BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Independent Higher Education (IHE) Full Inspection

NAME OF INSTITUTION: United International Business Schools

ADDRESS: Global Education Services Switzerland AG
Cross-Cultural Education Centre
38 Brandschenkestrasse
Zurich 8002
Switzerland

HEAD OF INSTITUTION: Dr Freddy Kirschstein

DATE OF INSPECTION: 5–7June 2023

ACCREDITATION STATUS AT INSPECTION: Non-accredited

DECISION ON ACCREDITATION:

☒Accreditation awarded for the full four-year period

☐ Probation accreditation

☐ Decision on accreditation deferred

☐ Award of accreditation refused

DATE: 28 September 2023

PART A – INTRODUCTION

1. Background to the institution

United International Business Schools (UIBS/the Institution) is a privately owned business school offering Bachelor's, Master's and Doctoral degrees in a range of subjects through partnership agreements with Higher Educational Institutions (HEIs) in the United Kingdom (UK), Ireland and the United States of America (USA). UIBS is based in Switzerland. It operates in six countries and across nine campuses which are based in Amsterdam, Antwerp, Barcelona, Brussels, Geneva, Madrid, Milan, Tokyo and Zurich.

The Institution's vision reflects its continuing academic development and its aim to be acknowledged as a private and independent HEI of first choice for the quality of its undergraduate and postgraduate programmes and courses.

It aims to provide students with the inspiring excellence of a private college, combined with the stimulating advantage of a small-scale, cross-cultural and English-speaking environment, all achieved through academic excellence, ingenious extra-curricular activities and distinguished cultural alliances.

UIBS was established in 2010 as a private, limited liability company. In early 2015, the holding company behind the United International Business Schools organisation (UIBS) was renamed to Global Education Corporation (GEC).

The Board of Trustees (the BoT) represents the interests of the shareholders of UIBS and provides oversight of the Board of Directors (BoD) and Academic Council (AC). The AC is a subgroup of the Institution's faculty members and provides guidance and advice on general academic and other matters. Collectively, the Dean and the Academic Council and its committees and sub-committees, including the Learning, Teaching and Assessment Committee and the Student Experience Enhancement Group form the decision-making structure of the Institution.

Each of the local subsidiaries organises UIBS programmes in its respective regions and is managed by the Managing Director. The Managing Director is appointed by the BoT, guides daily activities at UIBS's campus network and reports to the BoT. The Director 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), a Bachelor of Business Studies (BBS), and a Bachelor of Arts (BA) with different majors, including Design Management, Fashion Management, Hospitality Management, Sports Management, Technology Management and Tourism Management.

At graduate level, the Institution offers a Master of Business Administration (MBA), a Master of Business Studies (MBS), a Master of International Management (MIM) and a Master of Arts (MA) with different majors, including Design Management, Fashion Management, Sports Management, Technology Management and Tourism and Hospitality Management. It also offers a Master of Science (MSc) with majors in Human Resource Management, Financial Management, Marketing Management and Operations Management. A Doctor of Business Administration (DBA) and a Doctor of Philosophy in Management (PhD).

The delivery methods are in person, online or hybrid, depending on the student's preference.

All study programmes have been reviewed to be fully compatible with the European guidelines for higher education, with all undergraduate programmes also compatible with the USA educational system based on credit hours. All courses meet Swiss legal educational requirements. The programmes are recognised by specialist business accreditation agencies, such as the Accreditation Council for Business Schools and Programs (ACBSP).

At the time of the inspection, the Institution had 573 students. The largest groups of students are from the European Union (EU), including Germany, France and Italy. The average age for students undertaking an

undergraduate degree is 23 years and for postgraduate study is 28 years. All students are over 18 years of age. A small majority of the students are male.

Programmes are run based on demand, and students can enrol on a rolling basis due to the Institution's modular curriculum and multiple starting dates. There are eight starting dates throughout the academic year, with the most popular intake being in the autumn term. Clear and detailed entry requirements, including English language proficiency requirements, are stated for each programme of study.

3. Inspection process

The inspection was undertaken over three days by three inspectors, including a student inspector. All inspection activities were undertaken online, with the three inspectors working remotely. Inspectors held meetings with the Director, the Dean and other senior leaders and academic and administrative managers from the Zurich, Amsterdam and Madrid campuses. Meetings were held with a group of undergraduate students, postgraduate students and academic and administrative staff. Inspectors observed a range of lessons and undertook a virtual tour of the Zurich, Amsterdam and Madrid campuses. Videos and photographs of the other campuses were viewed. A wide range of documentation was provided for scrutiny. The Institution co-operated fully with inspectors before and during the inspection.

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

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

Comments

A well-documented and comprehensive structure effectively supports the Institution's day-to-day activities and its future development. As a result, high standards of academic achievement and student care are provided and maintained.

The role and extent of authority of the BoT, BoD, AC and senior leaders are clear, well defined and documented and effectively communicated to all relevant stakeholders. The AC meets regularly and has decision-making authority on academic matters in order to protect the integrity of academic freedom. As a result, the Institution's Directors, Boards and senior managers have clear oversight and hold appropriate, delegated decision-making authority on all financial and academic matters.

A clear and well-documented link between governance and management ensures that stakeholders are able to have appropriate input into the development and implementation of the Institution's policies and procedures. For example, students have direct input into the Institution's day-to-day activities through their class representatives attending formal committees and the Institution's open-door management policy.

Academic staff have direct input into the development of academic matters via their representatives on the AC. Stakeholders, for example staff, report that the organisational structure ensures that they have appropriate input into the development and implementation of the Institution's policies and procedures.

The BoT and BoD meet regularly to monitor performance and address any issues that might present risks if they are not resolved in a timely manner. The Institution is highly effective in reviewing the risk posed by the changing academic needs of students, together with the wider educational sector. As a result, the financial standing of the Institution and the curriculum offer is regularly reviewed and updated, ensuring that senior leaders are able to take effective action when required to manage and mitigate business risks.

Financial resources are effectively allocated to support proposed course development and to ensure that it is successful. Risk assessments are regularly reviewed, and appropriate action is taken.

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

The Director drives the strategic direction of each of the centres and is supported by the Dean and the Academic Council and its committees and sub-committees, including the Learning, Teaching and Assessment Committee and the Student Experience Enhancement Group. Collectively, they form the decision-making structure of the Institution.

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

2. The institution has a clear and achievable strategy

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

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

Comments

The Institution has established a clear and comprehensive strategy for the development of its education provision. An appropriate annual strategic development plan is produced and approved by the governing body and disseminated annually.

The views of stakeholders such as students and staff, are central to the plan and are effective ininforming the strategic direction of the Institution.As a result, all relevant stakeholders are appropriately included in strategic decision-making, and the student experience is prioritised.

A regular and systematic review of the Institution's performance against strategic targets is undertaken by senior managers. The self-evaluation report is effective in reviewing data at module level. The report is used effectively by senior leaders to consider performance against strategic goals and a number of different key indicators, including student performance and the quality of the student experience.

3. Financial management is open, honest and effective

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

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

Comments

The Institution conducts its financial matters in accordance with national 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.	☒Yes☐No
4.2	There are clearly delineated responsibilities and reporting arrangements at institutional, faculty, departmental, programme and course levels.	☒Yes☐No
4.3	There is an appropriate and effective committee structure, with appropriate reporting lines to inform management decision-making.	☒Yes☐No
4.4	Committees have clear and appropriate terms of reference and meet regularly. The meetings are accurately recorded, with clear action-planning.	☒Yes☐No
4.5	The institution has formal mechanisms to monitor the information it provides internally and externally and to make any enhancements deemed necessary to ensure that it is accurate and fit for purpose.	☒Yes☐No

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

Comments

The Institution's management structure is clear and well documented. Responsibilities and reporting arrangements are clearly defined and well communicated at all 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. As a result, in meetings, staff report that they fully understand the management structure and their roles, with students reporting that they know who is responsible for the various functions of the Institution should they need assistance.

An effective committee structure that is appropriate for the size of the organisation is in place. Clear reporting lines into the management structure have been established, with both formal and informal committees effectively informing management decision-making.

The terms of reference for the Institution's committees are appropriate. However, while the purpose of the AC is understood by its members, its terms of reference are clear but brief and could be developed to define its purpose more comprehensively. Meetings of committees are accurately recorded, with clear action-planning.

Effective processes to review formally the accuracy and fitness for purpose of policies for both internal and external information are in place. For example, information provided externally is monitored through the marketing team and internally, and all course information is reviewed through the Academic Co-ordinators and appropriate subject experts as required. All 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.	☒Yes☐No
5.2	The administrative support available to the management is clearly defined, documented and understood and appropriately focused to support its activities.	☒Yes☐No
5.3	Administrative policies, procedures and systems are well documented and disseminated effectively across the institution.	☒Yes☐No
5.4	Classes are timetabled and rooms allocated appropriately for the courses offered.	☒Yes☐No
5.5	Data collection and collation systems are well documented, accurate and effectively disseminated.	☒Yes☐No
5.6	Comprehensive administrative records are organised and stored efficiently, easily accessed and used effectively.	☒Yes☐No
5.7	Students' records are sufficient, accurately maintained and up to date.	☒Yes☐No

5.8	Staff records are sufficient, accurately maintained and up to date.	☒Yes☐No
5.9	The institution has a robust security system and policies in place for protecting the data of its students and staff.	☒Yes☐No
5.10	The institution has processes through which the institution verifies that the student who registers on the programme is the same student who participates on and completes and receives the credit.	☒Yes☐No
5.11	There are secure and efficient procedures for the administration of examinations and other means of assessment.	☒Yes☐No
5.12	There are effective procedures for internal and external moderation at pre- and post-assessment stages.	☒Yes☐No
5.13	The institution makes student records and transcripts available to its students in a timely manner.	☒Yes☐No
5.14	There is a policy on the collection of and refund of students' fees that is implemented effectively.	☒Yes☐No

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

Comments

The administration team is of sufficient size, is well experienced and provides effective support to managers to meet the day-to-day needs of each of the Institution. There is a dedicated staff member at each campus location who manages the local administration. They work together globally as a team to ensure the effective day-to-day running of the Institution.

Administrative support is well documented and understood by staff. Details of available support are shared with staff effectively via the Institution's online platform. Inter-campus interaction is facilitated by email and online meetings.

Administration policies and procedures are appropriate and available on the Institution's online platform and in the staff and student handbooks.

Classes are clearly scheduled, with all timetables available online so that students have the most up-to-date and accurate information about their classes. Appropriate rooms are allocated to deliver the Institution's programmes.

A range of electronic administration and information systems are used effectively to record and monitor student initial enquires, applications and course enrolments. Comprehensive student records are keptboth through the application process and in relation to students' ongoing studies. These records include appropriate checks on identification and prior achievement and are accurate and well documented. Records are securely stored, easily accessed and used very effectively by administrators, tutors and managers.

Staff records are very detailed, accurately maintained and up to date. The Institution has a robust security system and appropriate policies for protecting the data of its students and staff.

Appropriate procedures are in place for the administration of assessments and examinations. Examinations and assessments are created internally by the academic staff, and effective systems are in place to share these securely for moderation and review purposes.

The Academic Coordinators at each centre are responsible for the review and moderation of assessment tasks and marked student work. This role is undertaken diligently and effectively, with appropriate external moderation also undertaken.

The Institution has appropriate procedures for the timely dissemination of records and transcripts. Student outcomes are made readily available via the student portal once marks are confirmed.

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

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

Comments

The recruitment process employed by the Institution is good. All academic and administrative staff are effectively recruited to their roles. A variety of recruitment sources are used, with networks of existing staff being a strong source of additional staff.

All staff appointments follow each country's legislative requirements strictly and are in accordance with the Institution's employment policy, which is published on its website. The policies and procedures for the recruitment and continuing employment of suitably qualified and experienced staff are comprehensive and ensure the safety of the students. As a result, the Institution employs and retains well-qualified and experienced staff in all roles.

Academic and administrative staff understand their roles and responsibilities well. Comprehensive job specifications and an effective staff induction process ensure that staff are well aware of the scope of their role, relevant policies and the use of the Institution's online systems. An appropriate complaints and appeals procedure and a published equality and diversity policy are available to staff. In addition, the open-door policy of the senior managers contributes to the supportive environment reported by employees.

There are strong, informal staff performance support systems and monitoring systems in place, including reviewing student feedback for teaching staff.

6.7 There is currently no appropriate formal appraisal system in operation. In addition, formal teaching staff observations do not take place. This is a missed opportunity to identify possible Continuing Professional Development (CPD) needs.

There is an effective support mechanism in place to support new staff and provide further CPD opportunities for existing staff. This includes access to taught provision on both pedagogic practice and subject courses run by the Institution. There are also regular seminars and cluster group meetings that effectively facilitate the sharing of good practice and provide appropriate development opportunities.

7.   Academic management is effective

7.1	There are appropriate procedures for the proposal, design and validation of programmes of study that 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

Appropriate policies for the design and validation of the Institution's programmes ensure that these 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.

The Institution delivers a range of awards through partnership agreements with HEIs in the UK, Ireland and the USA, which follow the partner processes. UIBS awards are approved through an appropriate process of review by management and the AC, which is made up of doctoral-level faculty, many of whom also work for other HEIs.

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. Resources are requested through the Academic Co-ordinators and are effectively reviewed and approved by senior managers in line with budget allocation procedures.

Students are seen as partners in the education delivered. They are able to provide feedback to the professors delivering courses and also have open-door access to the campus Academic Coordinators. In addition, students provide specific feedback to inform the development of their courses through their course representatives, 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.	☒Yes☐No
8.2	Students are informed as to the necessary language requirements for entry on to programmes.	☒Yes☐No
8.3	A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified.	☒Yes☐No
8.4	All students' application enquiries are responded to promptly and appropriately.	☒Yes☐No
8.5	Prospective students are properly briefed on the nature and requirements of the programme(s) in which they are interested and provided with advice on choosing their programme.	☒Yes☐No
8.6	Students receive a proper initial assessment, which includes language ability, to confirm their capability to complete the programmes on which they are enrolling.	☒Yes☐No
8.7	The institution makes it clear to applicants that they are responsible for checking that they have the skills and knowledge required to study on the chosen course.	☒Yes☐No
8.8	The institution has a clear policy on the accreditation of prior learning and prior experiential learning, which is brought to the attention of prospective students.	☒Yes☐No☐NA
8.9	Any recruitment agents are properly selected, briefed, monitored and evaluated.	☒ Yes☐No☐ NA

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

Comments

Clear and appropriate entry criteria are set for each programme of study and are fully detailed in the course documentation available to prospective students. All courses are taught in English, with any English language proficiency requirements for a course clearly set out to ensure that students understand the level of competency required in order to be accepted onto each programme. Appropriate evidence of meeting English language proficiency requirements is required during enrolment.

The application process is comprehensive and includes a one-to-one meeting with the prospective student to discuss courses and requirements. This ensures that students meet the 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 by the Institution's enrolment team at the start of their application. A detailed and well-documented process effectively ensures that students have the required skills and knowledge to be able to succeed on the programmes on which they are enrolled.

The Institution recognises accredited prior learning and has a clear and appropriate process to assess learning credits acquired at other institutions.

The Institution's marketing team has access to a third-party agency team that helps recruit students. Students are only accepted formally once their application has been considered by the Institution. All relevant application checks are undertaken by the marketing team. The agency team is provided with up-to-date information on programmes as appropriate and is regularly evaluated and monitored.

9.	**The institution encourages and supports its staff to undertake research and other forms of scholarship and to engage in other professional activities**	
9.1	The institution encourages academic staff to undertake research in relevant fields and to publish their findings.	☒Yes☐No☐NA
9.2	Academic staff are encouraged to engage in research and/or scholarship that informs their teaching.	☒Yes☐No☐NA
9.3	There is a fair and transparent procedure for staff to seek financial support for their research and other professional development activities.	☒Yes☐No☐NA
9.4	The institution provides time for staff to meet regularly to share and discuss current research activities and, if appropriate, invites external speakers.	☒Yes☐No☐NA

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

Comments

The Institution actively encourages academic staff to undertake research and publish their findings where possible. A review of staff Curricula Vitae (CVs) indicates that some staff are active in research, with recent publications in a number of academic journals.

Academic staff confirmed that they are encouraged to actively maintain their subject expertise through both academic developments in research and scholarly activity and also through work in the sectors that are relevant to their teaching. Students confirmed that they believed their professors provided excellent and up-to-date knowledge. Inspection findings support this view.

Sponsorship is available through the Institution for academic staff to undertake research and to support attendance at conferences to assist their CPD subject to the approval of Academic Team. All requests for financial support go through

the Academic Co-ordinators, who meet regularly and discuss any requests and consider the funds available to support staff. The Institution has recently financially supported a group of students and staff to present at a conference. Staff confirm that sponsorship for research is available.

The Institution provides time for staff to meet regularly to share and discuss current research activities. The Institution runs regular best-practice seminars managed by a senior academic member of staff and delivered by a range of colleagues and associates from associated networks. There are also regular subject cluster meetings, and staff reported that the close working relationships with colleagues allow time to discuss pedagogic and subject developments.

10.	**Publicity material, both printed and electronic, gives a comprehensive, up-to-date and accurate description of the institution and its curriculum**	
10.1	Text and images provide an accurate depiction of the institution's location, premises, facilities and the range and nature of resources and services offered.	☒Yes☐No
10.2	Information on the programmes available, their assessment and progression is comprehensive, accurate, readily accessible and up to date.	☒Yes☐No
10.3	There are effective procedures to update information on a regular basis to ensure its relevance and accuracy.	☒Yes☐No
10.4	The information provided ensures students are well informed of the status of the qualifications offered, including the awarding body and level of award.	☒Yes☐No
10.5	Students are informed of the full cost of all programmes, including costs of assessments, activities and any required materials.	☒Yes☐No

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

Comments

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

The marketing team and 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 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.	☒Yes☐No
11.2	The allocation of teaching staff to courses provides for a consistent learning experience, and delivery is monitored to ensure consistency.	☒Yes☐No
11.3	The programmes and their constituent courses are delivered and assessed in ways that enable students to succeed by developing the knowledge and skills that will be required for final examinations or assessments.	☒Yes☐No
11.4	Teaching sessions are appropriately informed by module descriptors and relate to defined intended learning outcomes.	☒Yes☐No
11.5	Academic staff are effective in recognising individual learning needs and preferred learning styles and in adapting their delivery to meet these.	☒Yes☐No

11.6	Academic staff use a mixture of group and individual activities to encourage the active participation of all students and support their learning.	☒Yes☐No☐NA
11.7	Students are encouraged and enabled to develop independent learning skills.	☒Yes☐No
11.8	Students and academic staff have access to appropriate learning and study materials as well as other resources, and the institution encourages and supports their use.	☒Yes☐No

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

Comments

Lecturers have very good subject knowledge, are well qualified and suitably experienced. They have good pedagogic and communication skills. Lesson observations show that staff are allocated effectively to teach on courses and levels that reflect their area of expertise, qualifications and previous teaching experience to ensure a consistent learning experience for students. Course delivery is carefully monitored by the academic management team via student feedback.

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

Lecturers plan their lessons well to meet the needs and learning styles of their students and to ensure high levels of progress. A mixture of group and individual activities engages students effectively and supports their learning. 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 high-quality learning and study resources. Students and staff confirm that UIBS fully encourages their use of these resources.

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

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

Comments

Detailed online assessment schedules are provided for each course and are available to students through the Institution's VLE. Assessment schedules provide clear assessment dates and examination revision periods. Each course has a standardised assessment approach that consists of an individual assignment, a group assignment and a final examination.

The examination period is indicated in the academic calendar that is published on the website and in the student guide. The course-specific deadlines are clearly indicated on the syllabus and shared with students at the beginning of their course. Consequently, students confirm that they are aware of the nature and timings of the course assessment

requirements, together with any revision periods. Policies, procedures and handbooks relating to assessment are clear and effective.

Assessment strategies are clear, relevant to the content and nature of the courses and are used effectively to ensure that all required learning outcomes are met. Assignment briefs are reviewed by an Academic Co-ordinator before being issued to students and containwell-written tasks that are clearly linked to learning outcomes. Tasks allow a full range of grades to be achieved and these are appropriately linked to the relevant module-grading criteria.

Students receive appropriate oral and written feedback on their assessments and their overall performance and progress. Academic staff identify areas where students have done well and where they could have developed their work further. Student progress and performance are monitored very carefully through the Institution's VLE, with timely action taken where students are not progressing as expected to bring about improvement.

Comprehensive procedures to discourage and penalise students who cheat or submit work that is deemed to have been plagiarised are in place. A clear and appropriate academic misconduct policy is available. All assessments are appropriately 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 these.

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

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

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

Comments

Course materials are of a high quality, are designed for a specific and clearly stated level of study and support learning effectively. A comprehensive range of resources is available on the Institution's VLE, which effectively supports learning and enables students 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 remain 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 the Institution's VLE.

INSPECTION AREA – STUDENT SUPPORT, GUIDANCE AND PROGRESSION

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

14.1	There are appropriate staff members responsible for student welfare who are accessible to all students and available to provide advice and counselling.	☒Yes☐No
14.2	Students are given an induction to the institution and their programme of study and guidance on the use of facilities such as the library and Information Technology (IT) provision.	☒Yes☐No

14.3	Students receive appropriate information on the pastoral support available to them, including for the provision of emergency support.	☒Yes☐No
14.4	The institution has policies to avoid discrimination and a published procedure for dealing with any abusive behaviour.	☒Yes☐No
14.5	Staff are available to assist students to resolve issues of a general and/or technological nature. All enquiries from students are handled promptly and sympathetically.	☒Yes☐No
14.6	There are effective systems to communicate with students out of class hours.	☒Yes☐No☐NA
14.7	Effective safeguarding arrangements are in place and are regularly reviewed to keep all participants safe.	☐Yes☐No☒NA
14.8	Effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism.	☒Yes ☐No

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

Comments

The Institution has an open and highly supportive atmosphere. An appropriate number of well-qualified staff are readily accessible to all students to provide advice and guidance, as well as support on a wide range of pastoral and welfare issues.

The staff members responsible for student welfare at each centre are the Academic Co-ordinator and Campus Co-ordinator, and students have access to an on-call counsellor who is able to address issues for any student across all centres. Students report that they are very happy with the support provided by the Institution.

Students receive an appropriate induction prior to the commencement of their studies. A registration day, that takes place before their course starts, is used to provide students with key information regarding their programme of study and also to provide guidance on the facilities at their chosen centre. The introduction to the academic programme includes expectations on attendance and detailed information about assessment. It also details the support services available. 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 have an academic question can approach individual staff members in person or via email or via the Institution's VLE. In meetings with students, students confirmed that staff are accessible and very responsive to any queries outside class hours.

Effective arrangements are in place to protect students from the risks associated with radicalisation and extremism. An appropriate policy is in place, and a risk assessment has been conducted. All members of staff have completed appropriate training in the risks associated with radicalisation and extremism.

15.   Students receive appropriate academic support and guidance

15.1	Students have appropriate access to teaching staff outside teaching and learning sessions.	☒Yes☐No
15.2	Students have access to appropriate support to enable the regular review of their academic progress.	☒Yes☐No
15.3	Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress, and prompt intervention is made, where appropriate.	☒Yes☐No
15.4	Academic support, advice and guidance on alternative programmes are provided to students who are judged not to be making sufficient progress and/or who wish to change their pattern of study.	☒Yes☐No
15.5	Students have access to appropriate advice and guidance on careers and further study and any professional body exemptions that may be available.	☒Yes☐No

15.6	The institution has a fair complaints procedure that includes an external adjudicator, for example, the Office of the Independent Adjudicator (OIA) in the UK, and students are informed of how to submit a complaint.	☒Yes☐No
15.7	Students are advised of BAC's complaints procedure where reaccreditation is sought.	☐Yes ☐No☒ NA
15.8	Instructions and suggestions on how to study are made available to assist students to learn effectively and efficiently.	☒Yes☐No
15.9	Students with Special Educational Needs and/or Disabilities (SEND) are identified so that appropriate support can be provided.	☒Yes☐No

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

Comments

The Institution provides good access to academic staff outside the scheduled teaching and learning periods. Students report that staff make themselves available to provide further assistance and that they can readily contact them to discuss academic matters via email or the Institution's VLE.

Detailed records on student attendance, participation and achievement are kept and used to monitor student performance and to identify when additional support and guidance maybe required. The Academic Co-ordinator reviews and approves the grades. When a student's grades are outside their grade profile, the Academic Co-ordinator will request a meeting with the student. Where students are judged to be making insufficient progress or they wish to change their current study patterns, appropriate academic support, advice and guidance on alternative programmes are provided.

Students are well supported in preparing for future careers, further study and their next steps. For example, every quarter, a careers seminar is organised for the students that covers topics such as CV writing and preparing for interviews.

An appropriate and fair complaints procedure is in place that provides clear details of how to submit a complaint. Details of this are available publicly on the website and in the student handbook.

Students are not advised of the British Accreditation Council (BAC) complaints procedure because the Institution is currently not accredited.

Comprehensive instructions and suggestions on how to study are readily available to assist students to learn effectively and efficiently. For example, the student guide includes guidance on how to study effectively, and seminars are offered quarterly, covering areas such as referencing and research.

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. Students confirm that if they need help once the course has started, they can go to their Academic Co-ordinator, who will arrange the necessary support for them.

16.   International students are provided with specific advice and assistance

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

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

Comments

Appropriate support is provided by the Institution for international students, both before and during their studies. Students have access to detailed information on the Institution's website and a comprehensive student bookletbefore travelling. The information provided includes support with obtaining a visa, embassy information, and accommodation and travel advice.

On arrival, international students are given guidance through their one-to-one enrolment meeting, and information is clearly documented in the student handbook. During their registration day, they are orientated to their campus and a welcome dinner allows all the students to come together and meet their peers. Students confirmed the effectiveness and completeness of support for international students.

All courses and other interactions within the centres are conducted in the English language.

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

The Institution has an appropriate, clear and published policy on student attendance, and students report that they 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 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, a minimum of 75 per cent attendance is expected, unless a medical certificate or other evidence of unavoidable absence is provided.

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

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

Comments

The social programme is appropriate to meet the needs and wishes of the students. The students are adults and living independently in their chosen country, which limits their interest in participating in UIBS social or leisure activities.

The activities offered, such as online exercise classes, are affordable and appropriately notified to students. Students agree that social events are run safely and effectively by competent professionals, and no indicators to the contrary were identified during the inspection.

The Institution supports and encourages students to participate in social networking events, such as virtual, high-intensity interval training sessions and seminars. These events are posted in a dedicated online activities team room. In addition, appropriate social media channels have been establishedto enable students to stay in contact with their peers outside academic hours.

INSPECTION AREA – PREMISES, FACILITIES AND LEARNING RESOURCES

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

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

Comments

The Institution has a secure lease on all its premises.

Apropriate authority from the Swiss and other relevant Ministries of Education has been obtained to deliver education programmes.

A small number of other suitable external premises are available, 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.	☒Yes☐No
21.2	The premises are maintained in an adequate state of repair, decoration and cleanliness.	☒Yes☐No

21.3	There are specific safety rules in areas of particular hazard (e.g. science laboratories), which are brought to the attention of students, staff and visitors.	☐Yes ☐No ☒NA
21.4	General guidance on health and safety is made available to students, staff and visitors.	☒Yes☐No
21.5	There is adequate signage inside and outside the premises, and general information is displayed effectively.	☒Yes☐No
21.6	There is adequate circulation space for the number of students and staff accommodated and a suitable area in which to receive visitors.	☒Yes☐No
21.7	There are toilet and hand-washing facilities of an appropriate number and acceptable level of cleanliness.	☒Yes☐No
21.8	There is adequate air conditioning, heating and ventilation in all rooms.	☒Yes☐No

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

Comments

The quality of all the Institution's premises is good. They are very well maintained, decorated and clean. Access is highly secure and appropriately restricted. As a result, the premises provide a safe learning and working environment for staff and students.

All required health and safety information and rules are clearly displayed in relevant areas at all of 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.

There are no specific safety areas of particular hazard within the Institution.

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

Toilets are adequate in number and are very clean and well maintained. Staff and students confirm that heating, ventilation and air conditioning are all of a high quality. 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.	☒Yes☐No☐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.	☒Yes☐No☐NA
22.3	There are facilities suitable for conducting assessments such as examinations.	☒Yes☐No☐NA

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

Comments

Classrooms and other learning areas of the premises are of a high quality. They are well appointed and resourced, adequate in number and size, and are highly effective in supporting learning.

Classrooms are well equipped and updated on a regular basis in order to deliver a good learning experience and to meet the requirements of the courses.

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

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

Comments

The Institution's premises provide a good space for students to undertake private individual study or to work in groups, with all premises having student lounges and study areas. Access to space for academic and administrative staff to undertake their duties and, when necessary, meet with students, is good.

The provision for students and staff to relax and consume food and drink is very good. Each campus has a kitchen with a seating area and a lounge that can be used for this purpose. An appropriate number of areas are provided for students and staff to store their personal possessions in each of the premises.

A number of appropriate rooms and offices are available for academic staff and managers to hold meetings.

Administrative offices are appropriate in size and well-resourced in order to support the day-to-day business of each centre effectively.

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

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

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

Comments

The provision of learning materials is very good. Good-quality course materials and other resources relevant to the students' programmes of study are accessible from the Institution's extensive VLE.

Students have access to a wide range of online books, journals and periodicals, with the Institution subscribing to two online libraries. Subscriptions to online resources are regularly reviewed by the Academic Co-ordinators and are sufficient to meet the needs of both students and academic staff.

The Institution has a small number of books available to staff and students, but its main library provision is online.

A clear lending policy for the online library is in place, which reflects the Institution's online subscription terms and conditions.

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

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

Comments

Access to technology to support study and work for both students and staff is good. Internet provision is good and allows students to study flexibly and to communicate well 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 that the Institution offers and the needs of its students and staff.

Appropriate IT technical support is in place, and this ensures that the systems are operational at all times. Training in IT systems is provided for students and staff when needed. Access to conventional 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.	☒Yes☐No
26.2	Student feedback is obtained through appropriate, formal student representation mechanisms.	☒Yes☐No
26.3	The institution has appropriate formal feedback mechanisms to inform all stakeholders of any action taken as a result of their views.	☒Yes☐No

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

Comments

The views of all stakeholders are canvassed and recorded regularly. Regular feedback is sought from students, both through end-of-course surveys and also through regular formal meetings and informal discussions between staff and students.

There are a number of formal committees and regular meetings where staff and students, through their representatives, are able to share views and raise any concerns.

An open-door management policy effectively ensures that senior leaders are available to speak with students and other staff members. In addition, there are links with a range of employers whose views are canvassed during programme development. Many staff are also working in relevant industry sectors and other HEIs and are able to share their experience and provide useful feedback.

Responses to feedback regarding actions taken, or why action has not been taken if that is the case, are provided at regular meetings with students and staff. The staff and student meetings during the inspection confirm that the formal feedback mechanisms are effective.

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

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

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

Comments

A comprehensive range of quality related management policies and standard operating procedures are clearly documented and effectively shared via the Institution's VLEand also provided to staff and students in their handbooks. As a result, all stakeholders have easy access to, and are aware of, the Institution's key policies.
Quality is seen as an important aspect of the UIBS operation, and there is a close link between the quality assurance policies and procedures and the strategic development of the Institution. As a result, quality assurance is a core part of

the Institution's ethos, with academic staff in inspection meetings highlighting a number of key elements that are embedded into everyday practice across the operation of the Institution. Examples include strict monitoring of academic misconduct, review of course plans, assessment prior to students enrolling for courses and moderation of marking.

Senior managers and academic staff are reflective and keen to enhance the provision. An appropriate range of performance indicators and metrics is used to measure performance. As a result, key aspects of the Institution's performance are regularly reviewed against these benchmarks to identify areas for improvement.

Managers regularly compile reports that present the outcomes of student satisfaction surveys, student enrolments and any course issues or proposals for development. Appropriate action plans are completed where required and monitored by the AC, which maintains an ongoing action plan that includes records of progress made on each action until it is complete. Any new proposals for enhancement are added for consideration, and the quality of the student experience is reviewed each semester.

End-of-course reports are prepared by each course leader that include proposals for development and student satisfaction data.

27.7 End-of-course reports do not refer to any completion or achievement data, which reduces their effectiveness.

27.8 A formal programme report that includes analysis of year-on-year results on student satisfaction, achievement levels, completion rates and progression to further study or employment is not completed.

A review of data, including student satisfaction questionnaires, is undertaken by the management team.

27.9 Key performance indicators considered by the Institution do not include an analysis of student outcomes in terms of year-on-year performance to highlight any significant variations.

The Institution is relatively small, and through informal and formal meetings, the senior management team is aware of the performance of all aspects of the business.

27.10 General performance reports that 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 are not completed.

All programmes are reviewed and validated on a regular basis. Programmes approved through external providers in the UK, Ireland and the USA follow their individual processes and procedures for revalidation.

The internal programmes are reviewed through the management and academic committee structure. The Academic Council is made up of doctoral qualified staff, many of whom also work currently at other HEIs. These staff bring appropriate externality to the process, and this matches the expectations of the local HE sector.

27.12 There are no programme reports to be considered with actions to be included into action-planning.

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

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

Comments

A wide range of mechanisms to support the sharing of good practice across UIBS are in place through both the course reporting procedures and the work of the Academic Co-ordinators on each campus. For example, the Institution provides regular best-practice seminars, and the sharing of best practice is an agenda item in staff meetings.

The end-of-course reporting process includes actions and is effective in identifying enhancements.

28.2 Annual programme reports that include improvement and ongoing developments made and identify further areas requiring enhancement are not completed.

Action plans for the enhancement of the Institution's performance are reviewed regularly within the Institution's committee structure. The AC meets regularly to review the outcomes of relevant reports and reviews and creates specific action 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.	☒Yes☐No☐NA
29.2	Academic staff are properly and continuously trained with respect to provider policies, student needs, instructional approaches and techniques and the use of appropriate instructional technology.	☒Yes☐No☐NA
29.3	Tutors have an understanding of the special challenges and demands of online, distance and blended learning.	☒Yes☐No☐NA
29.4	Staff ensure students are made aware of the necessary level of digital literacy required to follow the stated programmes.	☒Yes☐No☐NA
29.5	Instructions and suggestions on how to study and how to use the online tutorial materials are made available to assist students to learn effectively and efficiently.	☒Yes☐No☐NA

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

Comments

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

Lesson observations show that lecturers have a good understanding of the challenges and demands of online 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

Good oversight, financial management and strong and focused leadership support the continuous development of the provision and its quality.
A clear and well-documented management structure ensures senior leaders and managers understand their roles well.
Highly effective channels of communicationeffectively support the Institution's day-to-day activities and further development.

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

GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

Institution's strengths

The Institution has comprehensive and systematic administrative systems that support its work effectively.
A highly effective administrative team ensures the smooth running of the Institution for the benefit of students and staff.
Robust staff recruitment procedures ensure that staff are suitably qualified and experienced and fully understand their specific responsibilities.
The dedicated staff are committed to the principle of ensuring that students receive a high-quality education and student experience that meets their needs and the Institution's aims.

Actions required	Priority H/M/L
6.7 The Institution must develop and implementa documented and transparent appraisal system that includes regular classroom observations of teaching staff.	☐High ☒Medium ☐Low

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

Highly effective teaching results in good levels of student satisfaction, engagement and progress.
Very knowledgeable and experienced teachers support their students well to achieve their chosen qualification.
Students benefit from high-quality learning resources that support their independent learning skills well.

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

STUDENT SUPPORT, GUIDANCE AND PROGRESSION

Institution's strengths

The well-developed pastoral system supports students at the Institution effectively.

A wide range of online learning resources supports students' independent learning skills well.	
Actions required	**Priority H/M/L**
None	☐High ☐Medium ☐Low

PREMISES, FACILITIES AND LEARNING RESOURCES

Institution's strengths

High-quality premises support learning effectively and enhance the students' experience. Well-resourced classrooms successfully allow effective delivery of the Institution's range of courses.	
Actions required	**Priority H/M/L**
None	☐High ☐Medium ☐Low

QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

Institution's strengths

A wide range of quality assurance mechanisms are linked effectively to the Institution's strategic objectives and this ensures that the aims of the Institution are met. Leaders and managers have implemented a comprehensive range of feedback processes to gather the views of students and other stakeholders.	
Actions required	**Priority H/M/L**
27.7 The Institution must ensure that the end-of-course reports include measures of completion rates and achievement levels.	☐High ☒Medium ☐Low
27.8 The Institution must ensure that the nominated programme leader, drawing upon reports from its constituent courses, produces an annual programme report that includes analysis of year-on-year results on student satisfaction, achievement levels, completion rates and progression to further study or employment.	☐High ☒Medium ☐Low
27.9 The Institution must ensure that key performance indicators include an analysis of student outcomes in terms of year-on-year performance so that any significant variations are highlighted.	☐High ☒Medium ☐Low
27.10 The Institution must ensure that 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.	☐High ☒Medium ☐Low
27.12 28.2 The Institution must ensure that programme reports include improvement and ongoing developments made and identify further areas requiring enhancement and that they are appropriately reviewed and considered and that appropriate actions are incorporated into action-planning.	☐High ☒Medium ☐Low

ONLINE, DISTANCE AND BLENDED LEARNING

Institution's strengths

A highly effective IT platform fully supports all aspects of the Institution's work and promotes excellent student support. Teachers are well qualified and experienced in the delivery of online and distance learning.	
Actions required	**Priority H/M/L**

None	☐High ☐Medium ☐Low

RECOMMENDED AREAS FOR IMPROVEMENT

The Institution is recommended to develop the terms of reference for the Academic Council to more fully articulate the latter's role and responsibilities.

COMPLIANCE WITH STATUTORY REQUIREMENTS

THE INSPECTION WAS CARRIED OUT BY:

Nigel Chambers	Lead Inspector
Ian Harris	Team Inspector
Afshan Khan	Student Inspector