



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Independent Higher Education (IHE) Re-accreditation Inspection

NAME OF INSTITUTION: SBS Swiss Business School

ADDRESS: Flughafenstrasse 3
8302 Kloten-Zurich
Switzerland

HEAD OF INSTITUTION: Dr Bert Wolfs

DATE OF INSPECTION: 10–12 May 2023

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

- ☒ Accreditation awarded for the full four-year period
- ☐ Probation accreditation
- ☐ Decision on accreditation deferred
- ☐ Award of accreditation refused

DATE: 21 July 2023

PART A – INTRODUCTION

1. Background to the institution

SBS Swiss Business School (SBS/the Institution) is a privately owned Swiss Federal Accredited University of Applied Sciences. It was established in 1998 as a private, limited-liability company. It provides Bachelor, Master's and Doctoral degrees in business. It is based in Kloten-Zurich, Switzerland, close to Zurich Airport.

The Institution offers a range of educational programmes at undergraduate and postgraduate level. Its educational offer is made up of a mix of United States and European education, adapted to the Swiss legal educational requirements.

The Institution's aim is to be recognised by all external and internal stakeholders as Switzerland's leading university of applied sciences institute for international business administration. The Institution's mission is to prepare students in tertiary-level programmes and continuing education to carry out professional management and leadership activities in an international environment, while also furthering applied research and services for the academic field of business administration for the regional, national and global business communities.

SBS takes a stakeholder-oriented approach to the governance of the Institution. The Board of Trustees (BoT) represents the interests of the shareholders of the company and issues directives to the Supervisory Board (SB). The SB, chaired by the President, has established a number of other boards that represent the key external and internal stakeholders to assist in performing the strategic and academic functions of the Institution and providing advice. The other boards are the Business Advisory Board (BAB), the Alumni Board (AB), Faculty and Academic Board (FAB), Research Advisory Board (RAB), the Student Council (SC) and the Quality Education Board (QEB). Each board has a specific area of responsibility, and the SB issues the regulations that are applicable to the other six boards.

The SB is headed up by the President and guides the Institution's daily activities. However, the SB delegates the day-to-day management to the Academic Dean (AD) and the Dean for Administration and Finance (DAF). All the academic affairs are managed by the AD and the business affairs by the DAF. Each dean is supported by a small management team.

2. Brief description of the current provision

The Institution offers a range of educational programmes at undergraduate and postgraduate level. At undergraduate level, these are a Bachelor of Business Administration (BBA), with different majors, including in International Management, Marketing, Entrepreneurship and Accelerated Adult Education (AAE). At graduate level, the Institution offers a full-time Master of Business Administration (MBA), with different majors, including in International Management, Marketing, Entrepreneurship, Finance and Banking, and Human Resources Management (HRM).

SBS also offers an Executive MBA (EMBA) programme, with International Management as a major. The MBA majors are also offered as an online MBA. SBS also offers a Doctorate of Business Administration (DBA) degree.

The programmes are recognised by specialist business accreditation agencies. These are the Accreditation Council for Business Schools and Programs (ACBSP) and the International Accreditation Council for Business Education (IACBE). For quality and licensing purposes, the Institution is licensed by the Swiss Ministry of Education and has a number of strategic partnerships with institutions abroad to which it franchises its degree programmes or with which it provides dual degree programmes.

At the time of the inspection, the Institution had 208 enrolled students, comprising 63 on the BBA and 17 on the Master of Science (MSc). These are full-time students. The remaining 128 students on the MBA and DBA programmes are all studying part time. The largest groups of students are from Switzerland and Germany, which together represent a minority of the overall intake. In total, a wide range of nationalities are represented in the

current cohort, with students from countries such as Lebanon, the United Arab Emirates, China, India and Qatar. Among the international intake at Bachelor's level, many students are recruited from international schools in Switzerland. As a result, they are already familiar with the country. All students are over 18 years of age. A small majority of the students are male.

Student enrolment takes place in September and January each year for the BBA and MSc programmes. For the MBA and DBS programmes, enrolment takes place monthly.

For the MBA programmes, applicants are expected to have a minimum of two years' full-time work experience. For the EMBA, the requirement is five years' full-time work experience. Applicants who do not have any work experience can be considered for the MSc in International Business. A Flex-MBA route is available. This is a part-time version of the full-time MBA.

3. Inspection process

The inspection was undertaken over three days by three inspectors, including a student inspector. One inspector undertook inspection activities on site at the Zurich campus, with the two other inspectors working remotely. Inspectors held meetings with the President, the AD, the DAF and other associated deans and managers. Meetings were held with a group of undergraduate students, postgraduate students and with academic and administrative staff. Inspectors observed a range of in-person and recorded lessons and undertook a tour of the Zurich campus. A wide range of documentation was provided for scrutiny. The Institution co-operated fully with inspectors before and during the inspection.

4. Inspection history

Inspection Type	Date
Full Accreditation	13–14 July 2018
Interim	31 October 2019

PART B – JUDGEMENT AND EVIDENCE

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

INSPECTION AREA – GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

1. The institution is effectively and responsibly governed

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

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

A very well-documented and comprehensive organisational structure effectively supports the Institution's development and its ability to ensure that high standards of academic achievement and student care are maintained.

The role and extent of authority of the SB and senior leaders have recently been reviewed to ensure that these meet the changing needs and future aims of the Institution. They are clearly defined, documented and effectively communicated to all relevant stakeholders. As a result, the SB has clear oversight and senior managers have clear, delegated decision-making authority over all financial and academic matters.

The link between governance and management is clear, well-articulated and documented. The SB meets regularly to monitor performance and address any issues that might present future risks if they are not resolved in a timely manner.

Internal and external stakeholders report that the new board structure ensures that they have appropriate input into the development and implementation of the Institution's policies and procedures.

Financial risk assessment is excellent. The SB, through the delegated powers of the DAF, is highly effective in reviewing the risks posed by the changing academic needs of students, employers and the wider educational sector. As a result, the financial standing of the Institution and the curriculum offer are regularly reviewed and updated, ensuring that the SB and senior leaders are able to take effective action when required to manage and mitigate business risks. This prudent approach to ensuring an annual surplus has enabled reserves to be built up to provide a high level of financial security.

Financial resources are effectively allocated, thereby supporting and ensuring proposed course development is successful. Risk assessments are regularly reviewed and appropriate action is taken.

A comprehensive organisation chart ensures that the roles and responsibilities within the Institution are clear and fully understood by all stakeholders. Comprehensive job descriptions ensure that roles are effectively linked to the needs and requirements of the Institution.

There are highly effective channels of communication between internal and external stakeholders, including effective use of the Institution's Virtual Learning Environment (VLE) and Management Information System (MIS).

2. The institution has a clear and achievable strategy

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

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

A well-developed and comprehensive strategy for the development of the Institution's education provision has successfully enabled SBS to develop its courses in line with its objectives and future aims. A detailed annual strategic implementation plan is produced and disseminated annually.

The views of key stakeholders are central to the plan and effectively inform the strategic direction of the Institution. The aims and objectives of SBS are well communicated to all stakeholders via its website and promotional materials.

Regular and systematic reviews of the Institution's performance against strategic targets are undertaken. Self-evaluation is excellent, and the resulting report effectively reviews data at programme and module level. The report is used very effectively by governors and senior leaders to consider performance against strategic goals and targets.

3. Financial management is open, honest and effective

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

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

The Institution conducts its financial matters in accordance with Swiss law, with its accounts and finances being subject to regular independent external audit. This ensures appropriate scrutiny, transparency and probity.

INSPECTION AREA – GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

4. The institution is effectively managed

- | | | |
|-----|---|---|
| 4.1 | The management structure is clearly defined, documented and understood by all stakeholder groups including governors, management, staff and students. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 4.2 | There are clearly delineated responsibilities and reporting arrangements at institutional, faculty, departmental, programme and course levels. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

4.3	There is an appropriate and effective committee structure, with appropriate reporting lines to inform management decision-making.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
4.4	Committees have clear and appropriate terms of reference and meet regularly. The meetings are accurately recorded with clear action-planning.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
4.5	The institution has formal mechanisms to monitor the information it provides internally and externally and to make any enhancements deemed necessary to ensure that it is accurate and fit for purpose.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

The organisation chart is clear and details a well-developed and appropriate management structure. Oversight is clearly defined and documented and well understood by all stakeholders. The structure is well communicated to all stakeholders during staff and student inductions, in the job description documentation and on the Institution's website. As a result, all stakeholders understand how the Institution is managed at different levels.

Clear and effective reporting arrangements are in place at all levels and understood by staff. Roles and responsibilities are clearly set out in job descriptions and in relevant handbooks and policy documents.

A comprehensive committee structure effectively supports the day-to-day running of the Institution. The structure works well and forms an integral part of management decision-making. Committees all have terms of reference and meet regularly. Decisions are recorded.

The structure, remit, procedures, decision-making authority and schedules of the committees are set out within the Institution's policy and academic governance documentation. There is a clear practice of recording agreed actions based on the identified evidence, with follow-up taking place at subsequent meetings, as well as checks on activities to meet the actions required in between meetings.

Effective processes to formally review the accuracy and fitness-for-purpose of policies for both internal and external information are in place. Changes to academic information are appropriately reviewed and approved by senior managers.

5. The institution is administered effectively

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

5.12	There are effective procedures for internal and external moderation at pre- and post-assessment stages.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
5.13	The institution makes student records and transcripts available to its students in a timely manner.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
5.14	There is a policy on the collection of and refund of students' fees that is implemented effectively.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

The administration team is of sufficient size and experience to ensure that effective support is provided for managers and for the operation of the Institution. Administrative support is well documented and understood by all staff of the Institution. Support is effectively shared with staff via the Institution's online platform and covers such areas as operational administration, assessment, student wellbeing, careers, and information and communication technology.

There are extensive policies, procedures and well-documented and disseminated systems in operation. The regular audit of systems and policy implementation by senior managers ensures the continuing integrity of the administrative processes. Class timetables take full account of the requirements of each course offered, with all timetables available online so that students have the most up-to-date and accurate information. Appropriate rooms are allocated to deliver the Institution's programmes.

A range of electronic administration and information systems record and monitor student applications and course enrolments. Student records, including appropriate checks on identification and prior achievement, are accurate and well documented. Staff records are effectively maintained in well-organised files. All records are securely stored as required by Swiss legislation, and are easily accessed and used effectively by administrators, tutors and managers. Appropriate data protection and privacy policies and procedures are in place to ensure the security of personal information.

Appropriate arrangements for the administration of examinations and other types of assessment are in place, with all students being required to attend SBS for the defence of the thesis element of their qualification in an oral examination. Students are required to present appropriate identification when participating in course assessments. There are effective procedures for the external moderation of relevant assessment on all programmes.

The Institution has appropriate procedures for the timely dissemination of records and transcripts.

There is a transparent policy on fee refunds that is implemented fairly.

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

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

The staff recruitment process employed by SBS is robust. All staff are appointed in line with Swiss legislative requirements. Equity and fairness in the process are uppermost and in accordance with the Institution's employment policy.

The range of policies and procedures for the recruitment and continuing employment of suitably qualified and experienced staff are comprehensive and ensure the safety of the students. Continuing employment is reviewed through the staff appraisal process. As a result, the Institution employs and retains highly qualified and very experienced staff in all roles.

Academic and administrative staff fully understand their roles and responsibilities. Detailed job specifications and an effective staff induction process ensure that all staff are well aware of the scope of their role, relevant policies and how to access the Institution's online systems. Staff have access to an appropriate complaints and appeals procedure and a published equality and diversity policy.

A clear, well-documented and transparent performance appraisal system allows managers to monitor and review the performance of all staff. An appropriate system of classroom observations for teaching staff ensures that the quality of teaching is maintained and reviewed with staff.

Staff development needs are effectively monitored, and training requirements are identified through both formal and informal means. Staff undertake further qualifications and research to support their development and attend various staff development opportunities.

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-centred learning. ☒ Yes ☐ No ☐ NA

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

Clear and appropriate policies for the design and validation of the Institution's programmes ensure that they are in alignment with its vision and mission. Learning outcomes are clear, appropriate and made publicly available, including an overview of teaching methods and assessment requirements. As a result, students have a clear understanding of the scope and content of their modules and courses.

Regularly scheduled and recorded meetings of academic staff ensure that academic programmes are effectively monitored and reviewed. Consequently, the curriculum is well developed, fit for purpose and meets the needs of students.

The Institution has a range of standard operating procedures in place to ensure that academic resources are acquired effectively to support each programme offered. Requests are effectively reviewed and approved by senior managers in line with budget allocation procedures.

Students provide specific feedback to inform the development of their courses through their course representatives and other feedback opportunities, including at board level. Feedback is systematically considered by academic and senior managers.

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

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

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

Comprehensive entry criteria are set out in course documentation for each programme of study and are freely available to prospective students. Any language requirements for a course are clearly communicated and ensure that students understand the level of competency required in order to be accepted onto each programme.

The application process is comprehensive and ensures that students meet published entry requirements and that any claimed qualifications are appropriately verified by the Institution. Application queries are responded to very quickly. Prospective students receive comprehensive information and guidance about the requirements of each programme, ensuring that they are able to make fully informed decisions about their study options.

Students' needs are assessed effectively at the start of their application. A comprehensive and well-documented process effectively ensures that students have the required skills and knowledge to be able to succeed on programmes on which they are enrolled. The Institution recognises prior accredited learning and has a clear and appropriate process to assess credit acquired at other institutions.

Where agents are used, they are briefed fully on SBS programmes and then only appointed formally once they have secured potential applicants for consideration by the Institution. Agents are provided with up-to-date information on programmes as appropriate. The agents monitored and may be visited by a member of SBS staff during initial negotiations.

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

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

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met ☐ NA

Comments

The Institution actively encourages academic staff to undertake research and publish their findings. SBS closely tracks research activity and output with the aim of increasing the number of staff across the Institution who are publishing regularly in accredited journals and in conferencing proceedings.

A review of staff curricula vitae indicates that a number of staff are active in research and have recent publications in a number of academic journals.

Sponsorship is available through the Institution for academic staff to undertake research and for support to attend conferences to assist their professional development. The Institution provides time for staff to meet regularly to share and discuss current research activities. As a result, research and attendance at external events inform teaching effectively.

Details of research opportunities are widely disseminated to all relevant staff through the Institution's online platform. Staff confirm that sponsorship for research is available.

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

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

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

Publicity materials are of a very high quality and accurately reflect SBS premises and facilities. As a result, students are very clear about the location and the range of resources available.

Senior managers regularly review, and make any necessary changes to, publicity material to ensure its accuracy.

Information on assessment structure, course guidelines, assignments and awarding organisations is accurate and available on the VLE and in student handbooks, module specifications and assessment guidelines. As a result, students report that they are well informed about their qualifications and all associated costs of study. Inspection findings confirm this to be the case.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

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

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

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

Lecturers are highly qualified, very experienced and allocated to teach on courses and at levels that reflect their qualifications and experience. They are appropriately allocated to courses to ensure students receive high-quality education, with delivery being regularly monitored, through regular observations, by managers to ensure a consistent learning experience.

Lessons meet the requirements of relevant module descriptors and fully cover the stated learning outcomes. The design of the programmes and modules is highly effective in supporting and enabling students to develop their knowledge and skills so that they are successful in final examinations and assessments. This is confirmed through the very high success rates of students.

Lesson-planning is detailed and effectively meets the needs and learning styles of the students. Teaching is in small groups or online and includes a good mixture of group and individual activities. This engages students, keeps their interest and supports learning effectively. Additionally, staff encourage and develop students' independent learning skills effectively via class activities and research tasks.

Students and staff have access, via the Institution's VLE, to a wide range of appropriate and very high-quality learning and study resources. Students and staff confirm that SBS fully encourages their use.

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

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

12.6	There are clear policies and procedures for students to claim mitigating circumstances and to appeal against marks awarded.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

Comprehensive assessment schedules for each course are detailed on the Institution's VLE. Schedules provide detailed information regarding assignment submission dates and any examination revision periods or examination dates. Students confirm that they are aware of the nature and timing of the assessment of their course.

Assessment strategies are relevant to the content and nature of the courses. These are used effectively to ensure that all required learning outcomes are met. Assignment briefs are well written and detailed and provide clear tasks that are effectively linked to learning outcomes. Assessment tasks allow a full range of grades to be achieved and are appropriately linked to the module grading criteria.

Students receive detailed and supportive oral and written feedback on their assessments and overall performance and progress. Academic staff effectively identify areas where students have done well and where they could have developed their work further. Student progress and performance are monitored very carefully, with timely action taken where students are not progressing as expected.

Comprehensive procedures to discourage and penalise students who cheat or submit work that is deemed to have been secured by plagiarism are in place. A clear and appropriate academic misconduct policy is available. All assessment evidence is rigorously screened for authenticity using appropriate commercial software to confirm originality.

Clear guidance is provided to students through handbooks and published policies on how to appeal grades and claim mitigating circumstances, if applicable. Students confirm that they are made aware of this.

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

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

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

Course materials are of a very high quality and are designed for a specific and clearly stated level of study.

A comprehensive range of resources is available on the Institution's VLE. The resources effectively support students' learning and enables them to achieve the stated aims of their chosen programme of study.

The materials are regularly reviewed and revised by academic staff to ensure that they are accurate and fit for purpose.

Appropriate teaching aids and study materials are used effectively to support learning. Students have good access to all available resources via SBS's VLE.

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

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

SBS has an open and highly supportive atmosphere. An appropriate number of appropriately well-qualified staff are readily accessible to all students to provide advice and counselling, as well as support on a wide range of pastoral and welfare issues. Students report that they are very happy with the support provided by the Institution.

Students receive a comprehensive induction programme prior to commencement of their study that covers such areas as available Information Technology (IT) services and an introduction to their academic programme, including expectations for attendance and detailed information about assessment. The induction programme also includes details the profiles of SBS teaching staff and support services available for students.

There is a suitable documented policy and procedure for dealing with discrimination and abusive behaviour.

Students' general enquiries and any issues with access to the Institution's IT services are dealt with quickly and efficiently. Any students who may have an academic question can approach individual SBS staff members in person or via email. Students confirmed that staff are accessible and very responsive to any queries that arise during out-of-class hours.

The Institution does not recruit students under the age of 18.

Effective arrangements, including an appropriate policy, risk assessment and staff training, are in place to protect students from the risks associated with radicalisation and extremism. These meet Swiss requirements.

15.	Students receive appropriate academic support and guidance	
15.1	Students have appropriate access to teaching staff outside teaching and learning sessions.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
15.2	Students have access to appropriate support to enable the regular review of their academic progress.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
15.3	Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and prompt intervention is made, where appropriate.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
15.4	Academic support, advice and guidance on alternative programmes are provided to students who are judged not to be making sufficient progress and/or who wish to change their pattern of study.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

15.5	Students have access to appropriate advice and guidance on careers and further study and any professional body exemptions that may be available.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
15.6	The institution has a fair complaints procedure that includes an external adjudicator, for example, the Office of the Independent Adjudicator (OIA) in the UK, and students are informed of how to submit a complaint.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
15.7	Students are advised of BAC's complaints procedure, where appropriate.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
15.8	Instructions and suggestions on how to study are made available to assist students to learn effectively and efficiently.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
15.9	Students with special educational needs and/or disabilities (SEND) are identified so that appropriate support can be provided.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

Students have excellent access to academic staff outside the scheduled teaching and learning sessions. They report that staff regularly make themselves available to provide further assistance and that they can readily contact them to discuss academic matters via email. Inspection findings confirm this view.

Detailed student records on attendance, participation and achievement are maintained by staff. These records are used very effectively to monitor student performance and to identify when additional support and guidance may be required.

Where students are judged to be not making sufficient progress or they wish to change their current study patterns, staff provide appropriate academic support, advice and guidance on alternative programmes to ensure that they have the best possible chances of being successful in their studies. A well-developed system is in place to support students in preparing for future careers, further study and their next steps. Students report that they are very well supported.

An appropriate and fair complaints procedure is in place that provides clear details of how to submit a complaint. Students are appropriately advised of the BAC complaints procedure during induction. However, a link on the Institution's VLE may be beneficial for any student who may need to access the procedure in the future.

Comprehensive instructions and suggestions on how to study are readily available to assist students to learn effectively and efficiently.

An appropriate policy on identifying and meeting the needs of students with SEND is in place. Where an individual need is identified or declared, appropriate additional support is provided.

16. International students are provided with specific advice and assistance

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

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met ☐ NA

Comments

Comprehensive support for international students, both before and during their studies, is provided by the Institution. Students have access to detailed information on the SBS website prior to travelling, including visa support, embassy information, accommodation and travel advice.

A well-developed and effective induction on arrival covers each student's programme of study, together with information about SBS and the local area. Students confirmed the effectiveness and completeness of support for international students.

Information and advice that are specific to international students are provided by student support staff throughout their time at the Institution. Provision of support considers cultural and religious considerations. Where possible, students have access to speakers of their own first language, with a number of staff speaking a range of languages.

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 are followed up promptly. ☒ Yes ☐ No ☐ NA

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

SBS has an appropriate, clear and published policy on student attendance, and students understand the attendance and punctuality requirements of their study programmes.

Procedures and systems to enforce attendance and punctuality are well developed and used effectively by staff to accurately and securely record student attendance and punctuality. As a result, staff are able to regularly review and manage data centrally.

All unauthorised absences are followed up in a timely manner, with appropriate action taken where necessary to ensure that minimum attendance requirements are upheld. For example, for in-person courses, full attendance is expected, unless a medical certificate or other evidence of unavoidable absence is provided.

No more than two unexplained absences per module are permitted. For those on the online programmes, equivalent policies exist for distance learning engagement.

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 that 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 that may be of interest.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
19.2	The social programme is responsive to the needs and wishes of students and activities have been chosen with consideration of their affordability.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
19.3	Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and/or experience.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
19.4	Students are encouraged to develop and participate in extramural activities and, when studying remotely, the activities include appropriate use of online forums or channels.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
19.5	The institution supports and encourages peer interaction through a variety of channels, e.g. social network forums and channels.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met ☐ NA

Comments

The social programme is appropriate to meet the needs and wishes of the students, who are adults and either living independently in Zurich or other areas.

The social activities are affordable and appropriately notified to students. Students agree that the social events are run safely and effectively by competent professionals and the inspection findings confirm this to be the case.

Students are encouraged within their course to develop and participate in extramural activities and peer interaction. These activities include appropriate use of online forums or channels.

INSPECTION AREA – PREMISES, FACILITIES AND LEARNING RESOURCES

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

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

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

The Institution has a secure lease on its premises, and the appropriate authority from the Swiss Ministry of Education has been obtained to deliver education programmes.

A small number of other suitable premises are available to the Institution should the need arise.

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) that 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No
21.5	There is adequate signage inside and outside the premises and general information is displayed effectively.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met ☐ NA

Comments

The quality of the Institution's premises is excellent. The premises are very well maintained, decorated and clean. Access is highly secure and appropriately restricted by use of key card entry. As a result, the premises provide a safe learning and working environment.

The Institution does not have any areas of particular hazard.

All required health and safety information and rules are clearly displayed in relevant areas within the premises. Comprehensive guidance is provided to staff and students during their induction and in their respective handbooks. Visitors are provided with bespoke guidance on arrival, which is then supported by appropriate signage throughout the premises.

The premises are very well resourced and provide a comfortable space for staff and students to work, socialise and to receive visitors.

Toilets are adequate in number, clean and well maintained. Staff and students confirm that heating, ventilation and air conditioning are all in good working order and fit for purpose. This view is confirmed by the inspectors.

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 that 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 and other learning areas of the premises are of an excellent quality. They are very well appointed and resourced, adequate in number and size, and are highly effective in supporting learning.

Classrooms very well equipped to meet the requirements of the courses, with excellent internet access, classroom furniture and IT resources.

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

23. There are appropriate additional facilities for students and staff

23.1	Students have access to sufficient space and suitable facilities for private individual study and group work.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
23.2	Academic staff have access to sufficient personal space for preparing lessons, marking work and consultations with students.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
23.3	Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

23.4	Students and staff have access to secure storage for personal possessions where appropriate.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
23.5	There are individual offices or rooms in which academic staff and senior management can hold private meetings and a room of sufficient size to hold staff meetings.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
23.6	Administrative offices are adequate in size and suitably resourced for the effective administration of the institution.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

The Institution's premises provide sufficient space for students to undertake private individual study or to work in groups. For example, a well-appointed library and several seating areas throughout the Institution provide areas for students to work or socialise outside of scheduled class time.

Access to space for academic and administrative staff to undertake their duties and, when necessary, meet with students is good. Rooms are of a good size and are appropriate for meeting with small groups or individual students.

There is sufficient provision for students and staff to relax and consume food and drink, with a number of areas specifically set aside for students and staff to socialise. An appropriate number of areas are provided for students and staff to store their personal possessions.

A number of appropriate rooms and offices are available for academic staff and managers to hold meetings. For example, the lecture theatre provides space for large staff meetings.

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

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

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

The provision of learning materials is appropriate for the needs of staff and students. Good-quality course materials and other resources relevant to the students' programmes of study are accessible from the Institution's VLE.

Students have access to a wide range of books, journals and periodicals in the library, which is professionally organised and catalogued. Library stock is regularly reviewed and sufficient to meet the needs of both students and academic staff.

The library is staffed by appropriately qualified and experienced staff. The library areas are spacious and provide a comfortable area for independent study or group work.

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

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

25.1	There is appropriate technological access and sufficient connectivity to enable students to study flexibly.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
25.2	Students have effective online resources that assist with their learning, optimise interaction between the institution and the student and enhance instructional and educational services.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
25.3	There is provision of appropriate, up-to-date software and virtual learning environments that 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

Access to technology to support study and work for both students and staff is very good. Internet provision is good and allows students to study flexibly and communicate effectively with lecturers and other staff.

Software and the Institution's VLE are regularly reviewed and updated to ensure that they meet the current needs of the programmes, students and staff.

Appropriate IT technical support is in place. Access to IT services ensures that the systems are operational at all times. Training in IT systems is provided when needed. Access to conventional and online resources for staff and students is good.

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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
26.2	Student feedback is obtained through appropriate formal student representation mechanisms.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
26.3	The institution has appropriate formal feedback mechanisms to inform all stakeholders of any action taken as a result of their views.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

A recent review of the role and extent of the authority of the SB and senior leaders ensures that stakeholder feedback is key to the Institution's aim of ensuring a high-quality learning experience for its students.

The views of all relevant stakeholders are regularly collected and analysed to identify strengths and areas for improvement. This includes student feedback collected through surveys at the end of each module, as well as feedback from other stakeholders. The outcomes of this feedback are collated and analysed and reviewed by relevant SBS boards.

Students are alerted to actions taken through student representation at board level. In addition, the Institution's VLE is used effectively to inform all stakeholders of any resulting actions.

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

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

The Institution has effective systems to review its own standards and assess its own performance. A comprehensive range of detailed management policies and standard operating procedures are in place, which are clearly documented and effectively shared via the Institution's VLE. As a result, they are easily accessible to all interested stakeholders.

Appropriate and well-established quality assurance systems and procedures are managed effectively by senior leaders so that the Institution is able to fulfil its mission and vision. The SB regularly reviews quality performance reports that help to inform the strategic decision-making process.

A wide range of performance indicators and metrics are in place. Performance is regularly reviewed against these benchmarks to identify areas for improvement.

Managers regularly compile reports that present the outcomes of detailed internal audits, student satisfaction rates and achievement and performance at course and programme level. Appropriate action plans are completed where required.

SBS's boards and senior leaders systematically review the quality of the student experience each semester.

Course co-ordinators and academic leads regularly present summary reports of academic performance, which include an analysis of year-on-year results on student satisfaction, achievement levels, completion rates and include consideration of progression to further study or employment.

Senior leaders review general performance reports from academic and support departments on a regular basis which include the analysis of student outcomes in terms of year-on-year performance and variations. The reports enable managers to make appropriate decisions on the quality of the provision and level of student satisfaction, aligned to the strategic aims of the Institution.

The Institution has a broad range of systematic mechanisms in place to review the performance of its academic programmes, including consideration of programme reports, against set performance criteria. This leads to the identification of action plans to help enhance the quality of the provision over time.

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

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

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

A wide range of mechanisms to support the sharing of good practice across SBS are in place, including informal social media groups and regular staff newsletters and bulletins.

End-of session course and annual programme reports highlight improvement and ongoing developments made and identify further areas requiring improvement. A specific action plan, with identified timelines for actions to be completed and allocations of responsibility is created.

Action plans are reviewed regularly within the Institution's committee structure. The SB meets regularly to review the outcomes of internal audits and performance reports, including the review and creation of specific actions plans where needed.

INSPECTION AREA – ONLINE, DISTANCE AND BLENDED LEARNING

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

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

Lecturers are appropriately trained and have a good understanding of the requirements of online delivery. Learning is appropriately supported by lecturers' effective use of the SBS's chosen delivery platform and its VLE.

Lesson observations show that lecturers have a good understanding of the challenges and demands of learning. Clear requirements for students to have a specified level of digital literacy are stated for relevant programmes.

Appropriate guidance on how to study and use the online tutorial materials is made available to assist students to learn effectively and efficiently.

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

A highly effective and comprehensive structure of committees provides detailed oversight of the Institution day-to-day activities.

A clear and well-documented management structure ensures that senior leaders and managers clearly understand their roles and perform them to a very high standard.

There are highly effective channels of communication that effectively support the Institution's day-to-day activities and further development.

Robust financial management ensures that the necessary resources are in place to meet the changing needs of the Institution.

Actions Required	Priority H/M/L
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

Institution's Strengths

The Institution has comprehensive and systematic administrative systems that effectively support their work.

A clear strategy and implementation plan aims to support academic staff to increase the research profile of the Institution.

Robust staff recruitment procedures ensure that staff are suitably qualified, experienced and fully understand their specific responsibilities.

Actions Required	Priority H/M/L
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

TEACHING, LEARNING AND ASSESSMENT

Institution's Strengths

Highly effective teaching that results in excellent levels of student satisfaction, engagement and progress.

Very knowledgeable and experienced academic staff who provide strong support to their students to help them achieve their chosen qualification.

Students benefit from high quality learning resources that support their independent learning skills.

Actions Required	Priority H/M/L
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

STUDENT SUPPORT, GUIDANCE AND PROGRESSION

Institution's Strengths

Very well-developed pastoral systems that effectively support the students.

The library and wide range of online learning resources provide strong support for students to develop their independent learning skills.

Actions Required	Priority H/M/L
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

PREMISES, FACILITIES AND LEARNING RESOURCES

Institution's Strengths

Very high-quality premises that effectively support learning and enhance the students' experience.

Very well-resourced classrooms that successfully allow effective delivery of the Institution's range of courses.

Actions Required	Priority H/M/L
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

Institution's Strengths

A wide range of quality assurance mechanisms that are effectively linked to specific strategic objectives and key performance indicators and metrics.

Leaders and managers have implemented a comprehensive range of effective feedback processes to gather the views of students and other stakeholders.

Actions Required	Priority H/M/L
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

ONLINE, DISTANCE AND BLENDED LEARNING

Institution's Strengths

A highly effective IT platform that fully supports all aspects of SBS's work and promotes excellent student support.

Actions Required	Priority H/M/L
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

RECOMMENDED AREAS FOR IMPROVEMENT

The Institution should ensure that the BAC Complaints Policy is made available on its VLE so students can access it throughout their learning journey at SBS.

COMPLIANCE WITH STATUTORY REQUIREMENTS

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