BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Independent Higher Education (IHE) Full Inspection

NAME OF INSTITUTION: International Burch University

ADDRESS: Francuske revolucije bb
Sarajevo
71210
Bosnia and Herzegovina

HEAD OF INSTITUTION: Dr Mersid Poturak

DATE OF INSPECTION: 28-29 October 2019

ACCREDITATION STATUS AT INSPECTION: Unaccredited

DECISION ON ACCREDITATION:

☒ Accreditation awarded for the full four-year period

☐ Probation accreditation

☐ Decision on accreditation deferred

☐ Award of accreditation refused

DATE: 30 January 2020

PART A – INTRODUCTION

1. Background to the institution

International Burch University (IBU/the Institution), officially known as Higher Education Institution International Burch University, is a private university established in 2008. It is part of the wider educational group called Richmond Park Education (RPE), which consists of thirteen educational organisations. Apart from IBU, the organisations are mainly primary and secondary schools. Since 2018, the group has been owned by Stirling Education Fund, which is based in the United Kingdom. IBU operates as an independent organisation registered with the court in the Sarajevo Canton of Bosnia. IBU offers its own degrees as approved by the Agency for Development of Higher Education and Quality Assurance.

IBU is based on a purpose-built campus on the outskirts of Sarajevo, close to the airport. IBU occupies two buildings on the campus, one of which is also used by the high school operating under RPE.

The mission of IBU is to support education, scientific research and training of highly qualified personnel to work in academic and professional areas through the development of contemporary curricula and creation of an environment to trigger creative, objective and critical thinking and continuous learning. The vision of the Institution is to achieve excellence in education, research and development, and innovation and entrepreneurship through continuous mentoring, as well as through academic and life orientation.

The overall accountability for the Institution is held by the Board of Trustees. The Board of Trustees has seven members, three of whom are representatives of RPE. The remaining four are representatives of the Institution. The highest academic body of the Institution is the University Senate which is convened and chaired by the Rector. The Rector leads the work of IBU and reports to the Board of Trustees on the business side of the Institution and to the Senate on the academic side. The Senate appoints the Rector on the basis of open competition.

At the time of the inspection, the IBU was led by the Acting Rector and the process of selecting the substantive post holder was well advanced.

The Institution has three faculties in Education and Humanities, Economics and Social Sciences, and Engineering and Natural Sciences which have a total of ten departments. It also has a continuous education centre, a preparatory school of English language and literature, a social science research centre, an innovation centre and an institute for engineering and applied sciences.

2. Brief description of the current provision

IBU offers bachelor's, master's and doctorate programmes across a wide range of subjects including architecture, management, banking and finance, information technologies, engineering, genetics, English language and literature, graphic design, and oriental philology. All programmes are delivered in English and are validated by IBU.

The primary mode of delivery is face to face. However, from the beginning of the 2019 to 2020 academic year, IBU launched distance learning provision in one programme, a master's degree in Information Technology.

At the time of the inspection, there were 1102 students enrolled. All students are full time and over the age of 18. The majority of students are from Bosnia and Herzegovina. The remaining students are from 37 countries. The large majority of international students come from Turkey. The ratio of male to female students is 60 to 40 per cent.

At the time of the inspection, there were 44 full-time teaching staff and 18 part-time teaching staff. There were 27 administrative staff and 14 ancillary staff support the provision.

The academic year runs from October until September and has two semesters with intake at the start of the academic year.

3. Inspection process

The inspection was carried out over two full days by a lead inspector, a team inspector and a student inspector. The team held meetings with the senior management, the Acting Rector, the academic management staff from all faculties and the administrative staff who are based both centrally and within the faculties. Meetings also took place with a cross section of teaching staff, students and external stakeholders, including the chair of the Board of Trustees. The team scrutinised staff records, the student database and distance learning systems. The team undertook a full tour of the premises and observed teaching sessions. The team also reviewed documentation both in advance of the visit and during the inspection. IBU staff cooperated fully and helpfully throughout the inspection.

PART B - JUDGMENT AND EVIDENCE

INSPECTION AREA - GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

1. The institution is effectively and responsibly governed

1.1	The overall organisational structure, including the role and extent of authority of any owners, directors or governing body, is clearly defined, documented and effectively communicated to stakeholders, including governors, management, staff and students.	☒ Yes	☐ 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.	☒ Yes	☐ No
1.3	The link between governance and management is clearly articulated and documented.	☒ Yes	☐ No
1.4	Internal stakeholders develop and implement policy through appropriate structures and processes while involving external stakeholders	☒ Yes	☐ No
1.5	An explicit procedure for risk assessment is implemented, producing a risk assessment statement, which is regularly reviewed and updated.	☐ Yes	☒ No
1.6	Effective action is taken, by the governing body and senior managers, in response to the outcomes of regular risk assessments.	☒ Yes	☐ No
1.7	All relationships with other educational organisations are defined formally and are fully transparent with those organisations' requirements.	☐ Yes ☐ No ☒ 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.	☒ Yes	☐ No

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

Comments

IBU has a well-defined organisational structure which is clearly presented in the organisation chart. Full terms of reference for the two senior committees, the Board of Trustees and the Senate are elaborated. The terms of references are available in the rule book and in the staff handbook.

The Senate is the senior committee for academic matters, whilst the Board of Trustees is the senior body for the business side of IBU. It is clear from the terms of reference and the organisation chart who reports to which committee and what the levels of delegation are.

The links between management and governance are clear from the terms of reference which are available for all committees.

The IBU rule book collects all policies and regulations for the Institution. A significant number of rules and regulations are stipulated by legislation in Bosnia and Herzegovina and evidence from certificates and reports from the Agency for Development of Higher Education and Quality Assurance confirm that IBU conforms fully to the legislation.

IBU's business plan and strategic development plan identify risks. There is an emergency response and crisis management plan. Procedures on what to do in the case of an emergency are detailed. Staff provided examples of risk and how it is addressed. In particular, they described processes developed to respond to identified risks.

1.5 There is no overall statement outlining IBU's approach to risk and how it is managed and mitigated for the Institution as a whole. This makes it difficult to see how the Board of Trustees can discharge fully its accountabilities in relation to risk management.

Channels of communication are clear and work effectively.

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.	☒ Yes	☐ No
2.2	There is provision for stakeholder input, including governors, management, staff and students, to inform the strategic direction of the institution.	☒ Yes	☐ No
2.3	The strategy is well communicated to all stakeholders within and outside the institution.	☒ Yes	☐ No
2.4	The governing body and senior management conduct a regular and systematic review of their own performance and the institution's overall performance and each are measured against strategic targets.	☒ Yes	☐ No

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

Comments

IBU has a business plan covering 2019 to 2024 and a strategic development plan for the same period. There is also an internationalisation strategy 2018 to 2023. The vision for 2024 is for IBU to become the first entrepreneurial university in South East Europe. The strategic development plan identifies five goals. Each goal is supported by a detailed action plan where each activity has output indicators, a timeframe, lead responsibility and details the monitoring and verification methods. The internationalisation strategy integrates with the strategic development plan. The business plan and the strategic development plan are fully aligned with each other and both are realistic and realisable.

The strategic development plan was developed with input from stakeholders, including students, employers and other external stakeholders. Staff fully understand the strategic direction of IBU. External stakeholders reported that they are fully aware of the strategic direction IBU is taking. The strategic development plan is readily available on the website and is communicated well within the Institution.

Progress on the performance of IBU towards achieving the goals of the strategic development plan is monitored through regular meetings and reports, which pass up the management system and through to the Board of Trustees.

Monitoring of IBU's performance is comprehensive and effective.

3.   Financial management is open, honest and effective

3.1	The institution conducts its financial matters professionally, transparently and with appropriate probity.	☒ Yes	☐ No
3.2	The institution's finances are subject to regular independent external audit.	☒ Yes	☐ No

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

Comments

The comprehensive business plan includes extensive financial analysis. Budgets are set annually through an iterative process, involving departments and faculties and senior management. Finance is managed centrally and there is limited budgetary delegation. This ensures close scrutiny of revenue and expenditure.

After a dip in 2017 to 2018, the revenue demonstrates an upward trend from 2019.

There are reports from external auditors which confirm full probity in the management of IBU's finances.

INSPECTION AREA – GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

4. The institution is effectively managed

4.1	The management structure is clearly defined, documented and understood by all stakeholder groups including governors, management, staff and students.	☒ Yes	☐ No
4.2	There are clearly delineated responsibilities and reporting arrangements at institutional, faculty, departmental, programme and course levels.	☒ Yes	☐ No
4.3	There is an appropriate and effective committee structure, with appropriate reporting lines to inform management decision making.	☒ Yes	☐ No
4.4	Committees have clear and appropriate terms of reference and meet regularly. The meetings are accurately recorded with clear action planning.	☒ Yes	☐ 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.	☒ Yes	☐ No

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

Comments

The IBU rule book defines the management structure. The structure is effective and well understood by staff, students and external stakeholders.

There is an appropriate set of committees at department, faculty, administrative unit and institutional level. The responsibilities and reporting arrangements are included in the terms of reference for each committee and contained in the rule book as well as being available on the website.

The terms of reference include the regularity with which each committee should meet. Minutes of meetings confirmed that the terms of reference are fully implemented and that the committees operate effectively. The minutes of some committees include reference to decisions made. However, this is not always done consistently for every committee.

There is a clearly documented process for the sign-off of publicly available information which involves the personnel relevant for the particular area. For example, deans are responsible for signing off information about the courses and programmes offered by their faculty before it is made public through central services. The approach used is effective in safeguarding the accuracy of information.

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.	☒ Yes	☐ No
5.2	The administrative support available to the management is clearly defined, documented and understood and appropriately focused to support its activities.	☒ Yes	☐ No
5.3	Administrative policies, procedures and systems are well documented and disseminated effectively across the institution.	☒ Yes	☐ No
5.4	Classes are timetabled and rooms allocated appropriately for the courses offered.	☒ Yes	☐ No
5.5	Data collection and collation systems are well documented, accurate and effectively disseminated.	☒ Yes	☐ No
5.6	Comprehensive administrative records are organised and stored efficiently, easily accessed and used effectively.	☒ Yes	☐ No
5.7	Students' records are sufficient, accurately maintained and up-to-date.	☒ Yes	☐ No
5.8	Staff records are sufficient, accurately maintained and up-to-date.	☒ Yes	☐ No
5.9	The institution has a robust security system and policies in place for protecting the data of its students and staff.	☒ Yes	☐ 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.	☒ Yes	☐ No
5.11	There are secure and efficient procedures for the administration of examinations and other means of assessment.	☐ Yes	☒ No
5.12	There are effective procedures for internal and external moderation at pre- and post-assessment stages.	☐ Yes	☒ No
5.13	The institution makes student records and transcripts available to its students in a timely manner.	☒ Yes	☐ No
5.14	There is a policy on the collection of and refund of students' fees which implemented effectively.	☒ Yes	☐ No

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

Comments

With the exception of faculty secretaries, administrative services are centralised. The staffing level is sufficient for the effective running of IBU as demonstrated by feedback from staff and students and reflects the Bosnian legislation for the numbers of administrators required for a higher education institution. The role of the faculty secretary focuses primarily on legal requirements and ensures that faculties are fully up to date with changes in requirements both internally and externally.

Policies and procedures are comprehensive and are all held in the rule book. In addition, relevant policies and procedures for staff are included in the staff handbook. Similarly, policies and procedures relevant for students are included in the student handbook.

Timetables are negotiated departmentally and, for shared courses, between the relevant units. Whilst the system is labour intensive and iterative, it works effectively and ensures that classes are timetabled to avoid any clashes and are allocated appropriate rooms. The timetable is approved and published in advance of the semester.

Student services maintain the Information Management System (IMS) which contains student records. These are comprehensive and include grade profile, course information, attendance, information on assessment and examinations. The system is used to transmit messages to students, such as a class change. Student transcripts are also held on the IMS. Students can access their full details for all the study they have undertaken at IBU through their individual account. Access to the individual student records is securely controlled.

IBU is required to maintain hard copies of student records as per Bosnian legislation. These are stored in the student services area and are securely kept.

Staff personal files are maintained in a secure location and kept up to date to reflect contract requirements and changes in salary. Records held centrally include evidence of qualifications, confirmation of job requirements being met, leave records and other required information such as nationality and tax status. Individual staff files relating to their specific role are maintained securely at departmental level.

Assessments and examinations are administered by the relevant member of teaching staff at departmental level. In some cases, assessment tasks and examination papers are moderated by the head of department. The tutor is responsible for ensuring that papers are printed for the examination, and collects the scripts from the students, marks them and enters the marks into the IMS. Attendance for examinations is checked by the invigilators. Tutors store examination scripts and marked assignments in their offices, sometimes in locked cabinets.

5.11 Whilst IBU takes limited steps to make assessment procedures secure, there is no formal process that ensures the security of assessment in the preparation, distribution, collection and retaining of scripts and exam papers. Whilst there was no evidence to suggest that assessment has been compromised, the processes do not guarantee the security of the examination papers.

5.12 IBU has no formal requirement for moderation or standardisation. Marking is undertaken by the tutor who teaches the course and there is no moderation of the marks by a second member of staff. The exception is the final diploma work for bachelor's degrees and the master's degree thesis where a committee of three, including external members, evaluates the work and agrees the grade. The current approach is vulnerable to subjectivity from individual teaching staff although students are confident of the fairness of assessment.

A clear policy on the collection and refund of student fees is included in the student handbook and is effectively implemented.

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

6.1	There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff, which is designed to ensure the safety of the students.	☒ Yes	☐ No
6.2	All staff are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out.	☒ Yes	☐ No
6.3	There are clear and appropriate job specifications for all staff.	☒ Yes	☐ No
6.4	There are effective procedures for the induction of all staff.	☒ Yes	☐ No
6.5	All staff are treated fairly and according to a published equality and diversity policy.	☒ Yes	☐ No
6.6	Staff have access to an appropriate complaints and appeals procedure.	☒ Yes	☐ 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.	☐ Yes	☒ 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.	☒ Yes	☐ No

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

Comments

Policies and procedures for the recruitment and employment of staff are detailed in the rule book and reflect local legislation. Bosnian law prescribes the processes for both administrative and academic staff to gain permanent status. Permanent status for academic staff is only achieved by full professors, a status which is based on academic achievements and time served.

Staff are well qualified. The specific job requirements for each post at IBU are detailed in the rule book. The qualifications and experience of applicants is signed off by a committee which includes experience in the particular subject area. IBU invites relevant external experts to contribute to the assessment of applicants, when IBU does not have the required subject expertise.

All staff have an induction which covers both institutional and departmental level information and requirements.

There is a complaints policy in the rule book and details of the processes for its implementation. It is clear that staff are treated with respect and fairly in line with the equality and diversity policy.

There is some peer observation of teaching staff and some teaching staff reported that they had been observed by their head of department.

6.7 Observation of teaching is not, however, regular or systematic and does not feed into appraisal.

IBU is required by law to assess all staff. For teaching staff, this includes student feedback. IBU meets the performance review requirements as stated in Bosnian law. Teaching staff receive a ranking in light of the feedback elicited through regular student surveys. Heads of department also evaluate the performance of teaching staff and the individual tutor undertakes a self-evaluation report. Both administrative and teaching staff provided examples to demonstrate how performance appraisal had identified developmental opportunities. Development includes conference attendance,

training courses, participating in exchange programmes and support to undertake further qualifications. All staff were clear about the performance appraisal system.

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.	☒ Yes	☐ No
7.2	Intended learning outcomes for all programmes are clearly articulated, understood by students and are publicly available.	☒ Yes	☐ No
7.3	There are regularly scheduled and recorded meetings of academic staff where academic programmes are reviewed.	☒ Yes	☐ No
7.4	There is an appropriate policy and effective procedures for the acquisition of academic resources to support programmes.	☒ Yes	☐ 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.	☒ Yes	☐ No
7.6	Students are encouraged to take an active role in the development of the academic provision to ensure student centered learning.	☒ Yes	☐ No ☐ NA

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

Comments

The procedures for the proposal, design and approval of programmes are clearly documented. Programmes are developed with input from employers, entrepreneurs and alumni and pass through departments and faculties. Senate is the final approval body. Students are engaged in the development of programmes through their membership of departmental and faculty committees and of the Senate.

Learning outcomes of all programmes are included in the programme documents and are clear and readily accessible to both staff and students.

Programmes are regularly reviewed through discussions at departmental and faculty level. Reports on these reviews are submitted annually to Senate.

Deans submit requests for resources at the start of each academic year. The finance department collects all requests and includes them in the consolidated annual budget which is approved by the Board of Trustees. There is no delegated budget to the departments. Additional small items, such as stationery and new books, identified each year are acquired using a ticket system. Larger items that fall outside the budget and are identified mid-year need approval through the rectorate. The process works well and staff reported that it is rare for resource requests not to be agreed.

New programmes are checked to ensure that they reflect the goals of IBU. IBU has initiated an enterprise and project model which develops the entrepreneurial skills of students and prepares them for the labour market in Bosnia, using real business and industry problems. All programmes include internships aimed at supporting the development of skills relevant to entrepreneurship and the labour market overall.

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.	☒ Yes	☐ No
8.2	Students are informed as to the necessary language requirements for entry on to programmes.	☒ Yes	☐ No
8.3	A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified.	☒ Yes	☐ No
8.4	All students' application enquiries are responded to promptly and appropriately.	☒ Yes	☐ 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.	☒ Yes	☐ 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.	☒ Yes	☐ 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.	☒ Yes	☐ 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.	☒ Yes	☐ No	☐ NA
8.9	Any recruitment agents are properly selected, briefed, monitored and evaluated.	☒ Yes	☐ No	☐ NA

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

Comments

Entry requirements are set out in the Bosnian Law on Higher Education and are reflected in the IBU criteria book. Requirements that are specific to a particular programme are published annually when applications for entry to IBU are invited.

The English language entry requirements are clearly specified. Entry requirements are also clearly stated in the student handbook and on the IBU website. Students were clear that they were well informed about entry requirements.

The admissions process is clear, effective and student friendly. The application form is available online and is user friendly. Central services check the applications to ensure all required documents are included. The applications are then passed to the relevant academic department. All students are interviewed. The interview provides an opportunity for applicants to ask for further information and for IBU to restate the requirements for the particular programme.

On admission to IBU, students undertake an assessment in English. Students whose English is not yet at the appropriate level are referred to the Preparatory School of English Language. However, where students have the required language level, they may still struggle with academic reading and writing in English and the specific requirements of subject areas.

Local regulation from the Canton of Sarajevo governs Accreditation of Prior Learning (APEL). IBU conforms to the regulation. The process works effectively as evidenced by the transfer of students from other institutions in Bosnia to IBU.

IBU uses recruitment agents and has appropriate agreements in place. In some cases, the agents are used to identify potential markets and IBU undertakes marketing by visiting schools and other institutions. IBU ensures agents have the up to date leaflets and prospectuses and encourages agents to use the website, which is both in English and Bosnian, to accommodate home and international students. The approach taken ensures that agents are well briefed and serve the needs of IBU effectively.

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.	☒ Yes	☐ No	☐ NA
9.2	Academic staff are encouraged to engage in research and/or scholarship which informs their teaching.	☒ Yes	☐ No	☐ NA
9.3	There is a fair and transparent procedure for staff to seek financial support for their research and other professional development activities.	☒ Yes	☐ No	☐ 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.	☒ Yes	☐ No	☐ NA

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

Comments

Research is a key goal in the strategic development plan. The development plan includes specific activities to support and encourage research, including mobility and financial support for staff to undertake doctorate and master's degrees, to attend conferences, to support collaborative work with other organisations and higher education institutions. Specific targets are also identified which include increasing the numbers of grant applications. There is solid evidence that staff do receive funding according to the activities outlined in the strategic development plan.

The rule book specifies the promotion criteria for staff. These are weighted towards research and publications as required by local legislation. Research targets for each individual member of teaching staff are set and reviewed annually. Newer members of staff collaborate with more experienced staff on projects and grant applications. This mentor model works well.

Staff are encouraged to complete their research degrees, to present conference papers, to attend conferences, to apply for external funding and to undertake commercial activity related to their specialist area of research. Staff are also encouraged to participate in study abroad programmes mostly through European exchange programmes.

There are regular departmental meetings where staff discuss the curriculum and identify opportunities for joint research and publication.

The innovation centre provides opportunities for students to participate in industry and business-related research and to develop skills relevant to research. Students are also encouraged to contribute to research publications where possible.

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.	☒ Yes	☐ No
10.2	Information on the programmes available, their assessment and progression is comprehensive, accurate, readily accessible and up-to-date.	☒ Yes	☐ No
10.3	There are effective procedures to update information on a regular basis to ensure its relevance and accuracy.	☒ Yes	☐ 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.	☒ Yes	☐ No
10.5	Students are informed of the full cost of all programmes, including costs of assessments, activities and any required materials.	☒ Yes	☐ No

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

Comments

IBU has a designated marketing team which is responsible for all publicity material including brochures, prospectuses and the yearbook. The marketing material is well presented and informative. The Head of Marketing oversees all material before it is published or submitted to the web or social media which ensures its accuracy.

IBU uses social media as the principal medium to inform and keep in contact with students. The information distributed is up to date and accurate.

All programme information is available in the prospectus which is updated annually. Programme information is also available on the website and on the student learning system. Details of qualifications are included in the programme information. Details about fee payments are kept on the Learning Management System (LMS) and are accessible to each individual student through their own secure account.

Students reported that they are very satisfied with the quality and quantity of information available to them and it is clear that the provision of information is a positive aspect of being a student at IBU.

INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

11. Academic staff are effective in facilitating student learning

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

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

Comments

Teaching staff are appointed against clear criteria. The allocation of teaching is matched to qualifications and expertise. There is a mentoring system for staff members new to teaching where more experienced staff members provide guidance and support. The approach is effective in ensuring that new teachers gain experience and understanding of IBU's approach to teaching and learning.

There is a preparatory week before the start of each semester which provides an opportunity for staff to work collectively on course delivery. Peer observation and the sharing of good practice are encouraged informally. In most departments, the small staff teams share experience regularly but on an informal basis.

Delivery is clearly designed to meet the objectives of each course as set out in the course handbook. Assessment is well designed to test the achievement of these objectives through coursework, formative assessment and examinations. Students are able to test their learning prior to each formal assessment period which provides further learning opportunities and promotes student achievement.

Teaching is clearly designed to meet course objectives and a range of teaching approaches is encouraged. In line with the strategic development plan's objective of educating students as entrepreneurs, teaching is increasingly project-based. This is also supportive of the development of students' independent learning skills.

IBU has a strong ethos to support student learning. Students are encouraged to ask for help and advice when they need additional support. This is made available individually, at class level and through student to student support. Students were very appreciative of the guidance they received which clearly supports their learning.

Both students and staff have access to relevant and sufficient learning and study materials. This includes specialised learning resources for laboratories, information technology and architecture, as well as journals and books. Currently,

some of the staff's learning materials are available on LMS. IBU plans that all teaching staff should upload materials onto the LMS to enable students to access all the materials when they need to.

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

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

Comments

The assessment schedule for each course is published with the course outline and is available to all students at the start of the semester through the LMS. Students reported that they are always fully aware of the assessment schedule.

Teaching staff design the assessment tasks to meet the needs of the learning outcomes of the course. An appropriate range of assessments is used with increasing emphasis being placed on case studies, practical assessments and group assessment which aligns with IBU's goal of developing entrepreneurship skills.

Students receive helpful advice and guidance on the completion of assessments including preparatory tests and quizzes which support student achievement. Grading criteria make it clear what students need to do to achieve a particular grade.

Students receive their grades within five days of the assessment, and it was clear that this deadline is achieved. Once the grades have been issued, students are invited to seek individual feedback and advice from teachers. Students reported that the feedback they receive is both plentiful and helpful. In light of assessment outcomes and feedback, support may be offered including the provision of additional tuition for all or some students in a particular area.

There are clear policies on academic misconduct and plagiarism. These are included in both the staff and student handbooks and outline the penalties that are applied where misconduct or plagiarism is detected. The policies and related procedures are well understood by both staff and students. IBU uses anti plagiarism software for written assessments.

There is a clear and a well-documented policy and procedure for appeals against grades and for mitigating circumstances. Students are informed of and understand these procedures.

13.	**Student materials are appropriate to the medium of delivery and are effective**		
13.1	Course materials are designed for a specific and clearly stated level of study.	☒ Yes	☐ No
13.2	Course materials are appropriately presented and sufficiently comprehensive to enable students to achieve the programmes' objectives.	☒ Yes	☐ No
13.3	Course materials are accurate and reflect current knowledge and practice and are regularly reviewed and revised.	☒ Yes	☐ No

13.4	Programme designers make effective use of appropriate teaching aids and learning resources.	☒ Yes ☐ No
13.5	The institution makes effective provision for students to access all resources.	☒ Yes ☐ No

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

Comments

Course materials are designed and developed by the course team and available to students through the LMS. The level of the course is clearly stated as well as the number of credits assigned to it.

The course materials are developed to ensure that they cover all the learning needed to meet the relevant learning outcomes.

Departmental teams review course materials on at least an annual basis and updates are made in the light of the review. This ensures that content maintains its currency. Staff provided examples of how course review has led to changes in materials to ensure their currency. This is particularly notable in the field of information technologies.

The preparatory week at the start of every semester provides an opportunity for staff to review the teaching strategies and associated resources and discuss how resources can be effectively harnessed to support student learning. Students expressed a very high level of satisfaction with the access to resources by laptop, desktop computer, mobile telephone applications and social media.

INSPECTION AREA - STUDENT SUPPORT, GUIDANCE AND PROGRESSION

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

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

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

Comments

IBU has a Dean of Students who is responsible for the overall provision of support to students. Students are introduced to the Dean at induction. Each course year group has an adviser, a member of teaching staff who is selected on the basis of their skills and experience to undertake the role. Students reported that they usually approach the adviser or a member of teaching staff with their problems or questions in the first instance. They are also fully aware of the Dean and the support offered. Students value that advisors, teaching staff and the Dean are accessible and approachable.

All new students attend an induction week at the start of the academic year when they are introduced to the campus, including the library and sports facilities, receive their identity cards and logins and become familiar with the regulations and requirements in the student handbook. Students are also inducted into their specific programme during the week and receive the contact details that they should use outside normal university hours.

There is a student affairs office, which reports to the Secretary General who is a member of the senior leadership team and a qualified lawyer. The student affairs office provides help with administrative matters and problems relating to documentation. Queries are dealt with promptly and effectively.

The Secretary General has oversight of a legal office where responsibility for the policy on discrimination and dealing with abusive behaviour lies. The policies are clearly laid out in the student and staff handbooks and included in the overall rule book. Whilst students reported that they were aware of the policies, they could not cite any instances of abusive behavior or discrimination. The view expressed was that students appreciate and respect the ethos of the institution which does not tolerate discrimination.

There is local Bosnian legislation relating to risks of extremism or terrorism which IBU adheres to. This is checked at reaccreditation by the Agency for Development of Higher Education and Quality Assurance.

15. Students receive appropriate academic support and guidance

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

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

Comments

Students access staff outside teaching and learning sessions in person and by e-mail. Staff have published office hours each week when students can see their teachers and also their adviser. Contact details of staff are published in the syllabus which students receive at the beginning of the semester and these are also available on the student portal. Students reported that staff are easily accessible and provide relevant and helpful advice on academic and study issues.

Academic progress and attendance are monitored by the adviser. When there are concerns, these are followed up directly with the student during the semester. The progress of scholarship students is closely monitored by the Dean for Students to ensure that they are taking full advantage of the learning and teaching and of other activities and opportunities offered by IBU. Departmental meetings review student progress on a regular basis. Support for and the monitoring of student progress are effective.

There is an opportunity for students to change a module for up to three weeks after the start of the semester. Students seek advice from teaching staff and the advisers before deciding which can be done online via the student management system.

Access to careers guidance is provided through the alumni office. The links with employers through placements also provide valuable career guidance of which students are appreciative. The innovation centre enables students to start small business ideas and to engage in small enterprises. This is particularly relevant in the context of Bosnia where entrepreneurship is a key skill that needs developing.

It is clear that there is a very good staff-student relationship at IBU which facilitates the progress and achievement of students.

A complaints policy is included in the student handbook with a clearly articulated procedure.

Admission documents include a medical certificate signed by a doctor which states that a student is fit to study. This certificate would indicate particular needs, if they emerged. IBU provided an example of a wheelchair user and also of a student with hearing impairment to illustrate how they assist students with disabilities.

16. International students are provided with specific advice and assistance

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

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

Comments

International students are well informed about the application process. Information and guidance are given to them about living in Sarajevo, including the kinds of accommodation they may find.

International students attend the induction week alongside home students. This supports integration between home and international students.

International students reported that they are very well supported by both student services and by the academic staff. The local cultural context of IBU provides for different cultural and religious considerations.

In case of particular need, IBU offers international students the opportunity to have a speaker of their own language to address their queries. This has not often happened although students are clear that they can access such support should they need to.

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

17.1	There is an appropriate, clear and published policy on required student attendance and punctuality.	☒ Yes	☐ No	☐ NA
17.2	There are effective procedures and systems to enforce attendance and punctuality.	☒ Yes	☐ No	☐ NA
17.3	Accurate and secure records of attendance and punctuality, at each session, are kept for all students.	☒ Yes	☐ No	☐ NA
17.4	Data on attendance and punctuality is collated centrally and reviewed regularly and absences followed up promptly.	☒ Yes	☐ No	☐ NA

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

Comments

Attendance is closely monitored. Teaching staff check attendance at each session, often by a signed sheet, and attendance is entered onto the IMS. One aspect of the adviser role is to check student attendance, and it is evident that it happens.

IBU has a strictly implemented policy that requires at least 70 per cent attendance in classes for students to be admitted to an examination. Students are contacted in advance of the examination which ensures that they are aware whether they have met the attendance requirement or not. Should a student not meet the attendance requirement to take the examination, the adviser offers advice and support on what the student needs to do. This is an effective attendance requirement with fully appropriate and transparent procedures to address cases when they arise.

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

18.1	Any residential accommodation is clean, safe and of a standard which is adequate for the needs of students.	☐ Yes	☐ No	☐ NA
18.2	Any residential accommodation is open to inspection by the appropriate authorities.	☐ Yes	☐ No	☐ NA
18.3	A level of supervision is provided, that is appropriate to the needs of students.	☐ Yes	☐ No	☐ NA
18.4	Students are provided with advice on suitable private accommodation.	☐ Yes	☐ No	☐ NA

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

Comments

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

19.1	Students are provided with appropriate information on opportunities for participation in social events and other leisure activities which may be of interest.	☒ Yes	☐ No	☐ NA
19.2	The social programme is responsive to the needs and wishes of students and activities have been chosen with consideration of their affordability.	☒ Yes	☐ No	☐ NA
19.3	Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and/or experience.	☒ Yes	☐ No	☐ NA
19.4	Students are encouraged to develop and participate in extramural activities and, when studying remotely, the activities include appropriate use of online forums or channels.	☒ Yes	☐ No	☐ NA

19.5	The institution supports and encourages peer interaction through a variety of channels, e.g. social network forums and channels.	☒ Yes ☐ No ☐ NA

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

Comments

IBU provides support for a range of activities including sports clubs, subject based associations and social meetings, and provides funding for them. Students are encouraged to look for sponsors with the guidance of a staff member who may have particular interest or expertise in the association or club.

There is a club day at the beginning of the semester where students can learn about the activities and sign up. Social activities include international days, where groups of students organise events or food sales related to their home country.

A number of channels are provided to encourage peer interaction. These include closed online groups for students from the same class and the provision of social space for students to meet. Faculty and interdepartmental competitions encourage students to interact beyond their own cohort.

The student community at IBU is cohesive and promotes an ethos which motivates students to engage with the Institution.

INSPECTION AREA - PREMISES, FACILITIES AND LEARNING RESOURCES

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

20.1	The institution has secure tenure on its premises.	☒ Yes ☐ No
20.2	The institution has the legal right to use these premises for the delivery of higher education.	☒ Yes ☐ No
20.3	Where required, the institution has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature.	☒ Yes ☐ No ☐ NA

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

Comments

IBU has full and secure rights to use the premises which belong to RPE, for the purposes of higher education.

On occasion, use is made of a large lecture facility which is on the campus of the high school which is located within IBU.

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

21.1	Access to the premises is appropriately restricted and secured.	☒ Yes ☐ No
21.2	The premises are maintained in an adequate state of repair, decoration and cleanliness.	☒ Yes ☐ No
21.3	There are specific safety rules in areas of particular hazard (e.g. science laboratories) which are brought to the attention of students, staff and visitors.	☒ Yes ☐ No ☐ NA
21.4	General guidance on health and safety is made available to students, staff and visitors.	☒ Yes ☐ No
21.5	There is adequate signage inside and outside the premises and general information is displayed effectively.	☒ Yes ☐ No
21.6	There is adequate circulation space for the number of students and staff accommodated and a suitable area in which to receive visitors.	☒ Yes ☐ No

21.7	There are toilet and hand-washing facilities of an appropriate number and acceptable level of cleanliness.	☒ Yes ☐ No
21.8	There is adequate air conditioning, heating and ventilation in all rooms.	☒ Yes ☐ No

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

Comments

Access to the campus is controlled by a barrier and a manned security office. Students have to present their student card to access the campus.

The premises are clean, bright, light and spacious and provide plenty of circulation space. There is good signage which ensures that students, staff and visitors can find their way around the buildings.

There are prominently displayed signs in laboratories on hazards. New students are provided with detailed induction and the rules and regulations for access and use of the specialised facilities.

Overall, the premises provide a safe, clean and secure environment for all staff and students.

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

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

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

Comments

Class timetables are matched to the needs of student groups. Classrooms are well equipped and maintained. Classrooms vary in size to accommodate 30 to 100 students. The large majority of classrooms have fixed desks where there is no flexibility to change the layout. However, the traditional layout does not always provide the most appropriate learning space for group and project work.

Specialist laboratories, workshops and studios are equipped to the level requested by staff at the start of each semester. Staff confirmed that all the equipment necessary for a specialist class is provided. Good use is made of opportunities to seek external funding from industry and European Union programmes, for example, to meet specialist needs.

There are adequate and appropriate large spaces for conducting examinations.

23.　There are appropriate additional facilities for students and staff

23.1	Students have access to sufficient space and suitable facilities for private individual study and group work.	☒ Yes ☐ No ☐ NA
23.2	Academic staff have access to sufficient personal space for preparing lessons, marking work and consultations with students.	☒ Yes ☐ No ☐ NA
23.3	Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate.	☒ Yes ☐ No ☐ NA
23.4	Students and staff have access to secure storage for personal possessions where appropriate.	☒ Yes ☐ No ☐ NA

23.5	There are individual offices or rooms, in which academic staff and senior management can hold private meetings and a room of sufficient size to hold staff meetings.	☒ Yes ☐ No ☐ NA
23.6	Administrative offices are adequate in size and suitably resourced for the effective administration of the institution.	☒ Yes ☐ No

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

Comments

Students can access a range of classrooms and meeting rooms of a variety of sizes for private and individual study as well as group work. In addition, they are able to make use of the more informal working and meeting spaces located in the innovation centre, where there is shared space for students and staff members.

All staff are allocated an office. These offices are well-appointed and suitable for working and meeting with students on a one-to-one basis.

There is a cafeteria which is open during the Institution's working hours. Adjacent to the cafeteria is a social space where students meet and also use for informal group discussion.

There are no lockers, but the campus is secure. Students feel safe leaving their bags in classrooms if necessary. There have been no reported incidents of theft.

Administrative offices provide adequate working conditions and are well-equipped. Where appropriate, the offices have secure storage for hard copy records.

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

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

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

Comments

The library has a stock of 13,000 books and subscribes to major electronic databases. The library is well organised with access to the catalogue on two computers in the library. The majority of the book stock is held in the basement. Students order books that are held in the basement and the librarian retrieves them. This system works well. There is a clear, published lending system.

In addition to its own library resources, IBU has agreements with the National Library which is particularly appropriate for master's and doctoral students to ensure students can access material for their specialised research.

Teaching staff identify resources that they need before the start of the semester. The librarian orders two copies of the books from specified suppliers, one for the member of staff and one for the library. There is no delegated budget to the librarian, but in-semester requests for additional copies or new acquisitions are submitted and such requests are usually met.

Library opening hours cover IBU working hours and these are published on the door. The hours are sufficient to meet the needs of students and staff. The library is staffed by a qualified and experienced librarian.

There is a room adjacent to the library for quiet study which is furnished with five computers. Access is adequate and covers the normal working hours.

25.	**The information technology resources are well managed, effective and provide a fit-for-purpose learning resource for the student body**		
25.1	There is appropriate technological access and sufficient connectivity to enable students to study flexibly.	☒ Yes ☐ No	
25.2	Students have effective online resources that assist with their learning, optimise interaction between the institution and the student and enhance instructional and educational services.	☒ Yes ☐ No ☐ NA	
25.3	There is provision of appropriate, up-to-date software and virtual learning environments which reflect the needs of the programmes.	☒ Yes ☐ No ☐ NA	
25.4	There is an effective means of ensuring the renewal of hardware and software to ensure efficiency and currency.	☒ Yes ☐ No	
25.5	The institution has access to the services of an experienced Information Technology (IT) technician who can ensure that systems are operative at all times and provide support to students, academic staff, and students and staff working remotely.	☒ Yes ☐ No	
25.6	The institution makes effective provision for students to access conventional and online resources.	☒ Yes ☐ No	

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

Comments

Internet access is good and extensive use is made of software to underpin the delivery of learning, from commercial business software to commonly used educational packages. Hardware provision is good. There are 50 computers in the business simulation room and a further 25 computers in the information technology room. Students can access these when they are not being used for teaching.

Students can access all information and materials relating to their course through the LMS, which includes course outlines, assessment schedules, staff and support contact details, and their own personal file.

Software and hardware are regularly kept up to date. Good use is made of external funding to assist in maintaining currency.

There is a clear and well understood system for students and staff to access online Information Technology (IT) support through a ticket system. Students and staff reported that responses were prompt and effective.

INSPECTION AREA - QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

26.	**The institution regularly obtains and records feedback from students and other stakeholders and takes appropriate action where necessary**	
26.1	The views of all stakeholders are canvassed and recorded regularly, considered objectively, analysed and evaluated thoroughly and, where necessary, appropriate action is taken.	☒ Yes ☐ No
26.2	Student feedback is obtained through appropriate formal student representation mechanisms.	☒ Yes ☐ No

26.3	The institution has appropriate formal feedback mechanisms to inform all stakeholders of any action taken as a result of their views.	☒ Yes	☐ No

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

Comments

There is an extensive system for monitoring and recording the feedback of stakeholders including students, alumni and employers. Each faculty has a designated member of staff to liaise with stakeholders. An annual report to stakeholders is undertaken which is good practice.

A range of surveys is undertaken. The majority of them are administered by the Office for Standardisation and Quality Assurance (OSQA). Returns are received and analysed by OSQA and the results are made available to the relevant department, faculty or unit for discussion at the end of the semester. Departments and units prepare a report with an action plan which demonstrates how feedback has been actioned. The approach ensures that feedback is valued as means to improve practice at IBU.

Detailed student feedback is sought on the overall learning experience, individual teacher's performance, and on the non-academic aspects of life at IBU. This feedback is managed through by OSQA and by surveys designed by the student parliament.

There is a variety of mechanisms to provide feedback to students and other stakeholders. This includes feedback disseminated by the student representatives on the Senate, the publication of the annual self-evaluation report on the website and local activities organised by departments for employers and alumni.

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

27.1	All quality management policies and procedures are clearly documented and are brought to the attention of staff and, where appropriate, students and other stakeholders.	☒ Yes	☐ No
27.2	The institution's quality assurance policies and procedures appropriately inform its strategic management.	☒ Yes	☐ No
27.3	The principles of quality assurance are embedded throughout the institution to ensure a quality ethos.	☒ Yes	☐ No
27.4	The institution undertakes regular and systematic monitoring of its operations and reviews all aspects of its performance against clearly specified and appropriate performance indicators.	☒ Yes	☐ No
27.5	Management compiles regular reports that present the results of the institution's reviews and incorporate action plans.	☒ Yes	☐ No
27.6	Particular attention is paid to the quality of the student learning experience and to ensuring that there is fair treatment of all students.	☒ Yes	☐ No
27.7	The nominated course leader produces an end-of-session, end-of-semester or end-of-year course report that includes measures of student satisfaction, completion rates and achievement levels.	☒ Yes	☐ No
27.8	The nominated programme leader, drawing upon reports from its constituent courses, produces an annual programme report, which includes analysis of year-on-year results on student satisfaction, achievement levels, completion rates and progression to further study or employment.	☒ Yes	☐ No
27.9	Key performance indicators include an analysis of student outcomes in terms of year-on-year performance, which highlights any significant variations.	☒ Yes	☐ No
27.10	General performance reports include an analysis of year-on-year data, including on student satisfaction, retention and achievement, staff performance (including research and other forms of scholarship) and a review of resourcing issues.	☒ Yes	☐ No
27.11	Review and revalidation of programmes on a regular basis involves external assessors as appropriate.	☒ Yes	☐ No

27.12	Institutional systems ensure the effective consideration of programme reports and that appropriate actions are incorporated into action planning.	☒ Yes ☐ No

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

Comments

There is a comprehensive, documented system for quality assurance published in the rule book which is well understood by staff and students. Documentation is prepared by the central Quality Assurance Manager who reports directly to the Rector. The Quality Assurance Manager is responsible for overall management of the reporting system at the end of each semester and academic year.

Self-evaluation forms are completed at the end of each session at individual, course, department and faculty level. Together with self-evaluations for all non-teaching functions form the basis for the annual report which is prepared for consideration by the Senate. The data which must be included and analysed in the self-evaluations include the outcomes of student surveys. Self-evaluations must include an action plan. Progress on action plans is monitored and reported on.

Copies of all self-evaluation reports contributing to the overarching analysis are available on through the intranet. The data and analyses of student achievement including a comparison with the previous year, and reports on staff research and publications are submitted to the Canton of Sarajevo and the Agency for the Development of Higher Education and Quality Assurance.

IBU has a strong commitment to delivering education of the highest quality, an ethos which is supported and well understood by both staff and students. The outcomes of surveys from students and alumni on all aspects of study and life at IBU contribute to the development of the provision.

Programmes are reviewed and revalidated on a three- or four-year cycle in accordance with national requirements. Content is reviewed on an annual basis to ensure currency. External stakeholder input is sought on the content of programmes to ensure that they continue to meet the requirements of business and industry.

Programme reports are considered by the departmental committees and the Head of Department prepares a departmental report for the Faculty Dean. The Faculty Dean prepares a faculty report which is considered by a committee. Actions are identified at each stage. Senate considers a report on the overall progress of IBU which is presented by the Rector. This report informs the planning for the following year. Advice on the actions to be taken is prepared for Senate by a committee of senior managers. However, there is currently no formal mechanism for assessing the achievability of the actions identified.

28.	**The institution has a strong commitment to, and procedures that facilitate, continuing enhancement of its provision**	
28.1	Good practice is effectively identified and disseminated across the institution.	☐ Yes ☒ No
28.2	End-of session course and annual programme reports include improvement and ongoing developments made and identify further areas requiring enhancement.	☒ Yes ☐ No
28.3	Action plans for enhancement are implemented and reviewed regularly within the institution's committee structure.	☒ Yes ☐ No

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

Comments

There is a preparatory week at the beginning of each semester where staff meet to review and agree the teaching for the semester and to compare and share good practice at department level. The identification of good practice is strongly encouraged and there is extensive evidence that it is undertaken.

28.1 However, this is not formalised and there is currently no formal or regular system for disseminating good practice across IBU as a whole.

Comprehensive self-evaluation reports are prepared at the end of each year, which identify areas for improvement and enhancement.

Senate regularly reviews action plans, and there are committees at department, faculty and university level which consider the progress of annual plans. This is effective and comprehensive.

INSPECTION AREA – ONLINE, DISTANCE AND BLENDED LEARNING

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

29.1	Staff have an understanding of the specific requirements of online, distance and blended learning.	☒ Yes ☐ No ☐ NA	
29.2	Academic staff are properly and continuously trained with respect to provider policies, student needs, instructional approaches and techniques and the use of appropriate instructional technology	☒ Yes ☐ No ☐ NA	
29.3	Tutors have an understanding of the special challenges and demands of online, distance and blended learning.	☒ Yes ☐ No ☐ NA	
29.4	Staff ensure students are made aware of the necessary level of digital literacy required to follow the stated programmes.	☒ Yes ☐ No ☐ NA	
29.5	Instructions and suggestions on how to study and how to use the online tutorial materials are made available to assist students to learn effectively and efficiently.	☒ Yes ☐ No ☐ NA	

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

Comments

IBU offered its first distance learning programme, a Master's in Information Technology, in September 2019. Out of the 29 students enrolled, all are based in and around Sarajevo, as currently the national regulations for higher education require students to be present for a significant proportion of time and to sit formal in situ examinations. IBU would like to offer the programme more widely and will seek to do this if the local regulation changes.

All staff engaged in the delivery of the programme have undergone appropriate training in both the use of the technology and the development and delivery of microlearning via the presentation of material through short, focused video lectures supported by further learning materials and tests. Tutors have worked together on the development of the material. The online learning material and the method of delivery is wholly appropriate for the programme. Students confirmed that they find it a satisfying and engaging way to learn.

Students seeking to enrol on the programme are given information on the technical requirements of the course, which can be studied on a computer or via a mobile telephone application.

In addition to the online materials, there is a weekly live conference session which focuses on the material for study in that week. All students can contribute. There is also the opportunity for students to collaborate with one another through a closed study group. Students can contact tutors via e-mail, text message, or through the online learning platform at any time.

Technical support is available through the online learning management system used by all students. Students confirmed that queries of all kinds are responded to within 24 hours. The information on the content and delivery of the programme is all available through the online LMS.

IBU has prepared similar courses to support the MBA programme, where students continue to study by evening attendance but are able to access the online distance learning materials either if they are unable to attend classes due

to work commitments, or to obtain additional input for their learning. There is currently no intention to offer the Master's in Business Administration degree in a full distance learning mode.

In the longer term, IBU plans to move to this learning support model for all programmes for which the approach is appropriate. This reflects current student learning styles internationally.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated   ☒ Yes   ☐ No

PART C - SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards

GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

Institution's Strengths

IBU has a well-documented and appropriate development strategy which reflects national needs.
IBU's development strategy is effectively aligned with and fully supported by the business plan.
The development strategy has clearly articulated actions, which identify responsibilities, outputs, timeframes and the ways these will be verified and monitored.

Actions Required	Priority H/M/L
1.5 IBU must develop a risk statement and consolidated risk plan to ensure that the Board of Trustees can fully discharge its accountabilities in relation to risk and its mitigation.	☐ High ☒ Medium ☐ Low

GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

Institution's Strengths

There is a clear and well-documented management structure, which is effectively implemented and supports communication in the Institution.
IBU has clear and detailed policies and procedures that are easily accessible.
There are well-qualified and highly motivated staff.
IBU has developed programmes that are designed to develop entrepreneurial skills and reflect the needs of Bosnian society and the labour market.

Actions Required	Priority H/M/L
5.11 IBU must develop processes and procedures to guarantee the security of assessment at pre-and post-assessment stages.	☒ High ☐ Medium ☐ Low
5.12 IBU must develop processes for internal and external moderation of assessments which contribute towards the student's final grade to ensure the integrity of IBU's standards.	☒ High ☐ Medium ☐ Low
6.7 IBU must implement systematic teaching observations to support the maintenance of effective teaching and to enhance staffs' pedagogic skills. This should feed into annual appraisal.	☐ High ☒ Medium ☐ Low

TEACHING, LEARNING AND ASSESSMENT

Institution's Strengths

The commitment and enthusiasm of staff members at IBU which is motivating for students.
The alignment of assessment to the project approach to teaching and learning.
IBU's preparatory week at the start of each semester.

Actions Required	Priority H/M/L
None	☐ High ☐ Medium ☐ Low

STUDENT SUPPORT, GUIDANCE AND PROGRESSION

Institution's Strengths

The strong ethos of support for students which promotes achievement.
The strong and effective relationships between staff and students.
The range of extra-curricular activities offered which IBU supports with organisational resources and finance.

Actions Required	Priority H/M/L
None	☐ High ☐ Medium ☐ Low

PREMISES, FACILITIES AND LEARNING RESOURCES

Institution's Strengths

The premises are in very good order and fully appropriate for IBU's delivery.
Resources for teaching and learning are well managed and fully support students' learning.

Actions Required	Priority H/M/L
None	☐ High ☐ Medium ☐ Low

QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

Institution's Strengths

The comprehensive, clear and accessible quality assurance framework, policies and procedures.

Actions Required	Priority H/M/L
28.1 IBU must ensure good practice in teaching and learning can be more widely disseminated and systematised.	☐ High ☒ Medium ☐ Low

ONLINE, DISTANCE AND BLENDED LEARNING

Institution's Strengths

The approach taken to the development of distance learning.
The model adapted for distance learning which is fully appropriate for the target student population.

Actions Required	Priority H/M/L
None	☐ High ☐ Medium ☐ Low

RECOMMENDED AREAS FOR IMPROVEMENT

It is recommended that IBU ensures that decisions made at all committees are minuted so progress on them can be effectively monitored.

IBU should consider developing English language academic writing and reading courses in subject areas to ensure that all students have the necessary skills for study in English.

It is recommended that IBU formalises the sharing of effective practice so as to capitalise on good practice to the benefit of teaching and learning across IBU.

It is recommended that IBU keep under review the layout and flexibility of classrooms and other learning spaces to ensure that they effectively support the strategic objectives of project-based entrepreneurial teaching and learning.

It is recommended that action plans are supported by risk assessments to ensure that the actions are achievable.

COMPLIANCE WITH STATUTORY REQUIREMENTS