

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

INTERIM AND SUPPLEMENTARY INSPECTION NEW / ADDITIONAL PREMISES (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: 18-19 November 2019

ACCREDITATION COMMITTEE DECISION AND DATE: Continued accreditation 20 February 2020

PART A – INTRODUCTION

1. Background to the institution

The International Business School, Budapest (IBS/the Institution) is a privately-owned higher education provider established in 1991 with degree awarding powers granted by the Hungarian government, as well as United Kingdom (UK) validated provision offered through partnership agreements with UK universities. The Institution provides foundation, undergraduate and postgraduate programmes including Business, Finance and Art related degrees, aimed at domestic and overseas students, as well as a small range of qualifications offered in Hungarian.

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 mission of IBS is to create value for its students by developing their core employability skills as well as providing services that facilitate connections between students and employers.

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 an 80 per cent majority holding in the company. The Rector is the Senior Manager within IBS 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 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 and arrangements were put in place for the teach-out of Oxford Brookes University provision by July 2019, which came to an end as planned. The Institution extended its range of provision with the launch of its doctoral programmes in 2017 in collaboration with the University of Buckingham. These programmes are currently being delivered.

2. Brief description of the current provision

The undergraduate and postgraduate degree courses validated by the University of Buckingham include degrees in Business, Finance, Management, Art History, Economics, International Affairs, and Human Resource Management. IBS validates its own undergraduate degrees in Business Administration, Applied Economics, International Business Economics, Finance and Accounting, and International Relations, along with masters' degrees in International Business and Business Development. In addition, one foundation programme is offered which is an International University foundation course certificated by IBS and taught through the medium of English. IBS has recently initiated a validation procedure for a new programme, a Master of Science (MSc) in Information Technology (IT) for Business, with the University of Buckingham.

Provision in International Business Relations and Travel and Tourism Management, validated by Oxford Brookes University, have been taught out, with seven out of the ten students completing their qualifications by 2019. The remaining three students have withdrawn.

The Bachelor of Science (BSc) in Applied Economics and one of IBS' two masters' degrees are not being run, along with three of the nine masters' 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. IBS courses taught in Hungarian include a BSc in Business Administration and Management, a BSc in International Business Economics, a Bachelor of Arts in International Relations, a BSc in Applied Economics, a Master of Arts in International Relations and an MSc in Business Development.

At the time of the inspection, the Institution had 1367 full-time students and two part-time students who are both members of staff, at the Budapest campus. At the new Vienna campus, seven students were enrolled. Students from Hungary make up just under half the student population, with the remainder being international. International students are recruited from 71 other countries. The largest representation of international students is from Turkey, Iran, China, Kazakhstan, Pakistan and Azerbaijan.

Delivery is face to face and is supported by a wide range of online and physical support materials. All students are over the age of 18. The majority of students are male. IBS has plans to recruit students under the age of 18 for the 2020 and 2021 academic year.

3. Inspection process

The inspection was carried out in Budapest and Vienna over one and half days by one inspector. Meetings took place with senior and operational managers and administrators and two groups of students. A tour of the new premises in Vienna was carried out and one teaching session was observed. A range of documentary evidence was scrutinised. The Institution cooperated very positively throughout the inspection.

4. Background to the supplementary inspection

In addition to premises in Budapest, IBS has recently opened new premises in Vienna.

5. Inspection history

Inspection Type	Date
Full Accreditation	10-11 May, 2018
Supplementary	27 February 2019

PART B – JUDGEMENTS 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. Significant changes since the last inspection

There are no significant changes since the last inspection. From 2019, new premises in Vienna are being used to deliver degree programmes. This is to facilitate additional demand in Austria.

2. Response to actions points in last report

14.8 The Institution must develop a policy on prevention of radicalisation and extremism and highlight these risks to all students and staff.

There is a clear and comprehensive policy to safeguard students from the risk of radicalisation and extremism. This has been highlighted to students on the Virtual Learning Environment (VLE). However, further development of the risk register and training for staff and students is needed.

24.3 The Institution must explore what additional space can be made available within the library to meet student demands over assessment periods

There is adequate space for students at the Budapest library site. Students have access to a room at the library for small group work or individual study. In addition, students have access to classrooms on a regular basis for personal study or group work. Students are highly satisfied with these arrangements.

24.6 IBS must review the library opening hours based on student feedback and enable greater access in the evenings and at weekends.

The Institution reviewed the library opening hours. As a result, the library has extended opening hours for two evenings a week. Students are highly satisfied with the new arrangements.

25.6 The Institution must review access systems to provide more consistent external access to key resources to support student learning and research.

Students have external access to a wide range of key online resources to support their learning and research. Students are highly satisfied with the external access to a wide range of resource databases.

3. Response to recommended areas for improvement in last report

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.

A comprehensive risk assessment of commercial activities clearly identifies the risks associated with the change of status arrangements.

The Provider should introduce moderation of teaching observations which could assist and disseminate examples of good practice, to further support and enhance pedagogical practices.

Moderation of observations has resulted in institutional level information on areas to improve and has informed the sharing of good practice. This has resulted in additional training for a range of improvements and sharing good practice opportunities which have focused on pedagogic skills. An example of this is the delivery of training focused on specific engagement strategies for students from the ages of 18 to 23. The use of VLE based activities

to check learning has been shared as good practice and its use is evident through teaching observations. This has resulted in improved practice in teaching and learning, specifically in the use of active learning strategies. Observers are provided with additional support to improve their observation skills and ensure a standardised approach. Tutors who need additional support to improve have been provided with additional peer support.

4. Compliance with BAC accreditation requirements

4.1 Governance, Strategy and Financial Management (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

The Institution has a clear management structure set out in its organisation chart and available to staff and students through the IBS intranet. All staff have clear job descriptions which set out their duties and responsibilities and reporting lines. The committee structure and remits are clearly defined, along with the responsibilities of the Rector as the senior academic manager and key link with the owner and Maintainer of the Institution. The structure and responsibilities are clearly understood by staff and support effective management and communications.

The management and ownership structure of the Institution complies with the requirements of Hungarian higher education legislation, including the establishment of the Senate as the governing body.

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

Relationships with external education partners are clearly defined through partnership agreements and through Erasmus agreements. The agreement with the University of Buckingham allows for the delivery of UK validated undergraduate and post-graduate provision, details of which are clearly set out on the website and in the prospectus.

Communication between staff, students and managers is very effective. The committee structure facilitates regular meetings and communication between staff, students and managers as part of the management structure. Regular meetings are scheduled. Students are represented on the senate and on programme committees to ensure student views effectively support new developments and the management of provision. A staff newsletter has been introduced to further improve communication. Staff have welcomed this initiative and speak highly of the newsletter's positive impact on internal communication.

The Institution has a clear strategy for its future development, which was approved in 2018. Key priorities are identified, including improving the student experience. This has resulted in a wide range of actions that have enhanced the student experience and resulted in high levels of student satisfaction. Examples include the development of an employability skills framework, enhanced employer engagement activities, use of tutor peer support to improve pedagogic skills and the recruitment of additional roles within the wellbeing team.

The strategic plan is communicated to staff within the Institution via the intranet and to external stakeholders through the website. To further improve the input from external stakeholders, a new stakeholder advisory group will advise on strategy and community engagement.

The senate and the management board undertake regular performance reviews of student recruitment, retention and progression against clear and specific performance related indicators, along with summaries of student feedback and achievement. This provides key performance information on the retention, progress and achievement of students as well as their experience at IBS.

The strategic management of the Institution is appropriately set out and communicated to all stakeholders. The strategic priorities articulated in the strategic plan and are reviewed by the senate and management board to assure the effective planning and management of the quality of the student learning experience.

The accounts are compiled by the Chief Financial Officer and presented to the senate and the management board for consideration and approval. The accounts are clear and transparent and indicate the spending made and income generated. The annual accounts are externally audited by an approved body in line with higher education statutory regulations in Hungary.

The Institution has appropriate structures and committees in place for the review and approval of its financial accounts, which are fully compliant with statutory requirements.

4.2 Academic Management and Administration (spot check)

The standards are judged to be:

Met

Partially Met

Not Met

Comments

The organisation chart clearly sets out the academic management structure. A separate diagram of committees provides an effective summary of the committee structure. Responsibilities are clearly set out in terms of reference and membership of committees. The minutes of the regular meetings include actions which are disseminated to departments. This effectively supports the management and oversight of programmes and the Institution.

All staff have job descriptions denoting key responsibilities and reporting lines.

The Rector, as the Senior Manager, is a member of the senate, the management board and the learning and teaching committee. The Rector is responsible for ensuring the coherent consideration of information and data to inform the academic management of the Institution. The Head of Learning and Teaching also attends the senate and management board to represent academic viewpoints. This ensures oversight of performance and areas for improvement. This has also supported rapid implementation of the actions and recommendations identified in previous inspection reports. A strong culture of quality improvement has driven additional enhancements of the student experience. This includes highly effective employer engagement strategies resulting in a national employer award for an innovative employability framework that enhances and develops students' employability skills for future roles in the workplace.

The Programme Directors attend the programme committees and produce annual monitoring reports that include feedback from external examiners and from students. These are used to inform development priorities and enhancements of the delivery and management of teaching and learning.

The administrative structure of the Institution provides appropriate support to managers, teaching teams, support staff and students. Reports produced reflect the information required by the Management Board and committees and provide timely updates to support the decision-making process.

Academic progress records are produced for examination boards. 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 VLE. Students speak very highly of the detailed and informative feedback which has a direct impact on improving their performance.

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

Appropriate policies are in place for the recruitment of teaching staff as set out in national rules and regulations on employment, career progression and the appraisal of academic staff and in the mid-term strategy to develop an IBS talent network. 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 Institution's structure, processes and key regulations which are also available through the intranet. Induction for administrative staff is carried out by supervisors who remain available to advise staff on responsibilities and procedures. Teaching staff are supported by a system of tutor peer mentors which has been highly effective.

Staff appraisals take place twice a year, with the outcomes used to identify Continuing Professional Development (CPD) requirements. Academic staff appraisals are informed by teaching observations and student feedback. Appraisals now include a focus on tutors' mid-term and end of semester assessment module outcomes which provide evidence of student performance.

Well documented procedures for the development and approval of new provision are set out in the quality assurance regulations. IBS 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. Proposals for programmes requiring validation by the University of Buckingham are subject to the validation process of the university.

Regular programme committee meetings, which include student representatives, take place to review and evaluate programme management and the student learning experience and inform priorities for enhancement.

Clear quality assurance regulations, reports and regular committee meetings that include student representatives provide effective mechanisms for the management of academic standards. The validating university provides regular external scrutiny visits.

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. Entry requirements include prior qualifications and English language proficiency. All applicants are required to submit original evidence copies of their qualification certificates which are verified by the admission team.

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.

Academic staff are supported and encouraged to undertake professional development to enhance their subject knowledge and pedagogy, including attendance at external conferences and events.

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 staff in the centre for marketing and admissions, working with academic teams. 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.

4.3 Teaching, Learning and Assessment (spot check)

The standards are judged to be:

Met

Partially Met

Not Met

Comments

The Institution recruits well qualified academic staff, all of whom hold postgraduate qualifications and have sector-based experience. All staff are observed at least annually to monitor the standard of teaching and learning.

All teaching is clearly timetabled to allocated delivery hours which are approved by the Head of Academic Studies. Students are taught in small groups allowing interactive learning. Individual progress is monitored by tutors. Teaching is supported by clear schemes of work and lesson plans which link to assessment strategies to ensure all learning outcomes are covered and assessed.

The VLE is used to provide students with access to learning materials linked to specific modules and assessments and students have access to a range of online resources and library-based texts. Students have an individual assessment schedule on their VLE module and programme pages, which includes assessment schedules and deadlines. Module and programme assessment strategies clearly focus on measuring students' achievement against intended learning outcomes and assessment criteria.

Students are given detailed and supportive oral feedback. This is delivered in class and as a one to one activity.

There is comprehensive use of an online plagiarism detection service to identify the authenticity of student work. The student handbook includes a policy on cheating and plagiarism and what penalties are applied if these are discovered. It also includes a clear policy and procedure on mitigating circumstances and the appeals procedure.

Internal and external module reviews of course materials are undertaken regularly to assure the quality, scope and level of information provided to students.

Course materials are reviewed each semester by academic teams, at module and programme level, to assure the currency of the intended learning outcomes and assessment criteria.

4.4 Student Recruitment, Support, Guidance and Progression (spot check)

The standards are judged to be: Met Partially Met Not Met
Comments

The Institution has a formal induction programme for all new students, which includes pastoral support. Students confirmed that they feel well prepared for their time at the Institution.

Students have very good access to student services and support on academic and pastoral issues. Students have access to a well-being centre which includes personal counselling and coaching. Members of the student well-being team are responsible for monitoring attendance and assessment outcomes to identify at risk students and students who require additional support. The reporting system allows for highly effective oversight of all academic and pastoral concerns to ensure holistic monitoring of student support needs. This has resulted in high levels of student satisfaction and improved retention data.

The Institution has appropriate anti-discrimination and equal opportunities policies. The contract of education makes clear reference to behaviour expectations and penalties for abusive behaviour.

14.8 However, further development of the risk register and training for staff and students relating to preventing radicalisation and extremism is needed.

Students have good access to appropriate academic support from both teaching staff and the student services team, members of which offer advice on curriculum requirements, modules, credits, assessments and re-sit opportunities.

Study guide materials are available to students online. Students are directed to these by academic advisors to support the development of independent learning.

Students have good access to careers advice. The careers office organises careers fairs each semester and provides students with a range of advice and guidance on careers options, writing letters and curriculum vitae. Students speak very highly of the information and support provided.

Clear complaints and appeals procedures are published by the Institution on its website, intranet and referred to in programme handbooks.

Individual support needs are well supported, including for students with disabilities. Study materials and support are tailored to ensure all students can progress and achieve.

Student support mechanisms are clearly set out and advisors ensure that students receive regular reviews, support and adjustments to enable their progression and success.

International students are provided with appropriate advice both by the Institution and the recruitment agencies representing the Institution in different countries.

Students are provided with access to native language speakers as needed, though many of the courses are taught in English. Hungarian language speakers have access to a range of courses taught in their first language. Detailed advice and guidance materials provided by the Institution in advance of arrival include clear guidance on applying for visas, travel and local accommodation. Cultural and religious advice on local facilities is included. The information provided by agents is also clear and approved by IBS.

Attendance requirements are clearly set out in student handbooks. Students are aware of the attendance requirements and the consequences of poor attendance. Tutors complete attendance registers through the online attendance system, and the information is collected centrally and monitored by the Student Wellbeing Team.

The data management systems for attendance and punctuality are clear, effective and understood by students.

4.5 Premises, Facilities and Learning Resources (supplementary inspection)

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

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

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

Met Partially Met Not Met

Comments

The Vienna campus has a secure lease on its premises until 2021. The lease confirms the use of premises for education purposes.

The Institution has access to additional premises, if required. This includes high quality space within the building in which the Vienna campus is based.

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

21.1	Access to the premises is appropriately restricted and secured.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.2	The premises are maintained in an adequate state of repair, decoration and cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.3	There are specific safety rules in areas of particular hazard (e.g. science laboratories) which are brought to the attention of students, staff and visitors.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
21.4	General guidance on health and safety is made available to students, staff and visitors.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
21.5	There is adequate signage inside and outside the premises and general information is displayed effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.6	There is adequate circulation space for the number of students and staff accommodated and a suitable area in which to receive visitors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.7	There are toilet and hand-washing facilities of an appropriate number and acceptable level of cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.8	There is adequate air conditioning, heating and ventilation in all rooms.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met NA

Comments

Access to the premises is via a buzzer system and requires permission from the Campus Manager.

The premises are decorated to a high standard. They are clean and maintained appropriately.

Guidance on health and safety is made available to staff and students at induction and in handbooks. Information about emergency exits and first aid information is visibly displayed.

21.4 However, no specific guidance on health and safety is available for visitors.

There is good signage on the outside of the building and on the floor where the campus is located. General student information is displayed in the building and is easily located and visible.

The accommodation is spacious, airy and bright. There is a suitable area in which to receive visitors which is located at the entrance to the accommodation.

There are two toilets available, one for female and one for male students. They are maintained to a high standard of cleanliness.

There is good ventilation and heating and air conditioning available in all rooms.

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

22.1	Classrooms and other learning areas provide adequate accommodation in size and number for the classes (e.g. lectures, seminars, tutorials) allocated to them.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
22.2	Classrooms and/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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
22.3	There are facilities suitable for conducting assessments such as examinations.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met NA

Comments

Classrooms are clean, of a good size and meet teaching and assessment requirements. The space available allows for lectures, seminars and tutorials. Furniture is of a high standard.

Classrooms are well equipped with teaching and learning resources. This includes projectors, whiteboards and flip charts.

Assessments are currently conducted in classrooms. Examinations do not form part of the assessment systems in Vienna. However, if required in the future, formal tests can be accommodated within the space available.

23. There are appropriate additional facilities for students and staff

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|------|--|---|-----------------------------|-----------------------------|
| 23.1 | Students have access to sufficient space and suitable facilities for private individual study and group work. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 23.2 | Academic staff have access to sufficient personal space for preparing lessons, marking work and consultations with students. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 23.3 | Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 23.4 | Students and staff have access to secure storage for personal possessions where appropriate. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 23.5 | There are individual offices or rooms, in which academic staff and senior management can hold private meetings and a room of sufficient size to hold staff meetings. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 23.6 | Administrative offices are adequate in size and suitably resourced for the effective administration of the institution. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | |

This standard is judged to be:

Met Partially Met Not Met

Comments

The programme delivered is a master's programme aimed at employed professionals. Delivery is planned for evening and weekend study. Students have access to classrooms outside teaching hours for individual study and group work.

Tutors who teach on the programme are either full-time staff members of IBS or employed by the local university who teach on the programme on a part-time basis. Staff have access to appropriate personal space for marking and preparation. Space is available for one to one consultation with students.

Staff have access to a small kitchen area, which includes coffee and tea facilities and a microwave. A lounge area is available for the consumption of food and drink. Staff also have access to a coffee bar and restaurants which are situated close to the campus.

Staff and students have appropriate access to a secure cabinet and room for storing personal possessions.

Sufficient space is available for staff to hold private meetings and whole staff meetings using a large room which is not used for teaching.

The campus manager has access to a good space which includes adequate storage areas. The area is well-resourced with access to Information Technology (IT) facilities, telephone, printer and scanner.

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

- | | | | |
|------|---|---|-----------------------------|
| 24.1 | There is sufficient provision of learning materials including books, journals and periodicals and online materials. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
|------|---|---|-----------------------------|

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

This standard is judged to be:

Met Partially Met Not Met

Comments

Students have access to a well-stocked library which includes compulsory and supplementary reading material. The ratio of the number of books to students is high. There is good access to online resources on campus and externally.

The Vienna campus library and online resources are subject to the Budapest main campus quality systems. There is a systematic review of module resources each semester and an external periodic review of programmes every five years by University of Buckingham.

Students have access to a good space for independent study and group work.

The Vienna campus operates the same lending policy as the Budapest main campus. The lending policy is clear and documented in the student handbook. Students at the Vienna campus have access to resources at the main campus by an inter library loan system.

Students have access to library staff at the main campus by telephone, e-mail or the VLE. Students are very satisfied with the support provided by library staff. All library staff have appropriate qualifications and experience and are able to provide students with help and advice as needed.

Students have access to the library each time they attend. Additional access is available prior to classes, when requested.

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

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

This standard is judged to be:

Met

Partially Met

Not Met

Comments

Students have good access to IT to allow them to study flexibly. Online resources are available at the campus and access to resources is available externally. Wireless provision has been boosted at the campus and this has ensured good connectivity.

Students have access to a wide range of online resources that are available internally and externally. In addition, teaching staff upload resources appropriate for their module on to the VLE, including videos, presentation slides, articles and case studies which students appreciate. Students can also contact staff via the VLE for additional academic support and students report that teaching staff respond very quickly. Interaction between the institution and students has been enhanced by the use of news stickers which communicate new information on the VLE. Visual banners are used periodically to further highlight key communication messages. The Vienna campus students have their own page on the VLE.

The Vienna campus benefits from clear and robust mechanisms that ensure that the software and hardware are appropriate and meet programme needs. Computers are regularly checked and updated, to ensure optimum operation. Software is regularly up dated and additional software is added in response to student and staff feedback.

Students at the Vienna campus have access to good support from IT technicians. There are seven IT technicians who are well qualified and experienced. A central e-mail address for use by staff and students who experience IT problems is provided, with the reported average response time being five minutes. Students also have access to technicians for help with addressing problems with personal laptops. Technicians provide advice on wireless access issues and staff and students confirmed that the assistance provided was useful. Where appropriate, technicians can travel to the Vienna campus.

The Institution has made effective provision for students at the Vienna campus to access online and conventional learning resources. Students can access a wide range of conventional resources at the campus and by inter library loan. Online learning resources can be accessed on campus or externally.

4.6 **Quality Management, Assurance and Enhancement (spot check)**

The standards are judged to be:

Met

Partially Met

Not Met

Comments

Robust mechanisms are in place for the systematic collection of feedback from staff, students and employers. These include annual staff surveys, end of module surveys completed by students and staff and employer satisfaction surveys that are conducted biannually. A recent employer survey has identified six key employability skills that have informed the development of an innovative employability skills framework, which includes curriculum modules. This development has resulted in the achievement of first place in a national employer award competition for the preparation of students for the workplace. Students value access to the new modules very highly.

All information is centrally analysed to inform action plans and priorities for improvement, based on a good range of quantitative and qualitative evidence. Summaries of the results are published and accessible to all stakeholders, including a three-year trend analysis.

Survey outcomes inform annual reports which are discussed at programme committees which include student representatives. These in turn are presented to and reviewed by the management board and finally the senate, which also includes a student representative.

The results of feedback mechanisms are published regularly on the internet and intranet which ensures all stakeholders are informed of actions taken as a result of the feedback process.

The Institution has appropriate and clearly documented quality management procedures set out in the Quality Assurance Regulations available to all stakeholders, with key points also included in staff and student handbooks. There is a systematic quality assurance cycle covering all aspects of the Institution's operations.

The Institution has a very effective self-evaluation process. All staff demonstrate highly effective self-evaluation skills and judgements are supported by detailed evidence. The Module Leaders produce reports each semester including data on achievement and student feedback, which are drawn upon by the Programme Directors for their annual reports which include clear action plans linked to key performance indicators. This results in a culture of quality enhancement that improves the student experience.

The well-developed quality assurance policies, procedures and reports, with oversight by senior management, effectively inform and enhance the strategic management of the Institution and represent good practice.

Institutional mechanisms for the review of programmes are clear and include periodic programme reviews to assure the ongoing relevance of programmes and resources. This has informed the need for additional skills and knowledge in employability and the development and delivery of employability modules which provide credits for achievement of all programmes.

The Institution has effective processes and procedures for the ongoing review of its standards and performance through module, programme, the Centre for Quality Enhancement's reports and action plans.

All modules are reviewed at the end of each semester by the Module Leaders. Annual monitoring reports are produced by the Programme Directors at the end of the academic year. These include action plans which track improvements and identify further areas for development.

All reports and monitoring of progress inform the Annual Institutional Monitoring Report. The management board regularly reviews progress and minutes of meetings record outcomes as well as further priorities.

4.7 Compliance Declaration

Declaration of compliance has been signed and dated.

Yes No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

STRENGTHS

A culture of highly effective self-evaluation, supported by rigorous evidence, has resulted in continuous quality enhancement and key improvements in the student experience.

Highly effective employer engagement strategies have resulted in an innovative approach to developing employability skills, which are highly valued by both industry professionals and students.

Comprehensive and highly effective student support has resulted in high levels of student satisfaction and reduction of student withdrawals.

ACTIONS REQUIRED

14.8 The Institution must put in place all necessary arrangements to prevent radicalisation and extremism.	<input type="checkbox"/> High	<input checked="" type="checkbox"/> Medium	<input type="checkbox"/> Low
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21.4 The Institution must ensure appropriate health and safety information is made available to visitors.	<input type="checkbox"/> High	<input checked="" type="checkbox"/> Medium	<input type="checkbox"/> Low
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RECOMMENDED AREAS FOR IMPROVEMENT *(to be reviewed at the next inspection)*

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COMPLIANCE WITH STATUTORY REQUIREMENTS - FURTHER COMMENTS, IF APPLICABLE

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