

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

SUPPLEMENTARY INSPECTION CHANGE OF MANAGEMENT (Independent Higher Education)

INSTITUTION: International Business School, Budapest

ADDRESS: Záhony utca 7
Budapest
H-1031
Hungary

HEAD OF INSTITUTION: Dr Laszlo Lang

ACCREDITATION STATUS: Accredited

DATE OF INSPECTION: 27 February 2019

ACCREDITATION COMMITTEE DECISION AND DATE: Continued accreditation, 23 May 2019

PART A – INTRODUCTION

1. Background to the Institution

The International Business School (IBS/the Institution) is a private Higher Education (HE) institution established in 1991 with degree awarding powers granted by the Hungarian government. The Institution primarily offers provision validated by the University of Buckingham in the United Kingdom (UK) through a partnership agreement. The Institution provides foundation, undergraduate and postgraduate programmes including Business and Finance and Art-related degrees, aimed at domestic and overseas students, as well as a small range of qualifications offered in Hungarian. Commercial and executive education services are offered through the Spark Institute at IBS which operates alongside the provision of validated programmes.

As a private university, and in accordance with Hungarian law, IBS has a Maintainer who has a legal obligation to guarantee normal operations and the right to appoint the Rector and to be consulted on strategic matters. The Institution has a sole director and an owner with a majority holding in the company. The Rector is the senior manager and works with the Senate to gain agreement on the operational and strategic management of the Institution. The Senate is the senior strategic committee of the Institution.

The Institution is based in a business park on the outskirts of Budapest, which includes a hall of residence. IBS also has a small secondary campus in Vienna opened in 2013 and administered from Budapest. The buildings in Budapest are well maintained and offer a range of classrooms, a student lounge, a library and a cafeteria. They are set amongst green spaces and recreational areas.

The Institution's mission is to be an HE provider that creates value for its stakeholders through nourishing an international student body which it supports by developing their core employability skills and competencies as well as by providing services that facilitate connections and transactions between students and their future employers.

The Institution developed its first UK university partnership with Oxford Brookes University in 1991, initially through a franchise agreement and then as validated provision. This partnership was replaced in 2012 by a partnership agreement with the University of Buckingham. The Oxford Brookes University provision is due to be taught out by July 2019. The Institution extended its range of provision with the launch of its doctoral programmes in 2017 in collaboration with the University of Buckingham.

2. Brief description of the current provision

The undergraduate and postgraduate degree courses validated by the University of Buckingham include Bachelor of Science degrees in Management, Financial Management, Business and Diplomacy, Management with Arts, Management with Tourism, Management with Marketing and Management with Human Resource Management and Psychology. Postgraduate programmes include and Master of Business Administration (MBA) in Data-Driven Management, Master of Science (MSc) in Human Resource Management, MSc in International Management, MSc in Financial Management and MSc in Marketing Management, along with Doctorates in Art History, Business and Management, Economics and International Affairs. IBS validates its own undergraduate degrees in Business Administration, Applied Economics, International Business Economics, Finance and Accounting and International Relations, along with master's degrees in International Business and Business Development. In addition, two foundation programmes are offered. These are an International University Foundation course in English and in German. Both are certificated by IBS.

The Bachelor of Science (BSc) in Applied Economics and the two IBS master's degrees had not recruited at the time of the inspection, along with six of the 14 Master programmes validated by the University of Buckingham. The language of tuition is English for all but the provision that is validated by the Institution, which is delivered in both English and Hungarian.

At the time of the inspection, the Institution had 1357 full-time students and one part-time student who is a member of staff. Students from Hungary make up just under half the student population, the remainder being drawn from 71 other countries including Turkey, Iran, China, Kazakhstan, Pakistan and Azerbaijan. The majority of students are studying on the University of Buckingham provision. A very small minority are enrolled on the IBS degrees and the remainder on the International Foundation Programme. The majority of students are male. The Institution has no students aged under 18 years.

Recruitment to the courses takes place primarily in September, with a second intake in January. All students are required to demonstrate their English language proficiency for the University of Buckingham programmes, including through International English Language Testing System (IELTS) at 6.0 or other equivalent certificates, and a language test on arrival.

3. Inspection process

The supplementary inspection was carried out remotely in one morning by one inspector, with online meetings held with senior managers and academic and non-academic staff. A range of documentation related to the change of status was reviewed including the revised mid-term strategy, the updated Deed of Foundation, job descriptions and staff and student guides. The Institution engaged positively with the inspection.

4. Background to the supplementary inspection

In addition to offering validated programmes, IBS also operates a commercial arm called the Spark Institute at IBS, which offers consultancy and executive education services to meet the needs of employers. This commercial work has been managed as a separate business and was not part of the previous BAC inspection and it is not part of BAC's accreditation. The increase in business related activities over the last two years, has led to IBS reviewing the transparency of the financial management of its business activities to avoid any possible conflict of interest between its strands of work by the Hungarian tax authorities. The decision to change the status of IBS from a not-for-profit organisation to a for-profit institution was agreed by the Owner, the Maintainer and the Rector in October 2018. The decision was endorsed by the Senate which includes staff and student representatives. This change allows IBS to bring together the financial management of mainstream education and commercial services, thereby simplifying the tax management of IBS activities. This change of status is reflected in the revised Deed of Foundation which has been submitted to the Hungarian Education Authority and approved.

The Institution has also appointed a new Head of Academic Services who obtained his PhD at the University of Leicester and has substantial teaching experience both in Hungary and in the UK and replaces the former Head of Academic Services.

5. Inspection history

Inspection type	Date
Full accreditation	19 July 2018

PART B – JUDGMENTS AND EVIDENCE

The following judgments and comments are based upon evidence seen by the inspector during the inspection and from documentation provided by the Institution.

1. Compliance with BAC accreditation requirements

1.1 Governance, Strategy and Financial Management (full inspection)

The numbers below refer to the standards as presented in the Independent Higher Education scheme document and main full inspection report

1. The Institution is effectively and responsibly governed

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The organisation's structure is clearly defined through its committee structure and remits which provide effective oversight of academic integrity. The key roles are set out in the organisation chart available to staff and students through the IBS intranet. Roles are supported by detailed job descriptions and clear reporting lines. The Rector as the senior manager of the Institution maintains links with the owner and the Maintainer of the Institution in line with Hungarian legislation. The management structure of IBS remains unchanged by its change of status to a for profit private provider of higher education, and the Deed of Foundation has been amended to reflect this change with the agreement of the Senate as the senior strategic committee, and with the agreement of the owner, the Rector and the Maintainer.

The IBS operational rules and regulation document has been updated to reflect the Institution's change of status, and IBS' strategy updated through its mid-term strategy document which is available to staff and approved by the senior management team. Staff and external stakeholders are consulted on changes to the key strategic priorities which reflect the challenges of the higher education market nationally and internationally.

The Institution has an explicit risk assessment strategy which is regularly reviewed by the senior management team and the Management Board and appropriate actions taken and evaluated. However,

as yet the change of status aspects has not been included in the strategy which would benefit from this update.

Clear communication channels continue to operate with all stakeholders including students, staff, employers and the University of Buckingham. Students and staff are represented on key management committees including the Senate, which ensures that a broad spectrum of views inform new developments and the management of provision. The Institution also regularly consults with employers to inform its key development priorities.

The Institution has effective communication mechanisms for gathering feedback from all stakeholders, including employers, to inform strategic developments. The management views the change of status as facilitating closer alignment between the commercial, consultancy and research work of the Spark Institute, and the teaching provision offered.

2. The Institution has a clear and achievable strategy

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The five-year development strategy has been reviewed in 2018, and a mid-term strategy document developed, which clearly sets out five strategic goals which include greater engagement with international markets, business interests, research developments and encouragement of diversity. The updated goals have been informed by research into the developments and challenges of the national and international education environment, and the views of stakeholders including employers, staff and students. The strategy document has been approved by the Senate and the Management Board and is available to staff and students through the intranet. Employer partners are also updated on strategic priorities through regular meetings.

Regular comprehensive reviews of student recruitment, retention, achievement and progression are evaluated against key performance indicators by the Senate and the Management Board. The revised strategic targets reflect consideration of feedback received from stakeholders, including the development of skills modules for undergraduates to which effectively improve students' employability profile.

The Institution maintains a clear and achievable strategy based on clear consideration of external factors and the views of its stakeholders and approved by its senior committees. The change of status provides an opportunity to more closely align the longer-term objectives of developing provision to enhance student employability.

3. Financial management is open, honest and effective

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The work of the consulting and executive education services operated through the Spark Institute will be included in the accounts compiled by the Chief Financial Officer and submitted to the Senate and the Management Board. The change of status will not affect financial reporting duties which remain unchanged, with accounts externally audited and approved in line with higher education statutory regulation in Hungary.

The Institution continues to operate appropriate systems and reporting structures for the review and approval of financial accounts in compliance with statutory requirements.

1.2 Academic Management and Administration (full inspection)

The numbers below refer to the standards as presented in the Independent Higher Education scheme document and main full inspection report

4. The Institution is effectively managed

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institute has a clear management and reporting structure which is set out in the organisation chart, including detailed job descriptions. There is a clear committee structure with appropriate terms of reference and membership. Minutes of meetings are kept for all committees and are made available to staff and students as appropriate, via the intranet, and key outcomes continue to be shared with external stakeholders through published updates. Students are represented on the Senate and on Programme Committees, and their views inform the management of the Institution.

The operational and reporting rules and regulations have been updated to reflect the change of status of the Institution. The operational and reporting rules and regulations are published on the Institution's website ensuring access for external stakeholders. Whilst no longer a statutory obligation, IBS will continue to publish a Public Benefit Report setting out how its provision makes a contribution to the local, national and international community.

A regular schedule of meetings is in place, and minutes support effective action planning which is discussed and monitored by senior management. Reports are produced by programme directors incorporating feedback from students to inform the effective review, management and enhancement of provision.

The Head of Marketing and Admissions is responsible for ensuring the currency and accuracy of information published for current and prospective students. Student handbooks are regularly updated by heads of

programme to ensure they meet the requirements of the University of Buckingham, and feedback on the clarity and quality of information is sought from students to inform revised publications.

The academic and administrative management of the Institution is effective. The academic and administrative functions of the Spark Institute are managed by a separate team of staff who have clearly defined expectations and guidelines.

5. The Institution is administered effectively

5.1	The size of the administrative team is sufficient to ensure the effective day-to-day running of the Institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.2	The administrative support available to the management is clearly defined, documented and understood and appropriately focused to support its activities.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.3	Administrative policies, procedures and systems are well documented and disseminated effectively across the Institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.4	Classes are timetabled and rooms allocated appropriately for the courses offered.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.5	Data collection and collation systems are well documented, accurate and effectively disseminated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.6	Comprehensive administrative records are organised and stored efficiently, easily accessed and used effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.7	Students' records are sufficient, accurately maintained and up-to-date.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.8	Staff records are sufficient, accurately maintained and up-to-date.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.9	The Institution has a robust security system and policies in place for protecting the data of its students and staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.10	The Institution has processes, through which the Institution verifies the student who registers on the programme is the same student who participates on and completes and receives the credit.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.11	There are secure and efficient procedures for the administration of examinations and other means of assessment.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.12	There are effective procedures for internal and external moderation at pre- and post-assessment stages.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.13	The Institution makes student records and transcripts available to its students in a timely manner.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.14	There is a policy on the collection of and refund of students' fees which implemented effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

Comments

The administrative structure of the Institution provides appropriate support to managers, teaching teams, support staff and students. Six administrative centres each managed by a chief operation officer, are responsible for the effective administration of the Institution, and have clear procedures for the management of administration, record keeping, financial services and registry. Reports produced meet the information requirements of the Management Board and committees and provide timely updates to support the deliberative process.

Policies and procedures are well documented and made available to staff and students through the intranet. Procedures for the timetabling of classes are clear and centrally managed, with timetables available to students electronically. Appropriate attendance registers and student progress records are kept

electronically, along with staff details and professional development activities all protected by secure access arrangements in line with General Data Protection Requirements (GDPR).

Academic progress records are produced for examination boards, and the identity of students is verified at the admissions stage through checking of passport details and other official documentation, and thereafter through the electronic student records system. Student work is securely stored and made available to internal verifiers and external examiners for moderation. Feedback and grades on assessed work are accessible to students through the Virtual Learning Environment (VLE).

The policy and process for refunds are clearly set out in student handbooks, and students are able to access advice and guidance on refunds and fees through the administration teams.

The Institution has clear and effective mechanisms for the administration of its provision, including appropriate policies and procedures for timetabling, record keeping and other essential services. The administration of the Institution has not been impacted by the change of status, and the administrative functions in support of academic provision remain separate from those associated with the commercial and executive education functions of the Spark Institute.

6. **The Institution employs and continues to support appropriately qualified and experienced staff**

6.1	There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff, which is designed to ensure the safety of the learners.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.2	All staff are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.3	There are clear and appropriate job specifications for all staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.4	There are effective procedures for the induction of all staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.5	All staff are treated fairly and according to a published equality and diversity policy.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.6	Staff have access to an appropriate complaints and appeals procedure.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.7	Management monitors and reviews the performance of all staff, through a clearly documented and transparent appraisal system which includes regular classroom observations of teaching staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.8	The professional development needs of staff are identified through appraisal and other means, and measures taken to support staff to address these and gain additional qualifications, where relevant.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Appropriate policies are in place for the recruitment of teaching staff as set out in the rules and regulations on employment, career progress and the appraisal of the academic staff and, also, in the mid-term strategy to develop an IBS talent network. Appropriate checks are made on previous employment history, qualifications and references, and all suitable applicants are interviewed. Teaching ability is checked through a short teaching demonstration. Teaching staff are required to have a least a master's degree to teach on undergraduate and postgraduate provision.

All staff working at IBS are provided with clear job descriptions along with contracts of employment in compliance with Hungarian Law. A formal induction ensures that all staff are familiar with the organisation structure, processes and key regulations which are available through the intranet. Well-designed faculty inductions are arranged for academic staff including use of the VLE, specific programme requirements and

assessment strategies. Administrative staff are inducted by their supervisors who remain available to advise them on responsibilities and procedures, and to support staff to undertake their duties and responsibilities.

Policies and procedures are available on the intranet and all staff are made aware of the equality, diversity and inclusion policy, the grievance and disciplinary procedures along with policies and procedures covering appeals and complaints, all of which comply with partner university guidance and local statutory requirements.

Staff appraisals take place twice a year, with the outcomes used to inform professional development requirements. Academic staff appraisals are informed by teaching observations, management of workloads and student feedback.

Staff are supported in engaging with external conferences and projects to support their currency of knowledge and the delivery of teaching and learning. Recent staff development for academic and non-academic staff has included training on the six new skills modules which have been introduced to enhance student employability. Staff are able to access research and documentation through the work undertaken by the Spark Institute to inform their teaching. Academic staff are supported to engage in their own research, the publishing of papers, and to gain further qualifications. The support of staff in broadening their knowledge, skills and qualifications continues to represent good practice.

The clear recruitment procedures ensure that all staff are appropriately qualified and experienced, and the staff development and research opportunities support the effective management and delivery of programmes. The change of status has provided the opportunity for more interaction between the Spark Institute and IBS academic management.

7. Academic management is effective

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

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

Comments

Well-documented procedures for the development and approval of new provision are set out in the quality assurance regulations. New programme proposals must have a clear rationale along with evidence of demand, based on market research and engagement with employers, as appropriate, and are then submitted to the Senate for review and approval. The recent development of six new skills modules, for example, has been based on feedback from employers along with consideration of market research reports, nationally and internationally, on employer expectations of graduates. Each unit has clear learning outcomes and assessment criteria set out in the handbook, and additional support is also provided to students by tutors and through information sessions. This initiative forms part of a Talent network which

supports students to engage with employers through a separate information platform, where students can create profiles including their skills achievements.

Students are provided with clear and detailed programme handbooks available via the intranet, which set out programme aims, objectives and learning outcomes along with assessment strategies. Handbooks are reviewed annually based on programme evaluations and student feedback.

Regular programme committee meetings, which include student representatives, take place to review and transparently evaluate programme management and the student learning experience and inform priorities for enhancement. Programme directors produce annual monitoring reports identifying emerging issues and areas for enhancement. Reports are submitted for consideration by the teaching and learning committee and reviewed by the senior management. Periodic reviews of programmes are also organised as set out in the organisational and operational rules and regulations, and effectively support the oversight, development and enhancement of the provision.

The Institution has clear procedures for the acquisition of academic resources which are approved by the Head of Centre for Academic Services taking into account institution priorities, student feedback and budget constraints.

Clear quality assurance regulations, reports and regular committee meetings, that include student representatives, provide effective mechanisms for the management of academic standards, and remain unaffected by the change of status.

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

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

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

Comments

Clear admissions policies and procedures provide an effective framework for the recruitment and admission of students. Entry requirements are clearly specified in course information available on the IBS website and in the prospectus along with key dates, which now reflect the move to two intakes per year. Entry requirements include previous qualifications and English language proficiency. All applicants are required to submit copies of their qualification certificates which are verified by the admission team, using appropriate international course comparison information.

All applications are dealt with promptly, normally within 48 hours, and admission staff are available to provide additional help and advice. Applicants meeting the entry requirements are interviewed, in person or online, and are able to explore their choices with the admissions tutor. All students are required to take an initial English language assessment on arrival, and where language skills do not meet the entry requirements, students are able to access additional English language courses prior to the start of their chosen programme.

Accreditation of prior learning is managed effectively. Each case is considered individually, with transcripts forwarded either to the University of Buckingham for consideration and approval for the UK validated provision, or to the IBS Credit Transfer Committee for IBS validated programmes.

All agents are carefully selected by IBS and are invited to visit the IBS campus and to participate in training. An agents' portal provides information on programmes, guidelines on marketing IBS, visa procedures and general information about studying in Hungary.

The recruitment and admissions procedures are clear and effective, supported by internal checks to ensure the accuracy of information provided to potential students. The change of status has not impacted on recruitment processes.

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

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

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

Comments

Academic staff are supported and encouraged to undertake professional development to enhance their subject knowledge and pedagogy, including attendance at external conferences and events. Staff have access to research and some commercial work undertaken by the Spark Institute which informs the currency of their subject knowledge and provides industry-based examples of current practices which enrich the teaching content. The Spark network also provides access to guest speakers including industry professionals, whose knowledge and experience of commercial management enhance seminars and the lecture provision.

The Institution does not have a formal research function, though staff are encouraged to form research groups with colleagues with similar research interests and to publish papers. A time allowance is granted to support publications and for participation in the development and delivery workshops which include external academics and employers.

Staff confirmed that they have opportunities to engage in a range of staff development and research work, and that they feel well supported to update and develop their professional knowledge. The change of status offers continuing opportunities for teaching to be informed by the commercial work of the Spark Institute.

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

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The Head of Marketing and Admissions is responsible for ensuring that the information provided about IBS, its provision, location, fees and facilities, is current and accurate. Information is updated each semester, and regularly checked by the staff in the centre for marketing and admissions working with academic teams. The checks in place ensure qualifications information in the prospectus, on the website and in student handbooks is accurate. Information on the website was accurate at the time of the inspection.

The full title and level of qualifications is shown on programme descriptors and handbooks, along with a summary of the curriculum content, providing clear and essential information to support prospective students in making their study choices. Programme handbooks include essential information on learning outcomes, modules, credit, assessment strategies and study options, as well as information about the University of Buckingham as the awarding body.

Information about fees and any associated costs is clearly set out on the IBS website. The online application form requires students to indicate whether the information they have received is clear and sufficient to inform their choice of programme. Student feedback is used to improve the range and clarity of information provided to students.

The Institution has clear and effective procedures for the management of the accuracy and currency of the information it publishes, which is systematically reviewed, updated and informed by student feedback. The change of status of IBS has not impacted on the robust procedures for the management and publication of IBS provision and facilities.

1.3 Compliance Declaration

Declaration of compliance has been signed and dated.

Yes No

PART C – SUMMARY OF ACTION POINTS

ACTIONS REQUIRED

None

High

Medium

Low

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

It is recommended that IBS update the risk assessment strategy to include consideration of the impact of commercial activities as part of the change of status.

COMPLIANCE WITH STATUTORY REQUIREMENTS - FURTHER COMMENTS, IF APPLICABLE
