academic dishonesty, [V1M1] including making it compulsory for all assignments to be submitted through Turnitin. The team also noted that following ASQC consideration of plagiarism cases at its meeting of October 2020, [Q16] a MyCourses site on 'plagiarism education' was developed. Students [V1M4,V1M5] demonstrated to the team that they have a good understanding of what constitutes bad academic practice and of the possible penalties. They also confirmed that academic integrity is covered during induction (there is a compulsory session on good academic practice that students have to attend as part of induction) and that every assessment has a statement about academic misconduct and requires students to confirm that it is their own work. Students who have concerns in this area are able to book sessions with Academic Writing Tutors who can provide guidance on avoiding plagiarism, including, for example, how to properly reference sources. [V1M4, V1M5] The team found that there are appropriate processes for preventing, identifying and responding to unacceptable practice and that students are provided with opportunities to develop an understanding of, and skills to demonstrate, good academic practice.

126 Hult operates a three-level approach to marking - first marking, second marking and external examiner scrutiny. All assessment submissions are submitted through Turnitin, and marking and moderation are completed online. Marking is undertaken by the course leader,

who enters provisional marks onto MyCourses, 15-20% are then second marked. Second markers are supported through the process through effective online training, as evidenced in the guide to second marking [FQ31] which sets out the role and responsibilities of the second marker as well as explaining the technical aspects of how to use and record comments on MyCourses. External examiners review a further sample. An example of a second grading review screenshot details how first marker and second marker, as well as the external examiner, contribute towards the agreed final mark. [B2-03] This demonstrates a systematic and well recorded process of first and second marking and external examiner scrutiny of marks and confirmation that satisfactory outcomes have been agreed. Observation of an assessment board [Ob05] and minutes of assessment boards [B2-05e, Q23] demonstrate that boards consider marks, discuss external examiners' comments and review their reports, approve grades and identify course enhancements.

127 The team reviewed a sample of moderated student assignments. ['MyCourses' Gradebooks - myhult.edu] Feedback is clear, appropriate for the level and developmental [myhult.edu] Students commented very positively about their experiences of feedback, in particular the ways that it helps them understand how to improve subsequent submissions. [V1M4, V1M5, V2M4] Despite a few exceptions noted elsewhere in the report, external examiners comment positively on the rigour and accuracy of feedback and the effectiveness and consistency of application of the moderation process. [FQ49] This is supported by the recent AMBA report, which states that Hult 'encourages timely and regular verbal feedback to students regarding particular or general performance'. [16c] The team found that there are clearly articulated processes for marking and moderation which are consistently operated.

External examining

128 The Academic Regulations set out the appointment, roles and responsibilities of external examiners. [0-09, 15a] There is at least one external examiner for each of the programmes and these examiners have explicit responsibility to ensure that all assessment outcomes are appropriate and fair. [0-09] Programme teams receive the relevant termly and annual external examiner report and are expected to produce a written response. [0-09] Examples of 2021 external examiner reports, [B2-04] an external examiner termly report [E-04] and annual report [E-05] provide evidence of external examiners commenting on assessment tasks, moderation processes and assessment outcomes. The Student Handbook briefly outlines the way that external examiners review moderated student work as part of the three-tiered approach to grading. [15a] There is further detail for students on the Hult webpages, [000f, <https://www.hult.edu/legal/terms-and-conditions>] where external examiner reports for all undergraduate and postgraduate programmes are accessible to students and prospective students.

129 There is strong and ongoing engagement between programme teams and their external examiners, with regular meetings, moderation activities and Assessment Board engagement. External examiners feel able to raise concerns and, as evidenced in their annual reports, they generally feel that any concerns they raise are dealt with effectively. [FQ49] There was evidence of criticality and suggested improvements in the examiners' end-of-year reports reviewed by the team. Examples of issues raised include, for example, an external examiner requesting more detail on the internal moderation process, [B2-04] an annual external examiner report [E-05] noting the lack of notes taken when awarding marks for class participation, and a termly report which notes some variability in study materials across courses. [E-04] Other examples included some concern about the number of small or zero credit assessment tasks on some of the modules, and the lack of written feedback or criteria for class participation assessments. [SQ03a, SQ03b, FQ49] An example of some concerns raised by an examiner in August 2022 demonstrated that the Dean of Academic Affairs provided a detailed and prompt written explanation about the issues raised and that the examiner was able to confirm satisfaction with the response provided. [SQ12]

130 The team reviewed all external examiner reports from the last three years [FQ49] and these confirm external examiner involvement in the moderation and assessment process. This was further evidenced in the sample of moderation and grading documents, [FQ31b] the minutes of Assessment Boards [for example, FQ23] and the observation of the Assessment Board. [Ob05] External examiner reports are considered in Programme Annual Reports, as one of the external reference points that enables teams to reflect on provision across the year. [SQ04] Annual reports demonstrate thoughtful engagement with external examiner comments, both to assure quality of marking and moderation and to inform enhancement and action planning. [SQ04] These annual programme reports, alongside the external examiner reports themselves, are received and scrutinised by ASQC. [A0-01] ASQC is also responsible for agreeing and then monitoring action plans that result from external examiner reports. [A0-01] There are standing items on ASQC agendas under 'Programme Outcomes' where these activities are considered. [A-05a-c,15a,15b] The team concluded that the School gives thoughtful and rigorous consideration of comments, commendations and recommendations contained in external examiner reports and that these reflections are captured and scrutinised effectively at various levels of the institution and the formal governance structure. The team found that scrupulous use is made of external examiners, including in the moderation of assessment and that full and serious consideration is given to external examiners' comments and recommendations.

Academic appeals and student complaints

131 ASQC has oversight of the implementation of academic regulations and the approval and monitoring of policies and procedures related to complaints and appeals. [A-01] The appeals and complaints policies are set out in the Academic Regulations. [0-09, 15a] There is a three-stage internal student complaint process which includes informal, formal and internal review by the President (with 14 days between each stage) and if the student remains dissatisfied, external review through the Office of the Independent Adjudicator (OIA). There is a stated intention to resolve complaints at the informal stage wherever possible. [0-09]

132 The Student Handbook outlines how students can appeal course grades and refers to the Academic Regulations, but there is no detail in the Student Handbook on the complaints policy or procedure. [A-04,15a] However, there is clear and accessible detail on the student VLE and the School's webpages, [<https://hult.edu/legal/terms-and-conditions/>] including the policy and a complaint form. Students [V1M4, V1M5, V2M4] indicated that they know how to access information on complaints and appeals and that there is a portal through which they can submit a formal complaint as well as there being opportunities for students to raise complaints more informally directly with staff.

133 There are no examples of formal complaints in recent years and no cases from the School have been escalated to the OIA. This is due to the size of the institution, the institutional culture and the relationships the School cultivates between students and staff, the various ways that students are able to raise concerns, and the School's explicit strategies to uncover and tackle any concerns early and informally. [15b, M2] The School claims to be 'highly responsive to initial demonstrations of student dissatisfaction, which generally prevents prolonged frustration and escalation'. [000d] This claim was substantiated in all meetings with students, [V1M4, V1M5, V2M4] who feel that they are able to raise issues and that anything they raise is dealt with speedily, as well as by the fact that no complaints have been escalated to the formal stage in recent years.

134 The School operates a short pop-up satisfaction survey directed at a sample of students each week. Any score below a certain level is passed on to the campus programme team for consideration. The Programme Manager invites students to an informal meeting to discuss their concerns. Potential solutions are discussed and actioned. [000d, V1M2, V1M4] The team was provided with a documented example of this process which showed this

working effectively with a specific student and which demonstrated a timely, effective and student-centred response to the issue raised as the tutor involved arranged a meeting with the student to talk through the issues and to draw up some plans that might help them in the future. [FQ50]

135 The assessment appeals policy and procedure are set out in a clear and accessible manner in the Academic Regulations [0-09,15a] and the Student Handbook. [A-04,15a] This outlines effectively what is in and out of scope for an assessment appeal, timescales, processes and potential outcomes. Appeals can be submitted on the basis of mitigation, administrative error or an assignment not being run in accordance with the Academic Regulations. [0-09,15a] A confidentiality statement is included within these regulations. [0-09] Students wishing to submit an academic appeal are encouraged to contact their Programme Manager initially and arrange to speak to a member of staff to seek clarity on the reasons for the marks. An academic appeal is initially processed by the campus Deanery and referred to the Campus Academic Integrity Committee (AIC) which considers the case (which may be fully or partly upheld; or not upheld). Students can appeal to ASQC against AIC's decision. There is a 14-day turnaround for these stages. If not satisfied with the outcome the student is told of the right to escalate externally to the OIA. In line with complaints at the School, there have been no formal appeals in recent years. This is largely because staff provide detailed feedback to students and provide opportunities for them to have face-to-face discussions about feedback with their course and personal tutors, so that any student concerns about assessment grades are dealt with early and informally.

136 In relation to both complaints and appeals, students feel confident to raise concerns with staff and positive about the approach that Hult UK takes. [V1M4, V1M5, V2M4] Despite the lack of recent examples of appeals or complaints, the team was able to confirm from a number of examples that where students have raised issues informally, appropriate action is taken. The team found that there are effective procedures for handling complaints and academic appeals and that these are fair, accessible and timely.

Conclusions

137 The assessment team formulated its judgement against this criterion according to the process set out in *Degree Awarding Powers in England: Guidance for Providers on Assessment by the Designated Quality Body, July 2022*, in particular Annex 4.

138 The School has demonstrated that it is able to design and deliver programmes that provide a high-quality academic experience to all students from all backgrounds and that learning opportunities are consistently and rigorously quality assured.

139 The School has designed clear and rigorous policies and processes for the design, development and approval of new courses and programmes. These processes are designed to ensure the commitment to allocation of appropriate resources, academic credibility, business and industry credibility and the development of innovative and student-centred curriculum. The responsibility for approval of new programme proposals is clearly assigned and close links are maintained with learning support services and academic staff through consultation and working groups to ensure appropriate consideration of learning support needs.

140 Teaching, learning and assessment are coordinated and led by the wider Hult organisation. This provides opportunities for students and staff to have a genuinely international experience and to share good and innovative ideas and practice. Curriculum is prescribed across campuses, but students and staff have a significant degree of autonomy to develop learning and assessment to suit their personal, professional and local contexts. The School provides appropriate physical teaching and learning facilities at each campus with the virtual learning platform (MyHult) providing comprehensive resources for students

and staff. Students are able to monitor their progress through meetings with staff and advisers and through checking grades and viewing feedback on MyHult.

141 The School operates valid and reliable processes of assessment, including that for the recognition of prior learning, with Academic Board having oversight of student performance and ASQC approving and reviewing regulations and policies that impact on assessment. There are appropriate processes for preventing, identifying and responding to unacceptable practice, and students are provided with opportunities to develop an understanding of, and skills to demonstrate, good academic practice. Although there are strategies for supporting students in this area, the number of academic integrity cases remains high at the School.

142 The School makes scrupulous use of its external examiners. External examiners are involved in moderation and assessment and their reports are considered as part of annual programme review with ASQC being responsible for agreeing and monitoring actions based on external examiner recommendations.

143 There are clear and accessible complaints and appeals policies and procedures. The timescales for handling complaints or appeals would support timely decisions. While there were no formal complaints to review, evidence demonstrated that complaints are taken very seriously. Any dissatisfaction or issues raised by students are investigated in an appropriate, timely and proportionate manner. Students are invited to discuss their concerns and any actions or deliberations are communicated to students. The examples the team reviewed demonstrated that, where issues are raised through weekly student evaluations in particular, student concerns enhance wider School practice. The assessment team concludes, therefore, that the criterion is met.

Criterion C: Scholarship and the pedagogical effectiveness of staff

Criterion C1 - The role of academic and professional staff

144 This criterion states that:

C1.1: An organisation granted powers to award degrees assures itself that it has appropriate numbers of staff to teach its students. Everyone involved in teaching or supporting student learning, and in the assessment of student work, is appropriately qualified, supported and developed to the level(s) and subject(s) of the qualifications being awarded.

The evidence considered, and why and how the team considered this evidence

145 The QAA team assessed this criterion by reference to a range of evidence gathered before and during the visit according to the process described in the *Degree Awarding Powers in England: Guidance for Providers on Assessment by the Designated Quality Body, July 2022*, in particular the suggested evidence outlined in Annex 5 and Hult International Business School's submission. The team identified and considered the evidence described below for the purposes described in Annexes 4 and 5 of this Guidance as follows.

146 Specifically, the assessment team considered or assessed:

- a To assess whether the School has appropriate staff recruitment practices, that it has made a rigorous assessment of the skills/expertise required to teach all students and has sufficient staff to teach its students, the team considered the Hult UK Employee handbook, [14a] Very Blue Book, [C-05] Very Pink Book, [14c] Faculty teaching and learning resource page overview, [B1-02] information on academic staff (Workbook), [FQ54] Hult Annual Faculty Performance Review Template, [C-06] Faculty Annual Review Example, [C-07] meetings with senior staff [V1M1, V2M1] and with academic staff. [V1M2, V2M2a, M2b]
- b To assess whether staff have appropriate academic and (where applicable) professional expertise; whether staff actively engage with the pedagogic development of their discipline knowledge; whether there is understanding of current research and advanced scholarship and that such knowledge and understanding directly informs and enhances their teaching; and that there is active engagement with research and/or advanced scholarship, the team considered the Self-Assessment, [000] Academic Regulations [0-09,15a] Student Handbook 2022-23, [15a] AACSB Standards for Accreditation 2018 (see Standard 15), [C-01] EQUIS Standards for Accreditation 2019 [C-02] and EQUIS 2021 accreditation letter, [FQ58] AACSB Peer Review summary 2022, [16ai] AACSB Peer review team report, [16aii] EQUIS Peer Review report 2021, [16b] AMBA 2021 Peer Review MBA Assessment Report, [16c] Faculty teaching and learning resource page overview, [B1-02] Teaching and Learning portal, [<https://mycourses.hult.edu/courses/2574248>] Inspiring Pedagogy Schedule, Faculty Summit January 2019, [C-03] 2019 Global Faculty Summit - Kick-off, [C-04] Faculty Summit agenda 2022), [FQ61] Hult Blue Book, [C-05] Hult Annual Faculty Performance Review Template, [C-06] Faculty Annual Review Example, [C-07] New Managers Training Email Comms, [C-08] AACSB Confirmation of Continued accreditation, [C-06] AMBA Confirmation of Continued accreditation, [C-08] the Faculty Data List (Workbook), [FQ54] the Hult UK Staff Organisation chart, [FQ55] Course Evaluations, [FQ20] All staff Level 1 safeguarding training, [FQ62a - All staff

level 1 safeguarding] Example of staff CPD session, [FQ62b] Staff elective options, [FQ62c] BBA Curriculum design group meeting notes, [2a] BBA Assessment group meeting notes, [2b] BBA Periodic review meeting minutes (22/08/22), [3] London campuses - roles and employees 2022. [6d] Meetings were also had with senior staff, [V1M1, V2M1] academic staff, [V1M2, V2M2a, M2b] support staff, [V1M3, V2M3] undergraduate [V1M4, V2M4] and postgraduate students [V1 - M5, V2 - M4] and employers and alumni. [V2M5] Observations were undertaken of Research Committee [Ob04] and Teaching and Learning Committee [Ob07] London campuses - roles and employees. [6d]

- c To assess whether staff have opportunities to engage in reflection and evaluation of their learning, teaching and assessment practice, and development opportunities aimed at enabling them to enhance their practice and scholarship, the team considered the Research Strategy map, [FQ07] Hult Research Fellow role, [FQ59] 2023 Global Campus Summit email, [5a] Hult Annual Faculty Performance Review Template, [C-06] Faculty Annual Review Example, [C-07] 2018 Barcelona Campus Summit information email, [5b] Example of staff CPD session, [FQ62b] Faculty Data List (Workbook), [FQ54] Faculty teaching and learning resource page overview, [B1-02] Teaching and Learning portal, [\[https://mycourses.hult.edu/courses/2574248\]](https://mycourses.hult.edu/courses/2574248) Examples of staff CPD sessions and Staff elective options, [FQ62] Inspiring Pedagogy Schedule, Faculty Summit January 2019, [C-03] 2019 Global Faculty Summit - Kick-off, [C-04] Faculty Summit agenda 2022, [FQ61] Faculty handbook, [FQ86] Course Evaluations, [FQ20] Programme Annual Reports, [SQ04] Teaching and Learning Committee minutes, [A07a-d] AACSB Peer Review Summary [16ai] and Peer Team Report, [16aii] Observation of the Research Committee [Ob04] and Teaching and Learning Committee, [Ob07] meetings with senior staff [V1M1, V2M1] and with academic staff. [V1M2, V2M2a, M2b]
- d To determine whether staff have opportunities to gain experience in curriculum development and assessment design and to engage with the activities of other higher education providers, for example, through becoming external examiners, validation panel members or external reviewers, the team considered the BBA 2022 Development timeline, [Q 19] Notes from Assessment Group, [Q 19] Notes from Diogenes meetings, [Q 19] Faculty Data List (Workbook), [FQ54] Hult Annual Faculty Performance Review Template, [C-06] Faculty Annual Review Example, [C-07] Faculty teaching and learning resource page overview, [B1-02] Teaching and Learning portal, [\[https://mycourses.hult.edu/courses/2574248\]](https://mycourses.hult.edu/courses/2574248) Teaching and Learning Committee minutes, [A07a-d] Examples of staff CPD sessions and Staff elective options, [FQ62] Faculty handbook, [FQ86] BBA Curriculum design group meeting notes, [2a] BBA Assessment group meeting notes, [2b] BBA Periodic review meeting minutes (22/08/22), [3] meetings with senior staff, [V1M1, V2M1] academic staff [V1M2, V2M2a, M2b] and with professional staff. [V1M3, V2M3]
- e To assess whether staff possess expertise in providing feedback on assessment, which is timely, constructive and developmental, the team considered the Teaching and Learning Committee (4/10/2022) collected papers, [15b] Faculty Data List (Workbook), [FQ54] Teaching and Learning portal, [\[https://mycourses.hult.edu/courses/2574248\]](https://mycourses.hult.edu/courses/2574248) Faculty teaching and learning resource page overview, [B1-02] Teaching and Learning Committee minutes, [A07a-d] observations of Curriculum Committee [Ob01] and Teaching and Learning Committee, [Ob07] meetings with senior staff [V1M1, V2M1] and with academic staff. [V1M2, V2M2a, M2b]

- f Two teaching observations [Ob10, Ob11] were undertaken by the team to observe a sample of teaching in order to assess the pedagogic expertise of staff.

How any samples of evidence were constructed

147 The team accessed samples of assessed work from each programme in order to assess the quality of feedback provided to students on their work.

What the evidence shows

148 The School's current position and plans in relation to this criterion are as follows.

149 The School expects academic staff to have teaching experience, appropriate academic qualifications, professional experience and engagement in scholarship and research. All staff, both academic and professional, are provided with a range of development opportunities, including compulsory training, opportunities to undertake higher academic qualifications, and conference attendance. Academic staff also have opportunities to engage in scholarship and research activity. Staff have a range of opportunities to contribute to the internal activities of the School as well as to engage with other higher education providers through, for example, acting as external examiners or advisers. The implementation of the existing Research Strategy is supporting the development and expansion of staff research opportunities. The School is developing a revised version of this Strategy which is expected to be finalised later in 2023.

150 Hult's mission is to be 'the most relevant business school in the world' and a 'new kind of business school'. As one of a network of global campuses, the School recruits academic staff with industry experience and cultivates a culture of innovation. The School has 53 academic staff, consisting of a mixture of full-time and adjunct (part-time) staff. There are 21 full-time faculty staff and 32 adjunct staff. All faculty staff are scholarly active and engaged in industry-related activities. In general, adjunct staff hold external substantive posts, either in other UK higher education institutions or in business and industry, and institutional practice is enhanced by the external experiences and expertise these adjunct staff bring with them. The School ensures that its adjunct staff feel part of the academic community and afford the same engagement and development opportunities as those of full-time staff. The majority of faculty staff hold doctoral-level qualifications, with eight staff currently undertaking doctoral-level study. Only one of the adjunct staff does not have a minimum of a master's qualification. The School has 57 substantive professional and support staff.

151 Although there is a strong focus on industry-relevant practice, the School has been developing its research and scholarship capacity and faculty staff are supported to develop their disciplinary and pedagogic expertise. The biennial Faculty Summit is a focal point for research, scholarship and promoting teaching excellence. As well as promoting external professional development opportunities, there is a range of internal staff engagement activities and a Teaching and Learning portal - and all staff are encouraged to share their innovative practice through workshops or this portal.

152 The assessment team's analysis of the evidence led to the following observations.

153 The School states [000] that its approach to staff recruitment is aligned to its mission, and that it therefore seeks to recruit academic staff with prior teaching experience and appropriate academic qualifications, and who have relevant professional experience and engagement with research. The School sets out its policies and expectations relating to staffing matters in several documents, including the Employee Handbook [14a] (a detailed handbook which includes a range of policies such as staff development), Very Blue Book [C-05] (which provides guidance for staff on mission, culture, values and expectations), Very

Pink Book [14c] (which provides guidance for managers and staff involved in supervision and recruitment of other staff), and the Faculty Handbook [FQ86] (which provides expectations of, and guidance for, academic staff, and details of policies and procedures, including those relating to learning and teaching and assessment). It is a required part of the first stage of programme approval (business approval) that the staffing needs for each programme are clearly identified in order to ensure that the human resource needs for delivery are established, and that allocation of the necessary resources is confirmed by the President as part of this process. [15a]

154 The team found that there is a strong sense that full-time permanent staff and adjunct teachers share the same mindset and that the latter have equal opportunities to participate in institutional activities and to take up personal and professional development opportunities. This was evidenced from discussions with senior staff [V1M1] who confirmed that there is no differentiation between adjunct and full-time staff in terms of opportunities for development and participation in School activities. This was also confirmed in meetings with academic staff (which included a mix of full-time and adjunct staff), [Vi1M1, V1M2, V1M2a, V2M2b] and data on staff [FQ54] which shows, for example, that adjunct staff serve on committees, attend events such as the Faculty Summit and are involved in curriculum development. The proportion of full-time staff has increased over the last 10 years and has remained consistent more recently. Currently, 21 of the 53 academic staff are full-time. [FQ54] These 'core' staff are generally responsible for design and delivery of the core courses. Adjunct staff work for the School on a part-time basis and are generally employed in senior roles in relevant business contexts alongside their work at the School and may also work in other higher education institutions. Adjunct staff generally lead on optional courses that require specialist or technical expertise and they utilise their external roles to apply their expertise on cutting-edge technologies.

155 The team found that Hult has appropriate staff recruitment practices, with the Very Pink Book providing advice for those involved in staff recruitment and management, including outlining requirements for qualifications, skills and aptitude looked for when recruiting academic staff. [14c] Applicants for academic posts are expected to have appropriate teaching experience and effective teaching skills, and the recruitment process involves shortlisted applicants delivering a sample class session to staff and students. [000, Q86] The information on academic staff, [FQ54] campus role descriptors [016, 6d] and staff profiles [FQ54, Q10, Q6d] provided indicate that there are appropriate roles to support delivery of and support for the programmes. Staff have appropriate qualifications and experience to undertake their roles, and the team found that processes for evaluation of performance and provision of staff development (see below) are designed to support staff in being effective in their roles and developing professionally. Staff are inducted to their role through general induction (organisational) and individual induction which is focused on understanding of the specific role, which may include mentoring or shadowing. [Q54] The team found that the School has assessed the skills and experience required to support the delivery of its programmes, ensures that it has sufficient staff to teach its programmes, and has appropriate and effective recruitment practices.

156 The UNPRME report details Hult's mission, goals and priorities for learning and teaching. [0-11] There is a clear focus on industrial and business experience embedded into all of the programmes. The Strategy Map [0-12] identifies an institutional priority to enhance teaching excellence, by increasing staff engagement, designing outstanding student experiences and influencing the 'responsible management agenda'. The School therefore aims to recruit staff who are 'teacher-scholars', with combined academic and professional expertise, as well as corporate connections and a global outlook. [000] The School cites its engagement with external accreditation bodies and commitment to alignment with their accreditation standards as a further measure of its strategic approach to appointing staff who are appropriately skilled and experienced. The standards and criteria of AACSB and EQUIS

accreditation both include expectations of a strategic approach to recruiting and supporting sufficient numbers of appropriately qualified academic staff. [C-01, C-02] Reports from recent accreditation processes demonstrate alignment to these expectations [16ai, 16aii, 16b, 16c] - for example, the latest report from AACSB states that 'work experience outside of academia ensures that the classroom experience of the students reflects business practice and prepares the students with the knowledge and skills sought by employers'. [0-06]

157 Academic staff have three roles at the School: to contribute to course design and development, to make academic contributions relevant to industry practice, and to contribute to the academic community of the institution and beyond. [000] These roles are made explicit in the Faculty Handbook. [FQ86] As part of the appointment process, all staff are expected to prove their teaching excellence, be actively engaged in research and scholarship and be able to maintain relevant and current business expertise. More than 50% of academic staff are defined as 'scholarly academic' (holding a PhD and being research active), according to the latest AACSB report. [C-01] There is strong encouragement and support to innovate, and funding is available to support innovation in teaching practice, as evidenced by discussions at the Research Committee. [Ob04] Staff also have the opportunity to teach across undergraduate and postgraduate courses, to engage collaboratively and to teach across the international campuses. [000, QF54, V1M2, V2M2a, V2M2b] The team found that the staff have academic and professional expertise.

158 Hult provides staff development opportunities in a number of ways and sees this as a priority, especially where development opportunities align with the institutional mission. [000, FQ86] As part of their induction, new members of staff are provided with the detailed and student-centred Hult Blue Book, which sets out the values and expectations that are characteristic of the institution's culture. [C-05] Core expectations and policies relating to staff are set out in the School's Employee Handbook [FQ84] and the Faculty Handbook. [FQ86] Development needs are assessed formally each year during the annual faculty review (appraisal) process, [C-07, C-08] as well as through ongoing consideration and discussion on the outcomes of student course evaluations [FQ20] and annual programme review. [SQ04] There is specific training to support staff who move into management and leadership roles [C-08] and details of completed training activities are recorded in centrally maintained LinkedIn records. [FQ10] The Very Pink Book sets out the Hult vision and strategies to lead effective teams for those new to leadership roles. [14a]

159 The School's staff development policy is set out in the School's Employee Handbook. [Q86] Development support can include a combination of activities, including participation in internal or external short courses, conference or seminar attendance, special projects or assignments, shadowing, visiting other global campuses, supported periods of self-study, taking courses and/or programmes offered in the School, and mentoring or coaching. [14a] While there are no formal observation or peer observation policies, classroom observation is one of the approaches staff are encouraged to utilise if they identify a development need themselves or if managers identify a development need during probation or at annual performance review. [000, 14a, FQ86, C-06]

160 There is a variety of internal and external staff development opportunities. The latter is funded through an annual budget, to enable staff to attend workshops, seminars and courses. [000] External development is based around enhancing both teaching and business experience and expertise and staff can claim reimbursement on recognised external qualifications. Attendance at these events is recorded centrally and discussed at annual review. [FQ54] There are a number of core compulsory internal training and development programmes. These mandatory CPD activities are generally fully online courses, like Safeguarding training [FQ62] or Prevent Training. <https://learning.elucidat.com/course/6242f2bfc89e3-6242f49710ba0> Staff also have the opportunity to study on a wide range of optional Hult courses, where they are each able to

study one Hult course free in the summer term each year. [FQ62a] Both academic and professional staff identified internal and external development opportunities as one of the most beneficial aspects of working at the School. [V1M2, V2M3] Professional support staff told the team that they have parity with academic staff in terms of funding for development. They provided a number of examples of development opportunities that they had undertaken [V1, M3, V2, M3] additional to compulsory training that all staff receive such as diversity and equality and Prevent. Examples included the Staff MBA, admissions and systems training, presentation skills, performance management training, and attending external conferences relevant to their specific roles. The team considers that the School invests in all of its staff to ensure that they provide student-focused academic opportunities and effective student support. The most recent AACSB report commends Hult for its student-centric culture that encourages staff 'to invest time and energy into the quality of their material, pedagogical performance and student support activities'. The team found that all staff, both academic and professional support, have access to development opportunities that enable them to enhance their practice.

161 There are various ways in which the School supports academic staff to develop their academic profiles, research and scholarship. Staff are eligible for a 40% discount across the institution's in-person degree programmes and free enrolment on the Staff MBA. Academic Staff [V1M2] also told the team that they were being encouraged by managers to apply for HEA Fellowship to support their pedagogical development. There are currently 64 staff (globally) on the Staff MBA programme, [000d] including staff (both professional support and academic) from the School. Staff are also able to bid for internal funding to undertake research projects, scholarship and/or writing activities. Applications are supported and reviewed by the Research Committee. [Ob04] The observation of Research Committee demonstrated that the process is rigorous but also supportive and developmental. Staff are mentored through the application process and are able to resubmit following feedback from the Committee, but funding decisions are made according to thorough peer review from the Committee, with representatives from all of the Hult campuses involved. [Ob04, FQ38] The team met academic staff at the second visit who were going through the research funding application process, and who spoke positively of the experience as supportive and encouraging. Another key focus of the Research Committee is the development of a new Research Strategy, [Ob04, FQ07] with a priority on expanding the reach, impact and status of Hult and to enhance the research capacity of academic staff. [FQ07] The recent Global Faculty Summit provided an opportunity for the draft of the new strategy to be presented and for academic and professional staff from the School to engage with it. [FQ61] Hult recently developed and appointed to a new role of Research Fellow [FQ59] to promote the research strategy, support the development of a research community, to organise at least two research events per year, and to link research and scholarship to innovative pedagogic practice. The team was told by academic staff, including one who has been appointed as a Research Fellow, [V1M2, V2M2a-b] that the Research Fellow role has been a very positive development as a significant number of staff have PhDs and are research active. The role has resulted, for example, in the development of a project that came out of the Faculty Summit for which case studies have been developed and shared across the staff team. All academic staff are aware of, and enthusiastic about, the opportunities to undertake research. Students [V1M4, V1M5, V2M4] recognise that academic staff are also engaged professionally and engaged in research and scholarship and gave examples of these experiences being brought into their teaching through, for example, real life case studies.

162 A major focal point for internal development activities is the Global Faculty Summit, which was introduced in 2017 with a focus on research. [000] The 2019 Summit focused on innovative pedagogy. The Summit provides an opportunity for academic staff to present their research and scholarship with a focus on pedagogy and practice-based research. [C-03, C-04] The schedule of events demonstrates a wide range of innovative sessions aimed at enhancing pedagogic practice [C-03] - for example, there were sessions on cognitive

diversity and learning, active learning, skills building and student participation. The 2019 Summit also enabled groups of staff from across the programme teams to collaborate with one another, to share good practice, to develop new teaching and assessment approaches (for example, a number of case study presentations covered issues such as experiential learning and research-led teaching) and to further strengthen professional and business opportunities within the curriculum. [C-04, 5b] The Summit also enables professional and research services staff to run development workshops for staff. The most recent Global Faculty Summit took place in 2022, bringing together colleagues from across the various international campuses to engage in collaborative learning and teaching development activities, with specific focus on the developing Research Strategy, the implementation of the revalidated BBA programme [FQ61] and discussions on case studies focused on innovations in pedagogical approaches in Business. The team found that academic staff have opportunities to engage with the pedagogic development of their discipline knowledge, that there is understanding of current research and advanced scholarship and that this is used to inform and enhance teaching and that there is active engagement with research and scholarship.

163 Academic staff have a number of opportunities to reflect on and evaluate their teaching and assessment practices. While there is no formal teaching and learning strategy, the Teaching and Learning Resource portal provides guidance and support materials for teaching staff. [000, 000d, <https://mycourses.hult.edu/courses/2574248>] This facilitates an adaptable, collegiate and iterative approach to learning and teaching developments. As well as providing access to institutional policies and regulations, the resource includes course design templates, sample teaching and class designs, assessment examples, open access resources, online course materials and reading materials. [B1-02] It also has a virtual workspace that enables staff across its campuses to collaborate and to share innovative practice with one another. [B1-02] The facility was developed by the Central Academic Team which sits across the various Hult campuses and is maintained by the Teaching and Learning Committee. This resource, along with other collegiate activities and existing expertise within Hult, meant that the School was well prepared to shift relatively seamlessly to online learning when this was necessitated during the pandemic [000] and this is commended in its recent EQUIS accreditation visit. [16b]

164 Each staff member has an annual performance review with their line manager, which enables staff to reflect on the previous year's performance, establish priorities for the subsequent year, and identify any training or development needs. These reviews are based around the School's core values. [C-06, C-07] The review is systematic and evidence-based and focuses on a series of metrics and documentation, prepared in advance by the line manager and staff member, as well as discussion in the review around the areas of teaching, service and scholarship. [C-06] Documentation provided for discussions at these meetings includes the evaluations that students complete at the end of their modules, and which include their views on the teaching, learning and assessment processes on the course. These are shared with individual members of staff and there is an explicit requirement in the performance review template for these to form part of the discussions at the review meeting. An example of a completed performance review demonstrates the staff member being able to show excellence in teaching and service (as evidenced in course evaluations among other things), as well as an active publications record. This also demonstrated the implementation of one of the stated roles of the review in terms of defining priorities for the year ahead. [C-07] The team found that staff have opportunities to engage in reflection and evaluation of their learning, teaching and assessment practices.

165 While the learning outcomes and the curricula are prescribed, staff in the School have the opportunity to propose and develop new optional modules, as well as to develop their teaching materials to meet those learning outcomes independently, based on their skills and expertise, as well as their local and national contexts. [FQ86, Ob07, V1M2, V1M2a-2b]

Staff are also able to develop their own course assessment activities as they have the autonomy to set tasks that enable students to meet course-level learning outcomes. As evidenced in the recent periodic review of the BBA programme, [2, 3] staff are able to join and contribute to working groups to design, develop and review curriculum in collaboration with colleagues. [Q 19, 2a, 2b] The team found that staff have opportunities to gain experience in curriculum development and assessment design.

166 The School maintains records of various areas of engagement of all academic staff, both full-time and adjunct. [Q54] These are grouped according to engagement in learner support, pedagogy, curriculum development, research and service activities (which includes internal activities such as committee membership) and external activities. The School's claim that adjunct staff participate in institutional activities in the same way as full-time staff do is very clear in this evidence, [Q54] which demonstrates that adjunct staff also have opportunities to engage in all of these areas. It is also clear that all staff are encouraged to engage in the wider academic community, with 49 of 53 attending external pedagogic workshops in 2022 and 32 of 53 undertaking external examining or adviser duties at other higher education providers. The team found that staff have opportunities to engage with the activities of other higher education providers.

167 The expectations regarding assessment feedback are set out in the Faculty Handbook, [FQ86] including that staff are required to use the appropriate assessment rubrics for marking and to structure feedback around the rubric, with the aim of ensuring that feedback to students is consistent across each assessment. The Faculty Handbook also makes clear the responsibilities and requirements for staff to provide appropriate and timely feedback to students on their work. The second marking and moderation processes act as a checkpoint in terms of the quality of feedback. Academic staff told the team [V1M2] that these processes are a useful way of seeing how other staff are delivering feedback, which enables staff to identify and emulate good practice across other markers. Students told the team [V2M4] that they receive timely and helpful written feedback on assessments that helps them to understand how to improve and that they are also able to request to meet the tutor to discuss the feedback if required. The team was able to assess directly, from scrutiny of assessed student work [MyHult] the quality of feedback to students and found that it is clear, helpful and developmental. Students [V1M4, V1M5, V2M4] expressed satisfaction with the quality of feedback they receive. The effectiveness of assessment feedback was also reinforced by external examiners' reports [SQ03] which generally express satisfaction with the quality of feedback to students, and in some cases highlight strengths in this area. The team found that staff have expertise in providing feedback on assessment that is timely, constructive and developmental.

Conclusions

168 The assessment team formulated its judgement against this criterion according to the process set out in *Degree Awarding Powers in England: Guidance for Providers on Assessment by the Designated Quality Body, July 2022*, in particular Annex 4.

169 The team concludes that the School has appropriate numbers of staff to teach its students and that everyone involved in teaching and supporting student learning, and in the assessment of student work, is appropriately qualified, supported and developed to the levels and subjects of the qualifications being awarded.

170 All staff are suitably qualified for the level and subject they teach. Through the shared 'Hult Mindset', there is a strong and growing focus on research and scholarship, and teaching excellence, as well as industry relevance and currency. Adjunct staff share the same status, community membership and opportunities as full-time staff, and the School

benefits considerably from the external experiences and expertise that these adjunct staff bring with them to the institution.

171 There are appropriate arrangements for staff induction, appraisal and review. The processes for appraisal and review enable staff to reflect on their disciplinary, pedagogic and industry-focused knowledge, skills and practice. It aligns their teaching and scholarship development targets to the institutional mission and goals, and it recognises and records the various internal and external engagement and service activities they have undertaken over the academic year.

172 All staff are fully engaged and participating in the School community and there is evidence that staff take the many opportunities to share their practice, learn from one another, develop their own courses and assessment activities, and contribute to collective curriculum review and development. The Global Faculty Summit is a focal point of collective staff development, enabling staff to explore pedagogy and research, to share their practice, participate in activities to review and enhance practice and to engage with colleagues from across the various international Hult campuses. In addition to this global event that takes place every two years, there is a range of internal CPD activities.

173 As evidenced in the recent redevelopment of the BBA programme, academic and professional staff have opportunities to contribute to the design and review of new curriculum and assessment. They are also able to study the Hult Staff MBA, alongside colleagues from across the global campuses. Academic and support staff are also very active externally, employed in various external examiner or adviser roles, attending conferences and workshops, and engaging in industry-related activities that ensure the currency of their knowledge, skills and practices. The assessment team concludes, therefore, that the criterion is met.

Criterion D: Environment for supporting students

Criterion D1 - Enabling student development and achievement

174 This criterion states that:

D1.1: Higher education providers have in place, monitor and evaluate arrangements and resources which enable students to develop their academic, personal and professional potential.

The evidence considered, and why and how the team considered this evidence

175 The QAA team assessed this criterion by reference to a range of evidence gathered before and during the visit according to the process described in *Degree Awarding Powers in England: Guidance for Providers on Assessment by the Designated Quality Body, July 2022*, in particular the suggested evidence outlined in Annex 5 and Hult International Business School's submission. The team identified and considered the evidence described below for the purposes described in Annexes 4 and 5 of this Guidance as follows.

176 Specifically, the assessment team considered or assessed:

- a To assess whether the School takes a comprehensive strategic and operational approach to determine and evaluate how it enables student development and achievement for its diverse body of students, the team considered Hult strategy summary, [0-12] Self-Assessment, [000] Evidence request and response, [000d] Hult Employee Handbook, [14a] Faculty Handbook, [Q 86] Academic Regulations, [0-09,15a] Student Handbook, [A-04,15a] Academic Board minutes, [A-02a-d] Teaching and Learning Committee minutes, [A-07a-d, 15b] Teaching and Learning Committee terms of reference, [A-01] and Assurance of Learning document. [15b] The team met Senior staff. [V1M1] The team observed the Care Committee. [Ob11]
- b To determine whether students are advised about, and inducted into, their study programmes in an effective way and account is taken of different students' choices and needs, the team examined Academic Board Agenda, [Q16] Admissions Committee minutes, [A08a-c] Admissions Committee terms of reference, [A-01] Two sample Acceptance letters to students, [Q72] Rejection letter, [Q73] Personal Assessment Interview rubric, [Q 16] Hult Brand Book, [D-08] Student Handbook, [A-04,15a] Programme catalogues, [A-03, B2-01, Q 19, Q42] Orientation, [D-04, Q15] Orientation Schedule, [Q 13] Self-Assessment, [000] Orientation Diversity, Equity, Inclusion and Belonging session, [Q15] Special accommodations agreement. [Q 74] The team met: Support staff, [V1M3] Postgraduate students, [V1M4] Undergraduate students. [V1M5] The team observed the Admissions Committee [Ob02] and the Global Deans call. [Ob12]
- c To establish whether the School's administrative support systems enable it to monitor student progression and performance accurately and provide timely, secure and accurate information to satisfy academic and non-academic management information needs, the team considered Academic Board terms of reference, [A-01] Academic Board minutes, [A-02a-d] Awards Board terms of reference, [A-01] Academic Board paperwork for April 2022, [Q16] Awards Board paper, [10d] Academic Standards and Quality Committee terms of reference, [A-01] Academic Standards and Quality Committee minutes for October 2021, [A-05c] Academic Board minutes of December 2021, [Q16] EQUIS Annual Progress Report, [E-06] AMBA Review, [0-08] AACSB Outcomes Report, [0-06] Roles at campus, [0-16] Tour of campus; Grade review screenshot, [B2-03] External examiner reports. [B2-

04, B2-05a] The team met: Postgraduate students, [V1M4] Academic staff (UG), [V2M2b] Support staff. [V2M3] The team observed an Assessment Board. [Ob05]

- d To determine whether the effectiveness of student and staff advisory, support and counselling services is monitored, and any resource needs arising are considered, the team assessed the Academic Regulations, [0-09,15a] Self-Assessment, [000] Look after your mate workshop, [D-03] AMBA 2021 Peer Review MBA Assessment Report, [16c] Student survey NPA example, [E-02] Example of response to low satisfaction reported in weekly survey, [Q 50] HAS meeting notes, [9a, 9b] Student Wellbeing & Counselling Department- 2022_23 Counselling Intake Form, [Q14] Evidence and information requests, [000e] Academic Board papers from May 2020, [Q16] Academic Board minutes from August 2021, [Q16] Academic Board minutes, [Q 01] Teaching and Learning Committee minutes. [A-07a-d] The team met: Postgraduate students, [V1M4] Undergraduate students, [V1M5] Clarification meeting, [V1M6] Academic staff (UG), [V2M2b] Support staff. [V2M3] The team observed the Care Committee [Ob11] and the Global Deans call. [Ob12]
- e To confirm whether the School provides opportunities for all students to develop skills that enable their academic, personal and professional progression, for example academic, employment and future career management skills, the team considered the Self-Assessment, [000] BBA programme presentation to Faculty, [Q 05] BBA Curriculum Design Group meeting notes, [2a] MBA Programme catalogue, [B2-01] MIB Programme catalogue, [Q42] MFIN Programme catalogue, [Q42] BBA programme catalogue, [Q 19] Career Support summary, [Q80] Alumni magazine, [D-07] BBA Global Careers reports, [D-01, D-02] Student report. [000b] The team met: Postgraduate students, [V1M4] Undergraduate students, [V1M5] Academic staff (PG), [V2M2a] Academic staff (UG), [V2M2b] Alumni and employers. [V2M5]
- f To confirm whether the School provides opportunities for all students to develop skills to make effective use of the learning resources provided, including the safe and effective use of specialist facilities, and the use of digital and virtual environments, the team considered the Self-Assessment, [000] Student Handbook, [A-04,15a] Dean's newsletter, [12a] Tour of the campus, Hult UG Floor Plans [8c] and Orientation Schedule. [Q 13] The team met: Postgraduate students [V1M4] and Students. [V2M4]
- g To establish whether the School's approach is guided by a commitment to equity, the team considered Student Handbook, [A-04,15a] Self-Assessment, [000] BBA Programme catalogue, [Q 19] MBA programme catalogue, [B2-01] MFIN programme catalogue, [Q42] Academic regulations, [0-09,15a] Accommodation agreement, [Q74] Faculty Handbook, [Q86] Slides from the Faculty Summit 2022, [Q09] Student report, [000b] Equal opportunities policy (found in the Staff Handbook), [Q84] Request for additional information and evidence, [000g] Very Blue book, [14b, C-5] Very Pink book. [14c] The team met: Postgraduate students, [V1M4] Undergraduate students, [V1M5] Senior staff, [V2M1] Academic staff (UG), [V2M2b] Support staff, [V2M3] Students, [V2M4] Alumni and employers. [V2M5]

How any samples of evidence were constructed

177 No sampling was required for this criterion as the team was able to assess all documentation relating to student support.

What the evidence shows

178 The School's current position and plans in relation to this criterion are as follows.

179 The School aims to support and develop its diverse student body to gain from their student experience, and to facilitate entry into global careers. Students receive induction to the institution and their programme and are subsequently supported in a number of ways, including disability support, careers support, mental health and counselling, on-site and online facilities such as IT and the VLE, and staff who provide guidance and advice on issues such as housing and finance. All students are assessed during induction and supported with any additional needs that are identified, such as academic writing. Students can declare additional needs and disabilities at the point of enrolment, or subsequently, and appropriate support mechanisms are put in place according to the needs of the individual student. All students are allocated a named academic adviser on campus, who is able to help them with academic queries, and a range of support staff are accessible to students at any time through an open door policy. Hult UK has a diverse staff and student body and is committed to ensuring it treats all of its students and staff equally and fairly.

180 The assessment team's analysis of the evidence led to the following observations.

181 The UNPRME report details Hult's shared mission, goals and priorities for learning and teaching. [0-11] This outlines how ethics, responsibility and sustainability are mapped across the programmes, The Hult Strategy Map [0-12] identifies institutional priorities, including to design outstanding student experiences, to enhance teaching excellence and student support through supporting students to be successful in global careers, addressing the 'responsible management' agenda, integrating digital tools, providing lifelong learning opportunities and providing a strong campus network. The School displays a strong commitment to its diverse student body, and during the scrutiny period was developing a policy statement and commitments document relating to diversity, equality and belonging (DEIB). Although this had not been completed by the end of the scrutiny, the School shared a draft [Q15] which indicates a plan of initiatives over the next five years, including suggestions for ways of embedding equality and diversity into policy, leadership, the School community, curriculum and teaching and learning.

182 The Teaching and Learning Committee terms of reference [A-01] indicate that the Committee is responsible for monitoring the student experience on programmes, overseeing enhancement of student learning, and providing oversight of learning support services and the learning environment (which includes the library, computing, eLearning and audio/visual services). The Teaching and Learning Committee minutes [A-07a-d,15b] evidence the Committee's role in evaluating and monitoring support. For example, minutes evidence an action that the presentation of the MyHult page that links to available learning resources should be reviewed and information reclassified to provide clearer information on what is available and how to find it. Other recent discussions include consideration being given to the acquisition of additional technology and tools to support flipped learning; [A-07d] and [15b] looking at how challenge-based learning might be enhanced on the BBA. The Teaching and Learning Committee minutes evidence evaluation and monitoring of teaching and learning practices and resources and the Committee reports regularly to Academic Board, [Q01] ensuring that there is oversight of student support issues at the senior academic committee. The team found that there is a strategic and operational approach to determine and evaluate how student development and achievement is enabled.

183 Student support functions are defined in the Student Handbook [A-04,15a] as the Dean's Office, the Registrar's Office, Student Services, Finance, Visas and Compliance, Campus Technology, and Career Development and Corporate Relations. Each of these offices have teams that support students with issues relevant to their department. [000] Information for students on support services and associated policies are accessible to all students and staff through MyHult and in the Student Handbook. [A-04,15a] Prospective students learn about the School and its programmes through the Hult website, the Hult Brand Book (which explains Hult's mission and its learning-by-doing philosophy, and

highlights staff and student projects), [D-08] and through personal contact with School staff, Information on the website includes terms and conditions and details of how to apply. Once accepted onto a programme, students receive an offer pack from the enrolment team where they are required to sign a declaration confirming they have read, understood, and will adhere to the programme terms and conditions (www.hult.edu/legal/terms-and-conditions/). Upon receiving their completed declaration form, students are passed over to the respective programme operations team where they receive their Student Handbook [A-04,15a] which contains details of the range of student support and resources available along with key academic policies and procedures. Students are also directed to their Programme Catalogues for further information. [A-03, B2-01, Q 19, Q42] After this, students are deemed to be officially matriculated into their chosen programme.

184 As soon as students are accepted onto their programmes, they are given access to MyHult [V1M1] which contains the Student Handbook [A04,15a] and once students have received their email address, they can then access Hult's helpful Academic Gateway. <https://mycourses.hult.edu/courses/3317589> This webpage includes a welcome video, advice for academic success, communications and collaboration, information on diversity, inclusion and belonging and links to business fundamentals. Following access being granted and prior to orientation, new students are asked to complete a pre-arrival course called Orientation Essentials. The course consists of several modules about Hult, including a welcome page, advice on arriving at the School, introduction to a student 'buddy', academic information covering the programme, guidance on academic success and important policies.

185 At the start of their programme, students also complete assessments which are designed to identify whether they have any additional learning needs in relation to academic writing skills or mathematical ability, and to help with selection of courses. Each campus holds an orientation week for all new students during their first week on campus, which is organised by programme. [D-04, Q15] The objective of orientation is to explain the learning environment, set expectations about conduct, behaviour and workload, introduce support functions and available resources, collect enrolment documentation, [000, D-04] and introduce the Student Handbook. The Student Handbook [A-04,15a] is a comprehensive and useful document covering key academic policies (such as assessment and academic integrity) and information on support resources.

186 Orientation sessions emphasise the cultural norms and expectations of studying in a business school, including sessions on plagiarism and other forms of academic dishonesty. [000, D-04] Postgraduate orientation is followed by an immersion programme which is an intensive period of lectures, workshops, seminars, and team activities designed to acclimatise students to their programme and peers. Example sessions from the orientation week [Q 13] include Diversity, Equity, Inclusion and Belonging sessions, [Q15] the Dean's welcome [D-04] (which reinforces written information about the School and policies) and information on the role of the HSA, student life and events.

187 Students [V1M4, V1M5, V2M4] confirmed a positive experience of orientation, citing the detailed information they received regarding resources, the curriculum, use of MyHult and MyCourses, guidance on assessment processes and grades, the student support available, including from the wellbeing team, and access to other support staff along with talks from the Deans. In addition, the students told the team that they were also sent pre-course information such as hard copies of the Academic Regulations and the Student Handbook. Students also described a 'levelling' process designed to bring everyone to the same base regarding skills and business knowledge, for example, by catching up with IT skills if needed. Students confirmed that each student is allocated a 'buddy', to advise them about the student experience. Deans keep orientation activity under review in their Global Calls. [Ob12] The assessment team is satisfied that students are advised about, and

inducted into, their study programmes in an effective way and account is taken of different students' choices and needs.

188 The Registrar's Office keeps and maintains all academic records and ensures the smooth running of academic logistics. In addition, the Registrar's Office schedules courses and oversees production of required course materials, assists with exams, course evaluations, and collects and records course grades. The Registrar's Office also provides students with answers to grade and other academic queries such as transcripts, enrolment, course registration and queries on adding/dropping courses. Student records are maintained by the Registrar's Office on an online system called MyStudents which supports maintenance of records on performance, progression, grades and attendance. This is used for a number of functions, including identifying students who are academically at risk of failure (students with a GPA below 2.00) so that they can be monitored through the process of academic probation, data on student attendance [Q29] and reports on student performance for ASQC and Academic Board. [Q16] The system also holds student evaluations and survey data, which can be used to provide data reports in various formats, on the outcomes of student evaluations and surveys which are submitted to ASQC. [E01, Q20, Q16] Data on student performance is also produced for assessment and Award Boards [Ob05, 10a] and for producing transcripts for students and alumni. [Q24, Q34] Reports of performance and progression data are regularly considered by committees, for example Academic Board paperwork for April 2022 [Q16] contains a report from the Awards Board on awards conferred shown split by programme, gender, total awards, average GPA and average GPA combined, and the number of distinctions. Students can access records which enable them to see their marks and their GPA. The team found that the School has administrative systems that enable it to monitor student progression and performance.

189 Monitoring of the effectiveness of student support services takes place regularly through consideration of student evaluations. Students complete evaluations at the end of each course and these are disseminated to the School's Deans who in turn discuss them with relevant staff and identify any necessary actions. [Ob16] Student survey results are also collated by course and submitted to ASQC. [Q16] The support staff team gave several examples of action being taken in response to issues raised about student support, [V2M3] for example, following survey comments a number of improvements were made in relation to communications on student services events and changes were made to the sessions on student skills that are included in the orientation process. Support staff [V2M3] also gave an example of changes made to facilities in response to student feedback: the installation of more electrical points when classrooms were refurbished. A further example of the School's response to student survey feedback [Q50] was that of a programme manager contacting a student to discuss their low satisfaction score in the net promoter survey (NPS), which resulted in a support plan being put in place for the student. As an additional way in which student feedback on support is collected, there are also regular meetings between students and staff [9a, 9b] and, as noted under Criterion A, students cited a number of changes being made in response to the feedback received through these meetings. Specific to the wellbeing team, students who have had counselling sessions are asked to complete a form [Q14] on how effective they think the support they received has been. The team was also told [000e] that data on usage is collected annually for student support functions and this helps staff to understand what students find effective.

190 Academic Board minutes and papers show consistent tracking and monitoring of student satisfaction scores. For example, Academic Board papers from May 2020 [Q16] shows tracking of student satisfaction scores over the academic year for both undergraduate and postgraduate programmes, and Academic Board minutes from August 2021 [Q16] show postgraduate tracking of end of year student satisfaction scores and year on year comparison of postgraduate NPS scores. The Teaching and Learning Committee's Terms of Reference show that the Committee is required to 'Provide academic oversight of learning

support services and the student learning environment including library, computing, e-learning and audio/visual services.’ As mentioned above, the Teaching and Learning Committee minutes [A-07a-d] show evidence of evaluating and monitoring teaching and learning practices and resources. The team determined that the School has in place student and staff advisory, support and counselling services that are monitored effectively, and that any resource needs arising are appropriately considered.

191 The School stated in its self-evaluation [000] that students have multiple opportunities to build community, ‘expand horizons’ and prepare for future careers. The acquisition of skills is built into the School’s programmes. [000] Hult has continued to revise its curriculum and the revalidated BBA programme [Q05] contains four pillars of which one is the development of the skills that are required for a business career. Each core module is built around a challenge; students are assessed throughout the core modules on their application of acquired academic skills and specialist modules build upon the core modules to enable the students to acquire professional skills. The BBA Curriculum Design Group meeting notes [2a] evidence how skills were built into the BBA curriculum. Programme catalogues for the MBA, [B2-01] the MIB [Q42] and the MFIN [Q42] show that for each of these programmes a key programme learning outcome is interpersonal skills. The BBA programme catalogue [Q 19] shows that core module 1 expects students to learn and practice core skills of collaboration, communication, critical thinking, creative thinking and ‘learning to learn’. Specialisation modules in the BBA [Q 05] aim to build on the core modules so that students can develop professional skills to help them to prepare for their careers.

192 On arrival, students are assigned a named Academic Adviser, either an Assistant Dean, Programme Manager, or another member of academic staff [000] who regularly discusses overall academic performance with the student, provides advice to students on policies and on any academic difficulty that arises. Support staff [V1M3] confirmed that students who disclose support needs prior to admission are introduced to their programme Dean, and support staff, working with academic staff, put in place arrangements to ensure that the student is appropriately supported. Students [V1M4, V1M5] confirmed that they were asked about their support needs when applying and when they started. It was confirmed by support staff that students who disclose support needs after enrolment follow the same process as those who disclose before enrolment. [V1M3] The School’s aim is to support the student as early as possible and contact them regarding support that could be provided, and accommodations made. An example of a completed special accommodations agreement form was provided to the team, which covered academic considerations for a student, including extra time for exams and assignments as well as additional facilities requirements (in this case lift access). [Q 74] The team found that the process for academic accommodations is robust and ensure that students receive appropriate support and reasonable adjustments where applicable. Other examples of support cited by students [V1M4-5] include allowing guide dogs and support dogs on campus. Students also confirmed that they have an Academic Adviser with whom they meet regularly to discuss their progress.

193 There is a range of career development related activities provided for students throughout the academic year. [Q80] For example, students may engage in a bootcamp devoted to utilising career resources, resume building, a careers week including mock interviews, personal branding, and a mock assessment centre, and throughout the year one-to-one advice and CV reviews, mock interviews and drop-in sessions, internship sessions, industry insight sessions and interview masterclasses. Students are also provided with careers advice and guidance at <https://mycareer.hult.edu/https://mycareer.hult.edu/>. The web page provides CV/resumé templates and examples, advice on securing employment, a targeted job search plan template and example, and tools such as VMock and Big Interview which provide practice opportunities, and a Networking Profile which is a tool for getting the

best out of networking. Students [V1M4, V1M5] confirmed these opportunities and spoke highly of the resources available to them. Academic staff [V2M2a, V2M2b] and students [V1M4, V1M5] spoke of extracurricular activity which provides further opportunities to acquire employment and future career management skills. Activities include clubs, societies, networking events, industry-based challenges, internships, and roundtable sessions outside of class hours. Students also spoke positively about academic staff who bring their own knowledge of business practice into the classroom and make use of their professional contacts to provide guest speakers and/or opportunities for students to undertake projects for employers. The School also retains contact with its alumni, who are asked to return and engage with current students. For example, one alumni [V2M5] confirmed that they had run a skills workshop on sales and negotiation skills while another spoke about helping students who are going to Egypt this year to undertake a social enterprise project. There are also events at which successful alumni return to the School to give talks to current students about their career paths. [D-07] The wider Hult organisation offers a 'campus rotation' programme, enabling students from the School to spend some or all of their summer term of study at one of the other international campuses. [000] Reports on graduate destinations [D-01, D-02] show that many of the School's graduates work overseas. The reports detail graduate employment rates and salaries of graduates by region. The reports also show levels of earnings and benchmark those earnings against competitor institutions.

194 Student Services provides support for non-academic issues such as housing advice, healthcare, and help with choosing a rotation campus; the service also organises social and cultural events, and supports student-led social clubs, societies and the HSA. Student Services is also the department responsible for supporting students with their physical and mental well-being, which includes the provision of counselling. [D-03] The wellbeing team provides support including on mental health issues and offers counselling services. Other services include the campus technology team and careers. Support staff [V1M3] confirmed that students receive a session on student support during orientation and that support staff from each department have different staff members leading different orientation sessions (for example, academic support, well-being and careers).

195 The Care Committee reviews campus welfare/safeguarding matters arising among students using a risk-based traffic light system. [Ob11] The chair of the Care Committee [Ob11] confirmed that although there is no set agenda, there are only two standing items: consideration of a list of students identified as being of concern, and a general discussion. Observation of the Committee showed that careful consideration is given to individual student cases and that appropriate actions were agreed for all students. Two academic staff [V2M2b] confirmed that they were members of the Care Committee and that they raised issues which came through from individual faculty. There is also a system for managing students who may be at risk academically. Support staff [V2M3] confirmed that at the end of each term, if a student has a GPA lower than 2 then they are put on 'academic probation'. Senior staff told the team [V1M1] that this is intended to be a supportive rather than punitive process and probation triggers additional meetings with the programme manager and an individual tailored action plan is drawn up to help the student to improve their grades and bring up their GPA. Support staff [V2M2b] told the team that they share confidential reports of grades and general performance with the Programme Deans and Campus Deans in order to facilitate and support this process. The team found that Hult provides opportunities for all students to develop skills that enable their academic, personal and professional progression.

196 The team found from a tour of the undergraduate and postgraduate campuses that both include a sufficient number of classrooms, [8a-d] with technology to enhance and support student learning, for example, fast Wi-Fi, wireless printers, videoconferencing equipment, and team rooms with large screens for presentation. In addition, there is a Campus Technology team that supports students [0-16] with software solutions, Hult platforms, Wi-Fi access, and printing. Students are informed about the Campus Technology

team through their Student Handbook [A-04,15a] and orientation. [Q 13] The library on each campus is small with limited shelving and seating. The libraries are supported by a professional librarian and the campus libraries are supplemented by a digital library that contains a wide variety of online journal databases and e-books as well as other teaching resources, such as financial databases, all linked through an online search catalogue. [MyHult] Students can access the digital library and its resources directly through the student portal, MyCourses, which also provides access to programme and course materials. Students [V1M4, V1M5, V2M3] expressed satisfaction with the campus resources.

197 Students are introduced to the learning resources available to them in the pre-arrival Orientation Essentials course (Get Tech Ready) which all students must take. [<https://mycourses.hult.edu/courses/3317864>] The Student Handbook [A-04,15a] points students towards the Campus Technology team whose aim 'is to make sure students have the right technology skills, knowledge, and resources to excel both inside and outside the classroom.' Students [V1M4, V2M4] confirmed that they had completed the orientation module and that they were introduced to all the available learning resources during orientation. Their Programme Director showed them how everything worked regarding courses, assignments, online platforms (MyHult/MyCourses), where to find policies in the Student Handbook, how to access the library and its resources such as psychometric tests, journals and publications, the careers platform, and a new tool for creating a portfolio. The School makes use of digital and virtual platforms to support its programmes, communicate with students and provide links to learning materials and course library resources. The team had a demonstration of the VLE MyHult and was able to look at the information provided, as well as being provided with access to the system during the assessment period [VLE demonstration, first visit, MyHult] Students told the team that they must complete a course on the use of MyHult during orientation. Students also said that they can quickly get help from IT support staff with any technical difficulties. [V1M4, V1M5] The team found that students are inducted into the use of online systems and how to use them effectively. The assessment team concluded that Hult provides opportunities for all students to develop skills to make effective use of the learning resources provided, including the safe and effective use of specialist facilities, and the use of digital and virtual environments.

198 A key principle articulated in the Student Handbook [A-04,15a] is that members of the School are expected to respect the diversity of every individual, and in Hult's shared statement of purpose it is indicated that: 'We care beyond ourselves and believe that by continually striving for integrity, equity, and authenticity, our community can help build a better world for all.' The commitment to equity can be seen through the curriculum, with modules including learning outcomes that relate to equality evidenced in the BBA Programme Catalogue [Q 19] and in the MBA, [B2-01] which has a core module (Leading with Personal Impact) that has diversity and inclusion as a required course topic. In the MFIN programme catalogue, [Q42] a core course (Leadership: Teamwork and Collaboration) also has diversity and inclusion as a required course topic.

199 The Academic Regulations [0-09,15a] indicate that the School is committed to, and lays out its approach to, providing equal access to its educational opportunities, programmes and activities to students with special educational needs and disability. One student confirmed the approach [V1M4] and cited being advised about support being available pre-joining, that they were given support for dyslexia and that the School had also helped by providing the facility to access lecture recordings. Other students [V1M5] confirmed that they were made aware of additional support being available and cited students who have extra support, for example more time with assessments. An accommodation agreement illustrated the approach being applied [Q74] where a student was assigned to sit at the front of the class whenever possible. The introduction to the School in Orientation Essentials includes an introduction to, and presentation in the module Arriving at Hult, which outlines the Hult

shared approach to Diversity, Inclusion, Equity and Belonging.
[\[https://mycourses.hult.edu/courses/3317864\]](https://mycourses.hult.edu/courses/3317864)

200 Hult, as an organisation, has a diverse body of students consisting of 140 nationalities. [000] To address this cultural diversity, Hult has a Vice President of People and Culture with responsibility for Hult's diversity, equity, inclusion, and belonging plans, processes and outcomes. [V1M1] There is also a DEIB lead on each campus [V1M1] and a representative on the Curriculum Committee who focuses on DEIB. Guidance is provided for staff at <https://mycourses.hult.edu/courses/2574248/pages/diversity-equity-inclusion-and-belonging-deib-resources>. [last accessed 04/01/23 at 12.38pm] Hult has a shared access and participation statement [access-participationstatement_10003212.pdf (storyblok.com) Last accessed 03/01/23] which confirms that Hult awards merit-based scholarships as well as needs-based grants and other financial assistance to eligible students.

201 As noted, senior staff confirmed [V2M1] that a policy statement and commitments document relating to diversity, equality and belonging (DEIB) is being developed but that it was still draft as it still had to be refined in terms of key performance indicators. Once approved by the Leadership team, the document will be presented to the Governing Board. Senior staff [V2M1] confirmed that the aim was to have the document in place for operating with degree awarding powers. Notwithstanding the final approval of the document, academic staff [V2M2b] confirmed they were already using the principles in the statement in their teaching as this was an expectation, and that in meetings with line managers they were asked how they were embedding the approach in their courses. This expectation to consider diversity, equity, inclusivity and belonging is clearly expressed in the Faculty Handbook. [Q86] The Equal Opportunities Policy found in the Staff Handbook [Q84] clearly states that 'Hult...is committed to promoting equality of opportunity for all staff and students (both existing and prospective), and all job applicants' and that 'our School is greatly enhanced by the disparate range of backgrounds, experience, views, beliefs and cultures represented within our staff and student populations, embrace diversity in all our activities and proudly acknowledge that variety and diversity are essential to the wellbeing and future development of Hult.' During induction to Hult, [V2M1] staff receive access to Hult's Very Blue Book, [000g,14b] the Student Handbook [A-04,15a] and the Academic Regulations; [0-09,15a] the School's staff must also complete UK Prevent and anti-discrimination training. The Very Pink Book [14c] is given to managers [000g] and outlines what it expects from staff in terms of Hult's shared core values when hiring staff and building a team and provides a number of tips for leading a team. The Very Pink Book points to the Very Blue Book [C-5] which is a book on Hult's shared culture that expands upon Hult's shared core values. Hult's core values are cited as nothing is impossible, entrepreneurial spirit, passion, attention to detail, student centric, cost-consciousness, and teamwork; one of the top 12 tips for delivering the values is respecting cultural differences as cultural diversity is one of the best things Hult sees about the institution.

202 Within the contexts of a private business school, the School has made significant progress to enhance the diversity of its student body and to provide opportunities for local students from lower POLAR quintiles. Since 2011, the Hult Scholar Grant has enabled the School to provide bursaries to some applicants, including 100% fee remission for one undergraduate and one postgraduate student resident of the local areas of Camden and Tower Hamlets, which increased to 10% of undergraduates from 2019. [SQ18] The most recent AMBA report commends the School for the diversity of its students on the MBA programme. [16c] The Global Faculty Summit in 2022 included a presentation on DISC, a tool employed by Hult to understand diversity and facilitate learning for all students. [SQ09] There are clear and appropriate Safeguarding and Prevent policies and procedures that are communicated to staff and students. [7a and 7b] A core aspect of student orientation is diversity, equity, inclusion and belonging training and education. [SQ15]

203 Students [V1M4] confirmed they are aware of equality, diversity and inclusivity initiatives and cited regular events that focus on different nationalities as well as LGBT+ events; the students also confirmed they were encouraged to be tolerant of others' views and that they were told about this before they arrive. Other students [V1M5] confirmed that there is a multi-faith room, regular events for different cultures, for example Chinese New Year and Ramadan. Students spoke about a 'global village' event that is held every year where there are stands for different countries so that students sample each other's culture. The assessment team established and confirmed that the School's approach is guided by a commitment to equity.

Conclusions

204 The assessment team formulated its judgement against this criterion according to the process set out in *Degree Awarding Powers in England: Guidance for Providers on Assessment by the Designated Quality Body, July 2022*, in particular Annex 4.

205 The School has in place, monitors and evaluates arrangements and resources which enable students to develop their academic, personal and professional potential. The School's approach, aligned to its mission and strategy, is aimed at developing and supporting its diverse body of students and supporting them to be employable in global careers. This aim can be seen not only through the programmes, and the provision of comprehensive teaching and learning resources and support services but also through its academic governance committee structure through which support for students is monitored.

206 Applicants are advised about, and receive accurate information on, their programmes during a clearly defined admissions process and a supportive orientation. Students are allocated academic advisers who support students to negotiate their way through their programme. There are appropriate arrangements for identifying and supporting students with additional support needs and the support available is clearly articulated in the Student Handbook and on the VLE.

207 Hult has a fit-for-purpose student records system which enables the School to monitor student progression and performance accurately and provide information to satisfy information needs as well as enabling students to monitor their own progress. Students are enabled to acquire academic, personal and professional skills through their academic programmes, career resources such as internship and industry insight sessions, web tools, and engagement with alumni.

208 The effectiveness of student and staff advisory, support and counselling services are monitored effectively, and any resource needs arising are appropriately considered because the School's support functions and services are monitored through consideration of student evaluations, and the academic governance committee structure. A regular weekly Care Committee ensures students identified whose welfare is at risk are monitored and provided with appropriate support, and the academic probation process provides an effective and tailored method of supporting students who are at risk of academic failure.

209 A range of learning resources are available for students. Teaching spaces are well-furnished, equipped with modern classroom equipment, and are fit for purpose. The library on each campus is supplemented by a substantial range of online resources, including eBooks and access to journals.

210 Although Hult's shared statement and commitment to diversity, equity, inclusivity and belonging is still a work in progress, there is a clear commitment to equity at the School for all students and the diversity of the student body is recognised and celebrated. Care Committee meetings, accommodation agreements, academic probation and the academic support provided to all students through their Academic Adviser ensure equity for all

students in enabling them to achieve successful academic personal and professional outcomes. The assessment team concludes, therefore, that the criterion is met.

Criterion E: Evaluation of performance

Criterion E1 - Evaluation of performance

211 This criterion states that:

E1.1: An organisation granted degree awarding powers takes effective action to assess its own performance, respond to identified weaknesses and develop further its strengths.

The evidence considered, and why and how the team considered this evidence

212 The QAA team assessed this criterion by reference to a range of evidence gathered before and during the visit according to the process described in *Degree Awarding Powers in England: Guidance for Providers on Assessment by the Designated Quality Body, July 2022*, in particular the suggested evidence outlined in Annex 5 and Hult International Business School's submission. The team identified and considered the evidence described below for the purposes described in Annexes 4 and 5 of this Guidance as follows.

213 Specifically, the assessment team considered or assessed:

- a To assess whether critical self-assessment is integral to the operation of the School's higher education provision and that action is taken in response to matters raised through internal or external monitoring and review, the team considered the Hult DAP Self-Assessment, [000] Academic Regulations, [0-09,15a] Minutes of Academic Board, [Q-16] minutes of Curriculum development Committee, [Q-16] minutes of Admissions Committee, [Q-16] Retention, Graduation and Employment Data, [Q-85] Meeting Notes Academic Staff, [M2 V1] Academic Board Observation Report, [Ob14] AACSB Extended Accreditation Report, [Q-88] Meeting Notes Senior staff Second Visit, [M1 V2] AACSB Peer Review Summary 2022, [16ai] Assurance of Learning, [15b] AMBA Assessment Report [008] Award of AMBA Accreditation, [Q-89] Academic Standards and Quality Committee minutes, [Q-16] course evaluation example, [E-01] Course Evaluations, [Q-20] Student Survey NPS Example, [E-2] Periodic review report EDOC, [Q-40] Meeting Notes, [M4 V2] HSA Minutes, [E-3] External Examiner term report example, [E-04] External Examiner Report Annual Report Example, [E-05] external examiner reports, [Q-49] response to low satisfaction, [Q-50] Observation Report Assessment Board 10 August 2022 [Ob05] Observation of Academic Board [Ob14].
- b To assess whether there are clear mechanisms for assigning and discharging action in relation to the scrutiny and monitoring of the School's academic provision, the team considered Minutes of Academic Board, [Q-16] minutes of Curriculum development Committee, [Q-16] minutes of Admissions Committee, [Q-16] Observation Report Assessment Board 10 August 2022, [Ob05], Observation report Academic Board 151222 [Ob14], AACSB Extended Accreditation Report [Q-88] AACSB Peer Review Summary 2022 [165b,16ai] AMBA Assessment Report [008], Award of AMBA Accreditation. [Q-89].
- c To establish whether ideas and expertise from within and outside the School are drawn into its arrangements for programme design, approval, delivery and review, the team considered external examiner reports, [SQ-03,Q-49] Annual programme reports, [SQ04] the report of the review of the BBA, [03] ASQC agendas, minutes and papers. [15a]

How any samples of evidence were constructed

214 No sampling was required for this criterion as the assessment team was able to assess all relevant documentation.

What the evidence shows

215 The School's current position and plans in relation to this criterion are as follows.

216 The School has a number of mechanisms for evaluating its own performance. These include consideration of student feedback, evaluating data on student performance and achievement, external examiner comments, reports from accreditors and regulators, input from external sources such as employers, and performance in published rankings with comparable institutions. There are established systems for programme monitoring and review. There are a number of mechanisms for gathering students' feedback, including end-of-course evaluations and regular checks on student satisfaction with their experience. Outputs of these mechanisms are considered through the committee structure and actions are put in place where a need is identified. All programmes have external examiners whose written reports are considered, and any issues therein responded to. The School makes use of external advisers (both academic and employers), as well as students and alumni, in the processes of programme approval and periodic review.

217 The assessment team's analysis of the evidence led to the following observations.

218 The Academic Regulations [0-09, 15a] stipulate that there are annual academic reviews and a periodic review process for all programmes. The template for the annual academic review [SQ04] is approved by ASQC [Q16] and requires that each programme considers the following: critical review of achievements and challenges; a record of main actions as a result of the previous academic review and external accreditation outcomes; an analysis of admissions; a review of progression; completion and student achievement; a review of student and other stakeholders' feedback; external examiner feedback; and the identification of priorities for the next academic year. The completed reports [SQ04] demonstrate that a systematic annual review of achievements and challenges is considered by ASQC and that the reports identify actions to be taken forward and monitored by ASQC. The periodic programme review process [09, 1015] is a thorough process that requires full evaluation of the programme, culminating in an evaluative periodic review report. Periodic reviews are considered by a panel with external membership which considers the same documentation as is required for a new programme approval, including programme documentation, Student Handbook and information on allocation of staffing and student support mechanisms. [0-09,15a]

219 The recent periodic review of the BBA programme provided an illustration of how the School reviews its programmes taking account of evaluation and feedback and external input. The rationale for the redesign and revalidation of the BBA programme was based on workshops that considered the outcomes of review of the existing programme and led to the revision of the programme with a focus, for example, on learning by doing and continuous development. [2a] As noted under Criterion B2 and Criterion B3, the assessment team found that the periodic review process for the BBA had been thorough and self-critical and had involved input from a wide range of staff, and from external advisers and students. [3] Likewise, the review of the MIB programme, discussed at Curriculum Committee, resulted in an identified need to follow a more integrated model to separate the programme more distinctively from the MBA programme in terms of outcomes and achieved skills. [Q16] The team found the processes for periodic review to be thorough and evaluative.

220 Committee discussions evidence a focus on enhancement of internal review processes. For example, the Admissions Committee [Q-16 minutes] discussed the School

being more data-driven to enable the assessment of factors that contribute to the success and failure of students on the various programmes such as outcomes of the Graduate Management Assessment Test (a test used to assess the skills of applicants to graduate management programmes) and also the impact of English language scores. These reviews fed into the redesign of the BBA, MIB and MBA programmes with the respective introduction of the new structures and programme outcomes for the academic year 2022-23. Committees receive regular reports on data, for example the Admissions Committee in February 2022 noted the provision of data from the Admission and Registry Teams for performance review. This review allowed the Committee to see, for example, the breakdown of GPA to entry criteria on undergraduate programmes and it was concluded that the data demonstrated a positive correlation between high school performance and GPA outcomes. [Q16] The postgraduate data review demonstrated a positive correlation between test of English as a foreign language (TOEFL) score and GPA and between undergraduate GPA to the postgraduate GPA outcomes. The intention of this overview was to assess whether lessons could be learned with regards to the likely success of students and what issues impact on that success. This review resulted in the confirmation of current entry requirements and demonstrates critical self-assessment of admission standards and student progress. The availability of student achievement data, and its use for evaluation of performance, is further evidenced by the retention, graduation and employment data [Q-85] which provides an overview of outcomes for programmes for the last four years (2018-2021). Such data is regularly received by Academic Board [Q-16] with corresponding action points arising from the review of awards data. This has been further enhanced through the introduction of the Awards Board, which confers degrees on behalf of Academic Board, with the provision of periodic statistical data. [Q-16] The use of data in evaluation was further supported by discussion with academic staff, who indicated that data, for example on student employment destinations, was used to inform discussions on curriculum design. [M2 V1]

221 The School places significant emphasis in its assessment of its performance on the consideration of outcomes from rankings by external organisations (including the Financial Times, Forbes, the Economist, and Bloomberg). These are discussed at Academic Board [Q16, Q86] and, where necessary, strategies are put in place to seek to improve ratings. Generally however, recent rankings have been positive and improving, for example being ranked first place for employment rate by Poets & Quants: Best Undergraduate Business Schools 2021. [Q-86] A steady improvement in the School's rankings and reputation was reported to Academic Board [Q16, Q86] and reasons for these outcomes, and factors that are considered to have impacted on them, were discussed. The team found that the School makes use of external rankings in its evaluation of its own performance.

222 The School engages with performance review resulting from its engagement with external accreditors such as AACSB, AMBA and EQUIS and the Self-Assessment [000] identifies accreditors and regulators as a 'valuable source of feedback'. Regular reports and updates with regards to Hult's accreditations and outcomes of reviews are received by Academic Board. [Q-16] Evidence of actions being taken in response to these reviews are exemplified in the AACSB Extended Accreditation Review (2017) and the incorporated Continuous Improvement Review. [Q-88] Evidence from minutes and papers from the Teaching and Learning Committee [15b] demonstrate that the Committee oversaw production of an action plan in response to the report, with identified actions and responsibilities assigned to ensure that tangible actions are taken in response. The AMBA 2021 Assessment Report [008] states that the provider 'responded thoroughly to the recommendations of the previous report, demonstrating commitment to continuous improvement'. The EQUIS Annual Progress Report [E-06] dated March 2018 lists three areas for improvement relating to research output, faculty appointments and strategic alliances. The subsequent reports indicate that Hult developed clear actions in response to these issues, with ongoing action on some issues. Minutes of the Academic Standards and Quality Committee March 2022 [Q-16] record that the annual progress report to EQUIS had

been submitted and this indicated that the School had further progressed with improvements arising from 2020 review.

223 The team's scrutiny of committee papers and minutes, [Q16] and observations of committees, enabled the team to follow processes for evaluation of the programmes and to confirm that meetings agree actions and identify responsibility; and progress on any identified actions is followed up at the next meeting. The documentation relating to accreditations referred to above, the evidence of the processes for consideration of and response to external examiners, the programme annual monitoring process and the periodic review process all demonstrate that action is taken in response to issues raised in internal and external review and that there are clear mechanisms for assigning and discharging action. There is, however, no overarching institutional annual monitoring report or associated action plan which brings all these various areas together. The assessment team found that critical self-assessment is integral to the operation of the School's higher education provision, and that action is taken in response to matters raised through internal or external monitoring and review.

224 Hult has a robust system in place through which student feedback is gathered, considered and acted on, obtaining regular and systematic student feedback through the use of course (module) evaluations. These seek numerical responses on a range of issues such as curriculum, learning and teaching, assessment and feedback, quality of course materials and overall evaluation. There is also an opportunity for students to submit qualitative comments. There is also a programme-level student survey. The Student Survey NPS Example [E-2] demonstrates how the net promoter score methodology is used in regular student surveys which ask about experience and satisfaction at programme level, including questions on academic staff, facilities, support services and programme organisation issues. Results are considered by tutors and senior management and are discussed during the annual faculty performance review. Senior staff informed the team [M2 V1] that student course evaluations and their comments are used in the performance evaluations of staff, and the team found, from an example of a staff performance evaluation, [C-07] that discussion of student course evaluations for the courses on which the member of staff teaches form part of the discussion relating to the staff member's teaching and learning approaches. The use of student evaluations was also confirmed by the students. [M4, V2] Students found the evaluations useful and targeted at the end of course feedback. Students expressed confidence that critical comments would result in action being taken. An example was provided where students had reported an issue with quizzes that were used as part of the assessment of a course, and this had resulted in a change to the respective assessment strategy. The team found that summaries of student evaluations are discussed at ASQC and minutes of the Curriculum Committee [Q-40] also evidence discussions around the review of course evaluations. A report of the evaluations is compiled for each semester for each programme. [Q-20] ASQC reviews the results of student course evaluations [Q-16] and Programme Directors are expected to include analysis of student evaluations in their programme annual reports [SQ04] and to identify and respond to the reasons for any disappointing scores.

225 The School also seeks to obtain student feedback through the Hult Student Association (HSA) in regular student meetings with staff. Minutes of meetings between staff and HSA [9a, 9b] indicate discussion on wide-ranging issues including curriculum, staff, communication and student support, and demonstrate that HSA feels confident in raising issues with staff. The Self-Assessment [000] further indicates that Hult introduced a weekly 'pulse of student satisfaction' survey through the learning management system where students receive the survey once per month which was subsequently reduced so that only one-eighth of the student population receive the 'pop-up' each week. Should a dip in satisfaction be identified on a particular campus, the shared central management team may reach out to the respective campus Dean or Programme Manager. The pop-up survey is

designed to monitor longitudinal consideration to identify periods of increased stress or dissatisfaction among students (during periods of assessment for example) which allows the School to consider strategies to mitigate declines of satisfaction, for example for programme teams to avoid bunching of assessments, which can enhance the student experience.

226 To further assess the academic quality of its programmes, the School makes use of external examiners' feedback. [000] The external examiners are asked to report, on a standard template, on rigour, compliance, equity and fairness of the assessment and grading process. External examiners are also required to comment on the level appropriateness, comparability with other higher education institutions and whether the set learning outcomes were achieved. [E-05; SQ-03, Q-49] Examiners are also asked to indicate that any issues raised previously have been addressed, and there is also space for any other comments they wish to make. Scrutiny of the external examiner reports indicates that their comments are generally positive, and that where they have raised any issues these are satisfactorily responded to by the School. Programme leaders are required to include responses to issues raised by external examiners in their annual programme reports [SQ04] which demonstrate that teams give consideration to examiner comments and respond through the annual programme report. [Q04] The annual reports and external examiner reports are considered by ASQC [A0-01, A-05, 15a-b] and the committee is responsible for approving and monitoring any action plans that result from the reports.

227 In addition to external examiners, the School also utilises external academic advice in its programme design, approval and periodic review processes. For example, it is a requirement for external advisers to be involved in approval panels, and this is evidenced in the report from the recent review of the BBA [3] which included external academic advisers, an employer representative and a student/alumni representative. The School also maintains links with employers in order to gauge their views on programmes, as confirmed from a meeting with employers and alumni at the second visit. [V2M5] Although the employers whom the team met had not been directly involved in development of curriculum or learning and teaching, they gave several examples of being consulted in terms of their activities and priorities with the aim of addressing industry needs and supporting employability in the curriculum. A further means by which the School gains input on industry practice is through the employment of academic staff who also have professional roles and are able to bring this into the institution through programme design, development and delivery. The team found that the School makes appropriate use of ideas and expertise from within and outside of the organisation in arrangements for programme design and approval, delivery and review.

Conclusions

228 The assessment team formulated its judgement against this criterion according to the process set out in *Degree Awarding Powers in England: Guidance for Providers on Assessment by the Designated Quality Body, July 2022*, in particular Annex 4.

229 The assessment team found that Hult takes effective action to assess its own performance, respond to identified weaknesses and develop further its strengths. The School has a number of mechanisms in place for assessing its own performance, including processes for regular monitoring and review of programmes, programme annual reports and periodic review. Programme monitoring and review is subject to oversight and consideration through the governance structure with programme changes being discussed at Curriculum Committee and approved by Academic Board. The consideration of the outputs of these processes through the governance committees ensures that actions are developed in response to issues raised, and responsibilities for implementation of these actions are clearly assigned. There is clear evidence from the recent BBA programme review that programme design and development takes account of the School's assessment of its performance and the identification of issues for improvement and enhancement. These

review processes include input from staff and students and external views from external academic advisers and employers. The School also makes regular use of data on student outcomes in these processes and evaluates performance in areas of student achievement.

230 The processes of assessment by accreditation bodies provides further evidence of the School assessing its own performance and putting in place actions to improve or change things in response to accreditor feedback. The consideration of reports from accreditors demonstrated to the team that the School takes account of their comments, and that confirmation of changes and improvements is reflected in following reports. External rankings are closely monitored and where rankings are disappointing steps are taken to look at the causes to try to improve them.

231 Effective use is made of external examiners, and where issues are raised there is evidence that the School responds appropriately. The School also makes use of external and internal expertise in programme design, approval and delivery, for example through external membership of programme approval panels, and the input of internal staff who are also experienced practitioners and who are thus able to contribute professional knowledge and experience to evaluation processes and curriculum review. There are robust regular processes for gaining student feedback on their experience and evidence that appropriate action is taken in response to student views. The assessment team concludes, therefore, that the criterion is met.

Full Degree Awarding Powers overarching criterion

232 The Full DAPs overarching criterion is that 'the provider is a self-critical, cohesive academic community with a proven commitment to the assurance of standards supported by effective quality systems'.

Conclusions

233 The team considers that the School has a self-critical, cohesive academic community with a proven commitment to the assurance of standards, supported by effective quality systems.

234 The School has effective approaches to assessing its own performance, responding to identified weaknesses and further developing its strengths. Action is taken to assess performance across its academic activities, reflecting on input from internal stakeholders, and considering and responding to the views of external experts. This is underpinned by a number of evaluation mechanisms, including annual monitoring, periodic review, student engagement and feedback, and external examiner arrangements. The School is also subject to regular external scrutiny by a number of accrediting organisations and engagement in these processes demonstrates a self-critical approach, responsiveness to recommendations and a desire to improve.

235 The School's shared mission and strategies are clear and supported by well understood policies and regulations that are developed with input from staff and students. The academic leadership structure and governance arrangements ensure effective management and oversight of higher education provision. Organisational and governance reporting lines are clearly defined, and the roles and responsibilities of staff clearly articulated. The Academic Regulations provide an effective framework for the maintenance of standards and quality; these are regularly reviewed and are approved by Academic Board following input from relevant subcommittees. There are effective processes for development, design and approval of programmes, programme monitoring and review, assessment, and the use of external examiners. External examiners confirm that appropriate standards are set and maintained. There are effective systems for student support that ensure that all students receive appropriate guidance, support and resources to enable them to benefit from their programme and to develop their full academic, personal and professional potential.

236 There is a cohesive academic community with clearly defined roles and regular engagement in activities which bring staff together, such as team meetings and institution-wide events. Staff have opportunities to contribute more broadly as a member of the Hult staff community, for example through supporting programme design and development activities and being members of committees. There are appropriate mechanisms in place to support and develop the effectiveness of all categories of staff. Staff are appropriately qualified, supported and developed and engage in a range of internal and external professional development activities. There is encouragement for staff to be outward facing through engagement with the activities of other higher education providers; and to undertake external professional activities scholarship and research that support and develop staff effectiveness and enable the sharing of views and experiences across the wider institutional community.

237 The observations in the paragraphs above, together with the conclusions for each of the criteria A-E in this report, demonstrate that Hult meets the overarching criterion and has a self-critical, cohesive academic community with a proven commitment to the assurance of standards, supported by effective quality systems.

Annex

Evidence

This represents the full evidence submitted by the School.

Original submission and evidence base January 2022

000 - Hult DAPs Self-Assessment Report (Final 21-01-2022).pdf
000a - QAA Report, HSA 2021-22 (UG).pdf
000b - Student Report for QAA- HULT (PG).pdf
0-01 – Hult UK Terms Of Reference (1).pdf
0-02 - Workplan for Board of Directors _amended Nov 12 2015.pdf
0-03 - Registration decision - 10003212 Hult International Business School Ltd.pdf
0-04 - Ashridge-Hult HER(AP) 2017.pdf
0-05 - ACDAP advice to OfS_The Ashridge (Bonar Law Memorial) Trust 25-06-20.pdf
0-06 - Hult AACSB Outcomes Report - Jun17.pdf
0-07 - 2021-EFMD-AWARD-EQUIS_Hult.pdf
0-08 - AMBA Review - Outcome Report (2021).pdf
0-09 - Academic Regulations AY2021-22.pdf
0-10 - Faculty Summit Agenda (7-9 January 2019).pdf
0-11 - UN PRME Report (2020).pdf
0-12 - Hult Strategy Map.pdf
0-14 - Illustrative Timeline to Hult 211104.pdf
0-15 - CAT Role Specifications.pdf
0-16 - Roles at campus.pdf
A-01 - Academic Governance Committee Structure (January 2022).pdf
A-02a - ACBD.23.M (16 February 2021).pdf
A-02b - ACBD.24.M (27 May 2021).pdf
A-02c - ACBD.25.M (12 August 2021).pdf
A-02d - ACBD.26.M (09 December 2021).pdf
A-03 - BBA AY 2021-22 Program Catalog.pdf
A-04 - Student Handbook AY2021-22 (26 Aug).pdf
A-05a - ASQC.17.M (03-03-2021).pdf
A-05b - ASQC.18.M (07-07-2021).pdf
A-05c - ASQC.19.M (20-10-2021).pdf
A-06a - CC.9.M (27-01-2021).pdf
A-06b - CC.10.M (21-04-2021).pdf
A-06c - CC.11.M (14-07-2021).pdf
A-06d - CC.12.M (25-08-2021).pdf
A-06e - CC.13.M (13-10-2021).pdf
A-07a - Minutes of the Teaching & Learning Committee 13 January 2021.pdf
A-07b - TLC Minutes April 14 2021.pdf
A-07c - TLC Minutes July 26 2021.pdf
A-07d - TLC Minutes October 11 2021.pdf
A-08a - AC.7.M (18-02-2021).pdf
A-08b - AC.8.M (08-07-2021).pdf
A-08c - AC.9.M (03-11-2021).pdf
A-09a - Research Committee Minutes July 2021.pdf
A-09b - Research Committee Minutes August 2021.pdf
A-09c - Research Committee Minutes September 2021.pdf
A-09d - Research Committee Minutes November 2021.pdf
A-10 - Electing & Role of the HSA.pdf
B1-01 - 10008899_The Ashridge (Bonar Law Memorial) Trust 25-06-20 (1).pdf
B1-02 - Faculty Teaching & Learning Resources Page Overview.png

B2-01 - MBA AY 2021-22 Program Catalog.pdf
 B2-02 - Hult_rubric implementation guide.pdf
 B2-03 - Grade Review Screenshot.png
 B2-04 - Summer 2021 - External Examiner Reports.pdf
 B2-05a - External Examiner Report Fall 2019-20.pdf
 B2-05b - CC.6.M (20-04-2020).pdf
 B2-05c - CC.7.M (13-07-2020).pdf
 B2-05d - CC.8.M (14-10-2020).pdf
 B2-05e - February 2021 MBA EMBA MIB Assessment Board Minutes.pdf
 B2-06 - CC.2.M (04-30-2019).pdf
 B2-07 - ERS DEIB Curriculum Analysis 2020-21.pptx
 B3-01 - BBA-Brochure-2021-22.pdf
 C-01 - AACSB Standards for Accreditation (2018).pdf
 C-02 - EQUIS Standards for Accreditation (2019).pdf
 C-03 - Inspiring Pedagogy Schedule_Faculty Summit January 2019.pdf
 C-04 - 2019 Global Faculty Summit - Kick-off.pdf
 C-05 - Very Blue Book (All Staff).pdf
 C-06 - Hult Annual Faculty Performance Review Template.pdf
 C-07 - Faculty Annual Review Example.pdf
 C-08 - New Managers Training Email Comms.pdf
 D-01 - BBA Global Careers Report (2019).pdf
 D-02 - Global Careers Report MBA (2020).pdf
 D-03 - Look After Your Mate Workshop.pdf
 D-04 - Orientation September 2019 - 2019-09-03 (Hult UG).pdf
 D-05 - De-Stress Week.png
 D-06 - Student Survey NPS Example (Screenshot).png
 D-07 - Alumni Magazine (2020).pdf
 D-08 - hult-brand-book-2022-23-masters.pdf
 D-09 - 2021_hult_bba_november2021 - Ts&Cs.pdf
 E-01 - Course Evaluation Example.pdf
 E-02 - Student Survey NPS Example (Screenshot).png
 E-03 - HSA Meeting Notes Example.pdf
 E-04 - External Examiner Term Report Example.pdf
 E-05 - External Examiner Annual Report Example.pdf
 E-06 - EQUIS Annual Progress Report (March 2019).pdf

Evidence received April 2022 (first request for additional evidence)

Q 02 - AB slide - Apr 2022.pdf
 Q 02 - AB Slide - Feb 2022.pdf
 Q 02 - AB Slide - Oct 2021.pdf
 Q 05 - AllCompanyCall31March2022.pdf
 Q 05 - BBA Program 2022 - Presentation to Faculty - 2022-01-11.pdf
 Q 05 - Global PG Call March 24, 2022 Recording.mp4
 Q 07 - Hult 2021 Research Strategy Map.pdf
 Q 09 - Item 2.2.iii - ERS DEIB Curriculum Analysis 2020-21.pdf
 Q 10 - LinkedIn Profiles for Senior Management.pdf
 Q 11 - Hult Articles of Association.pdf
 Q 12 - 2020-01-29 Hult UK Charity Board Minutes.pdf
 Q 12 - 2020-03-25 Hult UK Charity Board Minutes.pdf
 Q 12 - 2020-06-11 Hult UK Charity Board Minutes.pdf
 Q 12 - 2020-09-18 Hult UK Charity Board Minutes.pdf
 Q 12 - 2021-02-16 Hult UK Charity Board Minutes.pdf
 Q 12 - 2021-06-30 Hult UK Charity Board Minutes.pdf
 Q 12 - 2021-12-15 Hult UK Charity Board Minutes.pdf
 Q 12 - 2022-01-19 Hult UK Charity Board Minutes.pdf

Q 12 - OfS DAP Governance Info (21-11-19).pdf
 Q 16 - Academic Board 19 - Agenda & Papers (12-02-2020).pdf
 Q 16 - Academic Board 20 - Agenda & Papers (07-05-2020).pdf
 Q 16 - Academic Board 21 - Agenda & Papers (06-08-2020).pdf
 Q 16 - Academic Board 22 - Agenda & Papers (12-11-2020).pdf
 Q 16 - Academic Board 23 - Agenda & Papers (16-02-2021).pdf
 Q 16 - Academic Board 24 - Agenda & Papers (27-05-2021).pdf
 Q 16 - Academic Board 25 - Agenda & Papers (12-08-2021).pdf
 Q 16 - Academic Board 26 - Agenda & Papers (09-12-2021).pdf
 Q 16 - Academic Board 27 - Agenda & Papers (14-04-2022).pdf
 Q 16 - Academic Standards & Quality Committee 14 - Agenda and Papers (02-03-2020).pdf
 Q 16 - Academic Standards & Quality Committee 15 - Agenda and Papers (06-07-2020).pdf
 Q 16 - Academic Standards & Quality Committee 16 - Agenda and Papers (21-10-2020).pdf
 Q 16 - Academic Standards & Quality Committee 17 - Agenda and Papers (03-03-2021).pdf
 Q 16 - Academic Standards & Quality Committee 18 - Agenda and Papers (07-07-2021).pdf
 Q 16 - Academic Standards & Quality Committee 19 - Agenda and Papers (20-10-2021).pdf
 Q 16 - Academic Standards & Quality Committee 20 - Agenda and Papers (02-03-2022).pdf
 Q 16 - Admissions Committee 03 - Agenda and Papers (06-11-2019).pdf
 Q 16 - Admissions Committee 04 - Agenda and Papers (13-02-2020).pdf
 Q 16 - Admissions Committee 05 - Agenda and Papers (09-07-2020).pdf
 Q 16 - Admissions Committee 06 - Agenda and Papers (05-11-2020).pdf
 Q 16 - Admissions Committee 07 - Agenda and Papers (18-02-2021).pdf
 Q 16 - Admissions Committee 08 - Agenda and Papers (08-07-2021).pdf
 Q 16 - Admissions Committee 09 - Agenda and Papers (03-11-2021).pdf
 Q 16 - Admissions Committee 10 - Agenda and Papers (16-02-2022).pdf
 Q 16 - Curriculum Committee 05 - Agenda and Papers (20-01-2020).pdf
 Q 16 - Curriculum Committee 06 - Agenda and Papers (20-04-2020).pdf
 Q 16 - Curriculum Committee 07 - Agenda and Papers (13-07-2020).pdf
 Q 16 - Curriculum Committee 08 - Agenda and Papers (14-10-2020).pdf
 Q 16 - Curriculum Committee 09 - Agenda and Papers (27-01-2021).pdf
 Q 16 - Curriculum Committee 10 - Agenda and Papers (21-04-2021).pdf
 Q 16 - Curriculum Committee 11 - Agenda and Papers (14-07-2021).pdf
 Q 16 - Curriculum Committee 12 - Agenda and Papers (13-10-2021).pdf
 Q 16 - Curriculum Committee 14 - Agenda and Papers (19-01-2022).pdf
 Q 16 - Curriculum Committee 15 - Agenda and Papers (20-04-2022).pdf
 Q 20 - PG 2019-20 Core Course Evaluations Summary.pdf
 Q 20 - PG 2019-20 Electives Course Evaluations Summary.pdf
 Q 20 - PG 2020-21 Core Course Evaluations Summary.pdf
 Q 20 - PG 2020-21 Electives Course Evaluations Summary.pdf
 Q 20 - PG 2021-22 Core Course Evaluations Summary.pdf
 Q 20 - UG Fall 2019 Course Evaluations Summary.pdf
 Q 20 - UG Fall 2020 Course Evaluations Summary.pdf
 Q 20 - UG Fall 2021 Course Evaluations Summary.pdf
 Q 20 - UG Spring 2020 Course Evaluations Summary.pdf
 Q 20 - UG Spring 2021 Course Evaluations Summary.pdf
 Q 20 - UG Spring 2022 Course Evaluations Summary.pdf
 Q 20 - UG Summer 2020 Course Evaluations Summary.pdf
 Q 20 - UG Summer 2021 Course Evaluations Summary.pdf
 Q 23 - Assessment Boards Terms of Reference .pdf
 Q 23 - BBA Assessment Board Minutes June 2020.1.pdf
 Q 23 - February 2021 MBA EMBA MIB Assessment Board Minutes.pdf
 Q 23 - March 2022 - BBA Assessment Board Minutes.pdf
 Q 24 - Unofficial Transcript with Transfer Credits Example 1.pdf
 Q 24 - Unofficial Transcript with Transfer Credits Example 2.pdf
 Q 25 - PG - Comprehensive Rubrics AY2021-22.pdf

Q 25 - UG - AnalyticWritingRubric.pdf
 Q 25 - UG - GeneralDebateRubric.pdf
 Q 25 - UG - GeneralPresentationRubric.pdf
 Q 25 - UG - Individual Marketing Assignment.pdf
 Q 25 - UG - Participation Rubric.pdf
 Q 25 - UG - ReflectiveEssayRubric.pdf
 Q 25 - UG - Team Marketing Assignment.pdf
 Q 26 - AC.8.M (08-07-2021).pdf
 Q 28 - AIC Case summary 2019-2021.pdf
 Q 29 - Screenshot - Example of a student's attendance dashboard on myHult.png
 Q 30 - Example of Late Submission Penalty Applied.pdf
 Q 31 - Gradebook Screenshot showing SGR & EXT.png
 Q 31 - Guide to Second Marking.pdf
 Q 33 - Accommodation Agreement, Template.pdf
 Q 33 - Hult Disability Service Request Process.pdf
 Q 34 - Transcript with Re-Sit Recorded Example.pdf
 Q 35 - CLOs & PLOs MBA.pdf
 Q 38 - CC.13.M (13-10-2021).pdf
 Q 38 - CC.6.M (20-04-2020).pdf
 Q 38 - CC.8.M (14-10-2020).pdf
 Q 40 - EDOC Periodic Review Minutes (1 July 2019).pdf
 Q 40 - EDOC Program Team Response (November 2019).pdf
 Q 42 - BBA program catalog 2021-2022.pdf
 Q 42 - MBA program catalog - a0p1Q00001Em2Mk (1) (1).pdf
 Q 42 - MFIN program catalog - a0p1Q00001Em2Mu (1).pdf
 Q 42 - MIB program catalog - a0p1Q00001Em2Mz (1).pdf
 Q 42 - MIM program catalog - a0p1Q00001Em2N4 (1).pdf
 Q 46 - AIC Guidelines.pdf
 Q 49 - AY 2018-19 PG External Examiner End of Year Reports.pdf
 Q 49 - AY 2018-19 PG External Examiner Reports.pdf
 Q 49 - AY 2018-19 UG External Examiner End of Year Reports.pdf
 Q 49 - AY 2018-19 UG External Examiner Reports.pdf
 Q 49 - AY 2019-20 PG External Examiner End of Year Reports.pdf
 Q 49 - AY 2019-20 PG External Examiner Reports.pdf
 Q 49 - AY 2019-20 UG External Examiner End of Year Reports.pdf
 Q 49 - AY 2019-20 UG External Examiner Reports.pdf
 Q 49 - AY 2020-21 PG External Examiner End of Year Reports.pdf
 Q 49 - AY 2020-21 PG External Examiner Reports.pdf
 Q 49 - AY 2020-21 UG External Examiner End of Year Reports.pdf
 Q 49 - AY 2020-21 UG External Examiner Reports.pdf
 Q 49 - AY 2021-22 PG External Examiner Reports (Fall).pdf
 Q 49 - AY 2021-22 UG External Examiner Reports (Fall).pdf
 Q 50 - Example of response to low satisfaction reported in weekly survey.pdf
 Q 54 - Faculty Data for QAA - 2022-02-21.xlsx
 Q 55 - Campus Staff Org Chart (2022).xlsx
 Q 58 - EQUIS_Hult-Internat-BS_II_AB-decision_23Feb2021.pdf
 Q 59 - Hult Research Fellow Role.pdf
 Q 61 - Faculty Summit 2022 Agenda (draft).pdf
 Q 62 - All Staff Level 1 Safeguarding.pdf
 Q 62 - Example Staff CPD Sessions.pdf
 Q 62 - Staff Elective options.pdf
 Q 72 - Acceptanceletter_(Example 1).pdf
 Q 72 - Acceptanceletter_(Example 2).pdf
 Q 72 - PG_2022_Rejection_Letter (Example).pdf
 Q 74 - Accommodation Agreement, Seating Template (Example).pdf

Q 74 - Accommodation Agreement, Temporary (Example).pdf
Q 75 - Example - Outcome Notice.pdf
Q 75 - Example - Outcome Notice_Marketing[58].pdf
Q 80 - Career Support Summary 2021-22.pdf
Q 84 - Hult UK Employee Handbook FINAL (1).pdf
Q 85 - Retention & Graduation Rates & Employment.pdf
Q 86 - Faculty Handbook_ AY20-21 (3).pdf
Q 86 - Hult UK Employee Handbook FINAL.pdf
Q 88 - Hult_Ext_Decltr_Jun17 (AACSB).pdf
Q 89 - 0721 Hult (AMBA).pdf

Evidence received September 2022 (Second request for additional evidence)

Q 01 - Academic Board 28 - 11-08-2022 Minutes Agenda & Papers.pdf
Q 01 - Admissions Committee 11 - 20-07-2022 Minutes Agenda & Papers.pdf
Q 01 - ASQC 21 - 20-07-2022 Minutes Agenda & Papers.pdf
Q 01 - Curriculum Committee 16 - 28-07-2022 Minutes Agenda & Papers.pdf
Q 02 - Academic Regulations AY2022-23 (v2.4).pdf
Q 02 - Student Handbook AY2022-23 (v1.1).pdf
SQ03 - PG End-of-Year External Examiner Reports.pdf
SQ03 - UG End-of-Year External Examiner Reports.pdf
Q 04 - Program Annual Reports.pdf
Q 05 - DBA for Academic Board August 2022 - Read-Only.pdf
Q 05 - Item 3.1 - UG Update Academic Board 2022-09-10 v2.pdf
Q 05 - Item 3.2 - August 11 2022 PG AB Update.pdf
Q 05 - Item 3.3 - Hult Ashridge Update August 2022.pdf
Q 05 - Item 3.4.ii - DBA for Academic Board August 2022 - Read-Only.pdf
Q 05 - Item 3.6 - Rankings update for Academic Board - Aug 11 2022.pdf
Q 06 - 2022 April - HULT - SUB CHG.pdf
Q 06 - AB slides for 5.2.ii 5.7 & 8.1.pdf
Q 06 - HultInternationalBusinessSchool_Decltr_Extend_BOARD_CIRC_June22.pdf
SQ09 - 2022 Faculty Summit Agenda.pdf
SQ09 - Hult Faculty Summit Powerpoint.pdf
Q 11 - MBA External Examiner Report (RC).pdf
SQ 12 - Exchange with External Examiner on ETH6578 Course (10 Aug 2022) (1).pdf
Q 14 - Counselling & Wellbeing Team Processes & Procedures.pdf
Q 14 - Student Wellbeing & Counselling Department- 2022_23 Counselling Intake Form.pdf
Q 15 - DEIB Statement and commitments v2.pdf
Q 15 - Orientation DEIB2022.pdf
Q 15 - Session Plan Orientation 2022.pdf
Q 16 - Master PAI Template.pdf
SQ18 - The Hult Scholar Grant.pdf
Q 19 - BBA 2022 Development Timeline - 2022-10-14.pdf
Q 19 - BBA Program Catalog 2022-23.pdf
Q 19 - Notes from Assessment Group - 2022-10-11.pdf
Q 19 - Notes from Diogenes Meetings - 2022-10-11.pdf

Evidence received November 2022 (third request for additional evidence)

2a - BBA Curriculum Design Group Meeting Notes (2022).docx
2b - BBA Assessment Group Meeting Notes (2021).docx
3 - Meeting Minutes - BBA Periodic Review Panel (22-08-22).pdf
5a - 2023 Global Campus Summit Email.pdf
5b - 2018 Barcelona Campus Summit Information Email.pdf
6a - Undergraduate Campus Structure 2022.pdf
6b - Postgraduate Campus Structure 2022.pdf
6c - Central Reporting.pdf

6d - London Campuses - Roles & Employees 2022.xlsx
 7a - Hult Safeguarding Policy (London Campuses) March 2022 .pdf
 7b - Hult Safeguarding Procedures (London Campuses) March 2022 .pdf
 8a - Hult PG Floor plans.pptx
 8b - Hult PG Rooms List.xlsx
 8c - Hult UG Floor Plans.pdf
 8d - Hult UG Rooms List.xlsx
 9a - HSA Meeting Notes 14 March 2022.pdf
 9b - HSA Meeting Notes 06 Oct 2022.pdf
 10a - Awards Board - Degree Award Student Data August 2022 (12.8.22).xlsx
 10b - Awards Board - Degree Award Student Data September 2022 (12.9.22).xlsx
 10c - Awards Board - Degree Award Student Data October 2022 (11.10.22).xlsx
 10d - Awards Board - Academic Board Report (11 August 2022) - Awards conferred since last meeting.pdf
 12a - News from Campus (2020-11-27).pdf
 12b - News from Campus (2021-09-10).pdf
 12c - News from Campus (2022-02-25).pdf
 12d - News from Campus (2022-10-28).pdf
 14a - Hult UK Employee Handbook.pdf
 14b - Very Blue Book.pdf
 14c - Very Pink Book.pdf
 15a - ASQC 22 - Agenda (18-10-2022).docx
 15a - ASQC.22.M (18-10-2022).pdf
 15a - Item 2.1 - ASQC.21.M (20-07-2022).docx
 15a - Item 3.1.a - 2022 April - HULT - SUB CHG.pdf
 15a - Item 4.1 - Academic Regulations AY2022-23 (v2.4) (1).pdf
 15a - Item 4.2 - Student Handbook AY2022-23 (v1.2).pdf
 15a - Item 5.1.a - Hult AY 2021-22 End-of-Year External Examiner Reports.pdf
 15a - Item 5.1.b - Ashridge EE Reports.pdf
 15a - Item 5.1.c.i - External Examiner Nomination Form
 15a - Item 5.1.c.ii – External Examiner CV
 15a - Item 6.2 - Breakdown of Student Outcomes AY2021-22.xlsx
 15a - Item 7.2.a - 2021 2022 AMR Action Plan v2.docx
 15b - Item 6 - 2020 AACSB Business Accreditation Standards-Jul-1-2022.pdf
 15b - Item 6 - AACSB - AoL_White_Paper_Standard_8 (1).pdf
 15b - Item 6 - Assurance of Learning - 2022-10-04.docx
 15b - TLC Minutes Meeting (04-10-2022).pdf
 16ai - AACSB 2022 Peer Review Summary.pdf
 16aii - AACSB 2022 Peer Review Team Report.pdf
 16b - EQUIS 2021 Peer Review Report.pdf
 16c - AMBA 2021 Peer Review MBA Assessment Report.pdf

Evidence received January 2023 (fourth request for additional evidence)

Q 01a - Staff Profiles.pdf
 Q 01b - Associate Dean.pdf
 Q 01c - Director of Student Development Coaching.pdf
 Q 01d - Campus Dean.pdf
 Q 03 - Hult BBA & FHEQ.pdf
 Q 04 - CC.4.M (10-7-2019).pdf
 Q 05a - No TC Sample Transcript.pdf
 Q 05b - No TC Sample Degree Audit.pdf
 Q 05c - TC (UFY) Sample Transcript.pdf
 Q 05d - TC (UFY) Sample Degree Audit.pdf
 Q 06a - Internship A1 Analysis of Practice Grading.png
 Q 06b - Internship Gradebook Example.png

Q 06c - Internship A2 Reflection Grading.png
Q 07a - AIC Outcome Notice (Email).pdf
Q 07b - AIC Outcome Notice (Letter).pdf
Q 08a - Student Conduct Meeting Request - Respondent - December 09, 2022.pdf
Q 08b - Student Conduct Outcome Letter - Respondent - December 14, 2022.pdf
Q 09 - hult-student-handbook-2022-23-v1-2.pdf
Q 10 - The Ashridge (Bonar Law Memorial) Trust Case Information.pdf
Q 12a - Extract Minute - Hult US Board of Directors Meeting June 29 2022 (part 1).pdf
Q 12b - 0-02 - Workplan for Board of Directors _amended Nov 12 2015.pdf
Q 13 - Orientation Schedule 2022 (PG).xlsx

Observations

Ob01 Curriculum Committee 20 April 2022
Ob02 Admissions Committee 19 July 2022
Ob03 ASQC 10 July 2022
Ob04 Research Committee 25 July 2022
Ob05 Assessment Board 10 August 2022
Ob06 Academic Board 11 August 2022
Ob07 Teaching and Learning Committee 4 October 2022
Ob08 ASQC 18 October 2022
Ob09 Teaching Observation (Business and the World Economy) 18 October 2022
Ob10 Teaching Observation (Contemporary Ethics) 18 October 2022
Ob11 Care Committee 29 November 2022
Ob12 Global Deans meeting 5 December 2022
Ob14 Academic Board 15 December 2022

Visit meeting notes

First Visit

V1M1 Meeting with senior staff
V1M2 Meeting with academic staff
V1M3 Meeting with professional support staff
V1M4 Meeting with postgraduate students
V1M5 Meeting with undergraduate students
V1M6 Clarification meeting with senior staff

Second Visit

V2M1 Meeting with senior staff
V2M2a Meeting with academic staff postgraduate
V2M2b Meeting with academic staff undergraduate
V2M3 Meeting with support staff
V2M4 Meeting with students
V2M5 Meetings with employers and alumni

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