

# BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

## Independent Higher Education (IHE) Full Inspection

**INSTITUTION:** International University in Geneva

**ADDRESS:** 20 Rue de Pre-Bois  
1215 Geneva  
Switzerland

**HEAD OF INSTITUTION:** Mr Eric Willumsen

**DATE OF INSPECTION:** 25 - 26 May 2016

**ACCREDITATION STATUS AT INSPECTION:** Not Accredited

### DECISION ON ACCREDITATION:

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

Date: 14 Jul 2016

### 1. Background to the institution

The International University in Geneva (the University) was established in 1997 as a for-profit institution. In 2003 it became a Swiss not-for-profit foundation. It aims to provide quality education for students who wish to study careers in Business and Management globally. It aims to foster a balance between academic and practical programmes which are delivered by faculty who have strong backgrounds in a variety of business and management fields.

The University is located in a suburb of Geneva, close to the airport. Its premises are located on the ground floor of a large convention centre, which is occupied by a variety of other organisations. Its current student numbers are 154. There are 53 staff including 11 permanent administrative, 6 temporary full time teaching and 36-part time teaching staff.

The University delivers undergraduate and postgraduate programmes to students who are drawn from a wide range of countries within and outside of the European Union. It has agreements with a large number of international higher education institutions around the world. Most of these are for student and staff exchanges but there are three agreements for joint degrees with institutions in Russia, Mexico and Columbia. It also has an agreement with the University of Plymouth, which enables its successful postgraduate students to progress to Doctoral programmes in Business Administration and Public Administration. The first cohort of students are due to complete this award towards the end of 2016. Discussions are underway with Plymouth regarding the possible validation of the University's undergraduate provision.

The University's programmes are accredited by two external organisations: the Accreditation Council for Business Schools and Programmes (ASBSP) and the International Assembly for Collegiate Business Education (IACBE). Both of these organisations are recognised by the Council on Higher Education Accreditation (CHEA) in the United States of America. The University's programmes are therefore based on the American higher education academic system. The accreditation from ABSCP is due to be reviewed in September 2016 and for IACBE the next review is due to take place in November 2017.

### 2. Brief description of the current provision

The University delivers a range of undergraduate and postgraduate programmes. At undergraduate level it delivers a Bachelor of Business Administration (BBA) together with a range of Bachelor of Arts awards in business and management-related subjects. At postgraduate level it delivers a Masters of Business Administration, a Masters of Business Administration in Sales and Marketing and a range of MAs in business and management-related subjects. The vast majority of students are studying on a full time basis.

### 3. Inspection process

The inspection was carried out over two days and involved two inspectors and a student representative. The inspection team reviewed a wide range of documentation. They met with senior management staff, senior academic staff, support staff and students. A tour of the premises was undertaken and eight teaching sessions were observed.

## 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 organisational structure, including the role and extent of authority of any owners, directors or governing body, is clearly defined, documented and understood by stakeholders.                                      | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.2 | The head of the institution, directors and other relevant persons are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out.                             | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.3 | Policies, procedures and systems linking governance and management are well documented and effectively disseminated across the institution.                                                                              | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| 1.4 | The institution engages in appropriate risk management planning, which is administered and monitored by named individuals.                                                                                               | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.5 | The head of the institution, directors and other relevant persons are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out.                             | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.6 | The governing body conducts regular risk assessment exercises in all areas of the institution's provision.                                                                                                               | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.7 | All relationships with other educational institutions and organisations are defined formally and are fully transparent, with institutions compliant with partner or parent institutions' requirements, where applicable. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

#### Comments

The University is well managed by the foundation board which acts as the governing body and at a local level by an effective and well-experienced management team. The policies, procedures and systems of the University, relating to the links between governance and management, are well understood although these are not formally documented.

The University's accreditation by ACBSP and IACBE are long-standing and annual reporting confirms that it meets the requirements of these two accrediting bodies.

The University has relationships with a large number of other universities both within Switzerland and around the world; these relationships are clearly set out in formal agreements. They provide the University with an effective international network for staff and student exchanges, which enhances the provision and represents a key strength.

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 financial management.  Yes  No
- 2.2 There is provision for stakeholder input 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 and the institution's overall performance and measure this performance against strategic targets.  Yes  No

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

**Comments**

Strategic planning is a key strength of the University and involves a systematic and detailed approach to the setting and monitoring of objectives, which are articulated as short, mid and long term goals. These are reviewed at an annual Strategy Day, which is attended by management and other staff, during which key performance indicators, including student performance and feedback, are taken into consideration.

3. **Financial management is open, honest and effective**

- 3.1 The institution conducts its financial matters 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, as a foundation, is required to provide the outcomes of its audited report to the Ministry of Interior, which oversees the management of the University's financial matters.

## INSPECTION AREA - ACADEMIC MANAGEMENT AND ADMINISTRATION

### 4. The institution is effectively managed

- |      |                                                                                                                                                                                                                                                                                                                                      |                                                               |
|------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| 4.1  | The management structure is clearly defined, documented and understood by all stakeholders including governors, management, staff and students.                                                                                                                                                                                      | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 4.2  | The head of the institution and other senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out.                                                                                                                                                     | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 4.3  | There are clear channels of communication between management, the governing body, staff, students and other stakeholders.                                                                                                                                                                                                            | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 4.4  | There are clearly delineated responsibilities and reporting arrangements at institutional, faculty, departmental, programme and course levels. This should include provision for academic leadership at programme and individual course level.                                                                                       | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 4.5  | There is an effective committee structure with appropriate reporting lines which informs management decision-making and provides feedback to stakeholders.                                                                                                                                                                           | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 4.6  | Committees and other meetings have clear and appropriate terms of reference, are scheduled to meet regularly and are minuted accurately.                                                                                                                                                                                             | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 4.7  | There is a set of comprehensive policies, regulations and procedures for staff and student conduct.                                                                                                                                                                                                                                  | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| 4.8  | Management ensures that all information, internal and external, including publicity material, is accurate and fit-for-purpose.                                                                                                                                                                                                       | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 4.9  | A policy exists and is administered effectively regarding collection of and refund of student fees.                                                                                                                                                                                                                                  | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 4.10 | Management compiles reports at least annually presenting the results of the institution's reviews and incorporating action plans. Reports include analysis of year-on-year student satisfaction, retention and achievement, staff performance (including research and other forms of scholarship) and a review of resourcing issues. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 4.11 | Action plans are implemented and reviewed regularly, with outcomes reported to management and subsequently to the governing body.                                                                                                                                                                                                    | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 4.12 | Management monitors and reviews academic and administrative staff performance through a clearly documented and transparent appraisal system.                                                                                                                                                                                         | <input type="radio"/> Yes <input checked="" type="radio"/> No |

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

### Comments

The University is effectively managed, with a clear management structure, which includes an Academic Dean and Heads of Department. Meetings take place regularly and provide for the review and monitoring of the curriculum on an on-going basis. Annual monitoring is undertaken, as required, by the two accrediting bodies and subsequent monitoring is overseen at a senior level.

Academic staff are provided with relevant academic information such as their role in teaching and learning, the approach to learning and assessment and the use of student feedback, through the Professor Handbook. The handbook does not provide employment-related information on conduct and there is no equivalent document for administrative staff. Students are provided with information via the Student Handbook. Whilst both of these handbooks are comprehensive, in many cases the topics included are not supported by an explicitly documented policy or procedure on conduct.

Academic staff are monitored through a process of peer teaching observations, after which they are able to discuss their progress and aspirations with a senior member of staff. These discussions are not formally recorded. Administrative staff benefit from a formal appraisal process.

## 5. Academic management is effective

- |     |                                                                                                                                                                                                                                                   |                                      |                                     |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|-------------------------------------|
| 5.1 | There are appropriate procedures for the proposal, design and validation of programmes of study which take cognisance of the mission of the institution, national imperatives, market demand and resource issues and reflect international norms. | <input type="radio"/> Yes            | <input checked="" type="radio"/> No |
| 5.2 | Management ensures that the stated curricula are delivered as presented in the prospectus and other related documentation, and that requirements from professional or other relevant bodies are met.                                              | <input checked="" type="radio"/> Yes | <input type="radio"/> No            |
| 5.3 | There are regular scheduled and minuted meetings of academic staff to review academic programmes.                                                                                                                                                 | <input checked="" type="radio"/> Yes | <input type="radio"/> No            |
| 5.4 | There is an appropriate policy and effective procedures exist for the acquisition of academic resources to support programmes.                                                                                                                    | <input checked="" type="radio"/> Yes | <input type="radio"/> No            |
| 5.5 | Appraisal of academic staff includes regular classroom observation which is used for the dissemination of good practice.                                                                                                                          | <input checked="" type="radio"/> Yes | <input type="radio"/> No            |
| 5.6 | Academic staff are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of students.                                                                                | <input checked="" type="radio"/> Yes | <input type="radio"/> No            |

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

### Comments

The University does not operate a formal development, validation and approval process for its courses but an informal process is used through which proposals for new programmes are scrutinised by the heads of department and the Academic Dean. The outcomes of the process are not recorded and no other staff or students are involved.

Programmes meet the accreditation requirements of ACBSP and IACBE and this provides some assurance that its programmes remain current and valid. The University must introduce its own robust validation and approval process.

Academic learning resources are clearly provided to the University's staff and students and staff are aware of how to acquire additional learning resources. There is no formally articulated resources policy and the University may wish to develop such a policy as part of its approach to ensure consistency in approach.

## 6. The institution is effectively administered

- |     |                                                                                                                                                           |                                      |                                     |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|-------------------------------------|
| 6.1 | Administrators are suitably qualified and experienced and understand their specific responsibilities and duties.                                          | <input checked="" type="radio"/> Yes | <input type="radio"/> No            |
| 6.2 | The size of the administrative team is sufficient to ensure the effective day-to-day running of the institution.                                          | <input checked="" type="radio"/> Yes | <input type="radio"/> No            |
| 6.3 | The administrative support available to the management is clearly defined, documented and understood and appropriately focused to support its activities. | <input checked="" type="radio"/> Yes | <input type="radio"/> No            |
| 6.4 | Policies, procedures and systems are well documented and disseminated effectively across the institution.                                                 | <input type="radio"/> Yes            | <input checked="" type="radio"/> No |
| 6.5 | Data collection and collation systems are effective and accurate.                                                                                         | <input checked="" type="radio"/> Yes | <input type="radio"/> No            |
| 6.6 | Classes are timetabled and rooms allocated appropriately for the courses offered.                                                                         | <input checked="" type="radio"/> Yes | <input type="radio"/> No            |
| 6.7 | Comprehensive administrative records are organised and stored efficiently, easily accessed and used effectively.                                          | <input checked="" type="radio"/> Yes | <input type="radio"/> No            |

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

### Comments

The University benefits from effective and efficient administration. There is however, an absence of documented administrative policies and procedures to support current practice.

7. **The institution employs appropriately qualified and experienced managerial and administrative staff**

- 7.1 There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff.  Yes  No
- 7.2 There are effective procedures for the induction of all staff.  Yes  No
- 7.3 There is a transparent and well-documented appraisal system for all staff.  Yes  No
- 7.4 There are clear and appropriate job specifications for all staff.  Yes  No
- 7.5 All staff are treated fairly and according to a published equality and diversity policy.  Yes  No
- 7.6 The institution has a clear policy regarding the handling of legal issues relating to the employment of staff.  Yes  No
- 7.7 Staff have access to a complaints and appeals procedure.  Yes  No
- 7.8 Opportunities are provided for the continuing professional development of administrative and managerial staff.  Yes  No

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

**Comments**

The University employs well-qualified and experienced managerial and administrative staff. Recruitment and employment practices are sound but there are no documented policies and procedures to support the current practice. The University should address these omissions and must include a published equality and diversity policy.

## INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

### 8. Academic staff are appropriately qualified and effective in facilitating student learning

- |      |                                                                                                                                                                                                                      |                                                                                        |
|------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| 8.1  | Academic staff are appropriately qualified in terms of subject knowledge, pedagogic and communicative skills, and experienced for the courses to which they are allocated.                                           | <input checked="" type="radio"/> Yes <input type="radio"/> No                          |
| 8.2  | The programmes and their constituent courses are delivered and assessed in ways that enable students to succeed by developing the knowledge and skills which will be required for final examinations or assessments. | <input checked="" type="radio"/> Yes <input type="radio"/> No                          |
| 8.3  | Learning outcomes for all programmes are articulated and are publicly available.                                                                                                                                     | <input checked="" type="radio"/> Yes <input type="radio"/> No                          |
| 8.4  | Academic staff are effective in recognising individual learning needs and preferred learning styles and adapting their delivery to meet these.                                                                       | <input checked="" type="radio"/> Yes <input type="radio"/> No                          |
| 8.5  | Academic staff ensure the active participation of all students in class activities.                                                                                                                                  | <input checked="" type="radio"/> Yes <input type="radio"/> No                          |
| 8.6  | Academic staff use a mixture of large and small group and individual activities, to encourage and support students' learning.                                                                                        | <input checked="" type="radio"/> Yes <input type="radio"/> No                          |
| 8.7  | Academic staff supply students with access to any additional learning materials as appropriate to support student learning.                                                                                          | <input checked="" type="radio"/> Yes <input type="radio"/> No                          |
| 8.8  | Academic staff produce schemes of work and detailed lesson plans and lodge these with the administration.                                                                                                            | <input checked="" type="radio"/> Yes <input type="radio"/> No                          |
| 8.9  | Academic staff draw upon current research in their teaching.                                                                                                                                                         | <input checked="" type="radio"/> Yes <input type="radio"/> No                          |
| 8.10 | Students are encouraged and enabled to develop independent learning skills.                                                                                                                                          | <input type="radio"/> Yes <input checked="" type="radio"/> No                          |
| 8.11 | Where appropriate, students are given the opportunity to obtain relevant workplace experience.                                                                                                                       | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 8.12 | Students have access to teaching staff outside teaching and learning sessions.                                                                                                                                       | <input checked="" type="radio"/> Yes <input type="radio"/> No                          |
| 8.13 | The institution provides students and academic staff with access to appropriate resources and materials for study and encourages and supports their use of these.                                                    | <input checked="" type="radio"/> Yes <input type="radio"/> No                          |

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

#### Comments

A clear strength of the University is the current practical experience of the teaching staff, which assists them in the quality of their teaching and the students' learning. The class sizes are small and students value the open door policy which enables them to access academic staff support.

Whilst the approach to learning and teaching includes a range of delivery methods, there is limited evidence that deliberate steps are taken to ensure that students acquire independent learning skills. The University must review its learning and teaching strategy to ensure that it aims to develop these critical independent learning skills.



9.	<b>Assessment is fair, well-organised and appropriate for the level and nature of the courses, and students receive timely and supportive feedback on their work</b>	
9.1	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="radio"/> Yes <input type="radio"/> No
9.2	Assessment strategies are relevant to the content and nature of the courses and focused on measuring students' achievement of the intended learning outcomes.	<input type="radio"/> Yes <input checked="" type="radio"/> No
9.3	Assessment tasks are clearly written, indicating what students need to do to achieve stipulated levels of achievement.	<input checked="" type="radio"/> Yes <input type="radio"/> No
9.4	Students receive detailed and supportive oral and written feedback on their assessments and overall performance and progress, which are effectively monitored.	<input checked="" type="radio"/> Yes <input type="radio"/> No
9.5	There are secure and efficient procedures for the administration of examinations and other means of assessment.	<input type="radio"/> Yes <input checked="" type="radio"/> No
9.6	The institution takes appropriate steps to identify and discourage cheating, including plagiarism and other misdemeanours, and to penalise offenders.	<input checked="" type="radio"/> Yes <input type="radio"/> No
9.7	There are clear policies and procedures for students to claim mitigating circumstances and to appeal against marks awarded.	<input checked="" type="radio"/> Yes <input type="radio"/> No
9.8	There are effective procedures for internal and external moderation at pre- and post-assessment stages.	<input type="radio"/> Yes <input checked="" type="radio"/> No
9.9	The institution makes student records and transcripts available to its students in a timely manner.	<input checked="" type="radio"/> Yes <input type="radio"/> No

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

#### Comments

Assessment briefs are clear, there are clearly stated assessment regulations, including marking and grading schemes and how to handle late submission of work. Students commented that the feedback, that they receive, helps them to improve their performance. There are, however, a number of significant areas where enhancements must be made. There is no explicit assessment strategy for the courses. Staff set assessment tasks within the stated regulations and, at undergraduate level, the nature of assessments are appropriate for the academic level. For postgraduate level, however, the assessments reviewed by the inspection team indicate an over-reliance on multiple choice and short answers, which require little analysis or application by the students. For all the assessments reviewed, the linkage between the learning outcomes being tested and the assessment criteria was not clear. The University must address this omission.

All assessments are set by the individual staff member who is responsible for delivering the module. This includes setting and invigilating and marking the papers. The grades are entered onto a centrally-prepared spreadsheet and submitted to the Registrar. For examinations, the academic staff member setting the examination paper retains the paper and manages the examination process, distributing papers to students and then invigilating the examination. There is no process through which examination papers are stored centrally and securely. This means that the process lacks the required element of security. The University must implement a secure process for the management of the assessment process for examinations.

The University does not have a process through which it moderates its assessments, both at the setting stage and after the work is marked. Nor is there any form of external examination. A process must be implemented, which involves the scrutiny of assessment briefs and the moderation of assessed student work. This latter moderation must include some form of external examination.

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

- 10.1 Academic staff are encouraged and supported to undertake research in relevant fields and to publish their findings.  Yes  No
- 10.2 Academic staff contracts require academic staff to engage in research and/or scholarship relevant to their teaching and other duties.  Yes  No
- 10.3 The institution encourages and supports staff to obtain additional qualifications.  Yes  No
- 10.4 There is a fair and transparent procedure for staff to seek financial support for their research and other professional development activities.  Yes  No
- 10.5 The institution provides time for staff to meet regularly to share and discuss current research activities and, if appropriate, invites external speakers.  Yes  No

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

**Comments**

The University has an active approach to staff development. Staff are encouraged to engage in research and scholarly activity and to publish in peer-reviewed journals. Financial support is available for this.

**INSPECTION AREA - STUDENT RECRUITMENT, SUPPORT, GUIDANCE AND PROGRESSION**

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

- 11.1 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
- 11.2 Information on the programmes available is comprehensive, accurate and up-to-date.  Yes  No
- 11.3 There are effective procedures to update information on a regular basis.  Yes  No
- 11.4 Students are informed of the status of the qualifications offered, including the awarding body and level of award.  Yes  No
- 11.5 Students are given some indication of the type of careers graduates may follow and any professional body exemptions that may be available.  Yes  No
- 11.6 Students are informed of the full cost of all programmes, including costs of assessments and any required materials.  Yes  No
- 11.7 Students are informed as to the necessary English language requirements for entry on to programmes.  Yes  No
- 11.8 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

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

**Comments**

The information which the University publishes for its students and other stakeholders is comprehensive. This includes the printed materials as well as the website.

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

- 12.1 Entry requirements for each programme are set at an appropriate level and clearly stated in the programme descriptions seen by prospective students.  Yes  No
- 12.2 A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified.  Yes  No
- 12.3 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
- 12.4 All application enquiries are responded to promptly and appropriately.  Yes  No
- 12.5 Any recruitment agents are properly selected, briefed, monitored and evaluated.  Yes  No  NA
- 12.6 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
- 12.7 Students with special needs are identified so that appropriate support can be provided.  Yes  No
- 12.8 Entry on the basis of accreditation of prior learning and prior experiential learning is subject to a rigorous process and is clearly documented.  Yes  No

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

**Comments**

The University's admissions process ensures that it recruits students who are capable of benefiting from the courses and achieving the award.

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

- 13.1 There is at least one named staff member responsible for student welfare who is suitably trained, accessible to all students and available to provide advice and counselling.  Yes  No
- 13.2 Students receive an appropriate induction and information on the pastoral support available to them.  Yes  No
- 13.3 Students are issued with a contact number for out-of-hours and emergency telephone support.  Yes  No
- 13.4 The institution has policies to avoid discrimination and a published procedure for dealing with any abusive behaviour.  Yes  No
- 13.5 There are effective systems to communicate with students out of class hours.  Yes  No

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

**Comments**

The University's students are generally well supported and satisfied with the levels of pastoral support which is provided largely by the heads of department and other academic staff. The Admissions Officer meets with all new students individually to identify any particular issues or needs, by this mechanism, on-going contact is established. This together with and the comprehensive information pack for new students is an example of good practice.

Whilst there is brief information in the student handbook about discrimination and a student code of conduct, this is not supported by any written policy and procedure.

#### 14. Students receive appropriate guidance

- |      |                                                                                                                                                                        |                                      |                          |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|--------------------------|
| 14.1 | 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.                         | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 14.2 | Additional support or advice on alternative programmes is provided to students who are judged not to be making sufficient progress to succeed.                         | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 14.3 | Students have access to a fair complaints procedure of which they are informed in writing at the start of the course and offered guidance in submitting a complaint.   | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 14.3 | Students have access to careers advice and guidance, including progression to further study, from a designated and suitably qualified and experienced member of staff. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 14.3 | Students have access to careers information including prospectuses for further study.                                                                                  | <input checked="" type="radio"/> Yes | <input type="radio"/> No |

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

#### Comments

The University's approach to the provision of student guidance is satisfactory and includes effective induction and mentoring for those students whose performance is of concern.

#### 15. Student progress is measured and recorded regularly on the basis of adequate and explicit data and effective remedial action taken where necessary

- |      |                                                                                                                                                                         |                                      |                                     |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|-------------------------------------|
| 15.1 | Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and there is prompt intervention where appropriate. | <input checked="" type="radio"/> Yes | <input type="radio"/> No            |
| 15.2 | There is a clear and published policy on required student attendance and punctuality, with effective procedures and systems to enforce it.                              | <input type="radio"/> Yes            | <input checked="" type="radio"/> No |
| 15.3 | Accurate and secure records of attendance and punctuality at each session are kept for all students, collated centrally and reviewed at least weekly.                   | <input type="radio"/> Yes            | <input checked="" type="radio"/> No |
| 15.4 | Student absences are followed up promptly and appropriate action taken.                                                                                                 | <input type="radio"/> Yes            | <input checked="" type="radio"/> No |
| 15.5 | Students are each allocated a personal tutor who is responsible for the regular review of students' progress.                                                           | <input checked="" type="radio"/> Yes | <input type="radio"/> No            |

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

#### Comments

There is no attendance policy. Some tutors record attendance but there is no systematic central recording and summary system. This is despite each assessment including criteria concerning attendance and contribution. The student handbook states that students arriving at classes 15 minutes after the start time will not be permitted entry, although for some of the classes observed by inspector's students arrived beyond this time and were admitted. The University must design and implement an attendance policy and enforce its policy on punctuality.

Although students are not allocated a personal tutor, the University regularly monitors students' academic progress and meticulous records are kept by the Registrar. A probation system exists and students not making the expected progress are assigned to the mentor programme which specifically monitors progress. As a result, standard 15.5 is met.

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 the country or location.  Yes  No
- 16.2 On arrival, international students receive an appropriate induction in issues specific to the local area.  Yes  No
- 16.3 Information and advice specific to international students continue to be available throughout their time at the institution.  Yes  No
- 16.4 Provision of support takes into account cultural and religious considerations. Where possible, students have access to speakers of their own first language.  Yes  No

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

**Comments**

The University recruits its students mainly from outside of Switzerland and it provides effective advice and information during the recruitment and induction process.

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

- 17.1 Any residential accommodation is clean, safe and of a standard which is adequate for the needs of students.  Yes  No
- 17.2 Any residential accommodation is open to inspection by the appropriate authorities.  Yes  No  NA
- 17.3 A level of supervision is provided appropriate to the needs of students.  Yes  No
- 17.4 Students are provided with advice on suitable private accommodation.  Yes  No

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

**Comments**

The University has contracted with a number of accommodation providers to provide residential accommodation for its students. It has a housing office within the University and inspections are carried out monthly to ensure that the standards of the accommodation are maintained. This aspect of the University's work is regarded as good practice.

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

- 18.1 Students are provided with appropriate information on opportunities for participation at events and other leisure activities which may be of interest.  Yes  No
- 18.2 The social programme is responsive to the needs and wishes of students.  Yes  No
- 18.3 Any activities within the social programme have been chosen with consideration of their affordability by the majority of students.  Yes  No
- 18.4 Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and experience.  Yes  No
- 18.5 Students are encouraged to develop and participate in extra-mural activities.  Yes  No

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

**Comments**

The University's Student Council is responsible for arranging a social programme, which includes extra-curricular activities on and off campus. Information about these is displayed throughout the campus.

**INSPECTION AREA - PREMISES, FACILITIES AND LEARNING RESOURCES**

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

- 19.1 The institution has secure tenure on its premises.  Yes  No
- 19.2 The institution has the legal right to use these premises for the delivery of higher education.  Yes  No
- 19.3 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  NA

**Comments**

The University has security of tenure on its premises.

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

- 20.1 Access to the premises is appropriately restricted and secured.  Yes  No
- 20.2 The premises are maintained in an adequate state of repair, decoration and cleanliness.  Yes  No
- 20.3 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
- 20.4 General guidance on health and safety is made available to students, staff and visitors.  Yes  No
- 20.5 There is adequate signage inside and outside the premises and notice boards for the display of general information.  Yes  No
- 20.6 There is adequate circulation space for the number of students and staff accommodated, and a suitable area in which to receive visitors.  Yes  No
- 20.7 There are toilet and hand-washing facilities of an appropriate number and acceptable level of cleanliness.  Yes  No
- 20.8 There is adequate air conditioning, heating and ventilation in all rooms.  Yes  No

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

**Comments**

There is general security oversight for the entire premises. The location of the University, within a larger complex, means that it has responsibilities for managing access at a range of points. The entrance doors to the University also provide entrance to other tenants in the building. There are also a set of elevators within the University's space, which provide access to other areas of the building not occupied by the University. The University will wish to take all available steps possible to continue to ensure the security of its students, staff and visitors.

The facilities provide a satisfactory learning environment for its students.

21. **Classroom and other learning areas are appropriate for the programmes offered**

- 21.1 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
- 21.2 Classrooms and any specialised learning areas (e.g. laboratories, clinics, workshops, studios) are equipped to a level which allows for the effective delivery of each programme.  Yes  No
- 21.3 There are facilities suitable for conducting assessments such as examinations.  Yes  No

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

**Comments**

There is a variety of classrooms of different sizes and they allow for differing formats to suit different teaching and learning configurations. The provision of classroom and social space is good.

22. **There are appropriate additional facilities for students and staff**

- 22.1 Students have access to sufficient space and suitable facilities for private individual study and group work.  Yes  No
- 22.2 Academic staff have access to sufficient personal space for preparing lessons, marking work and consultations with students.  Yes  No
- 22.3 Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate.  Yes  No
- 22.4 Students and staff have access to secure storage for personal possessions where appropriate.  Yes  No
- 22.5 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
- 22.5 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  NA

**Comments**

The facilities for staff and students are satisfactory and the spaces for quiet study and meetings are particular valuable.

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

- 23.1 The library is adequately staffed with appropriately qualified and experienced staff.  Yes  No
- 23.2 The library has sufficient space for student independent study and group working.  Yes  No
- 23.3 There is sufficient provision of learning materials including books, journals and periodicals and online materials.  Yes  No
- 23.4 There is a well-organised lending policy.  Yes  No
- 23.5 There are clear, systematic and effective means of ensuring the adequacy and currency of library stock to reflect staff and student needs.  Yes  No
- 23.6 Library opening times are sufficient to encourage and support student independent learning.  Yes  No

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

**Comments**

The University has a small library although it is well stocked with key text books. Students also have access to a range of electronic resources. The system through which staff acquire additional resources is effective and ensures that the library stock is kept up to date. The size of the library does restrict the space which students have for private study, although a room next door can be used for this purpose.



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

- 24.1 There are sufficient computers of the necessary specification to meet student and staff needs.  Yes  No
- 
- 24.2 There is provision of appropriate, up-to-date, software which reflects the needs of the programmes.  Yes  No
- 
- 24.3 There is an effective means of ensuring the renewal of hardware and software to ensure efficiency and currency.  Yes  No

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

**Comments**

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Information technology resources are satisfactory and the University employs a full time technician who ensures that hardware and software are maintained and upgraded.

## INSPECTION AREA - QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

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

- 25.1 The institution undertakes regular and systematic monitoring of its operations.  Yes  No
- 25.2 The institution conducts periodic reviews of all aspects of its performance against clearly specified and appropriate performance indicators.  Yes  No
- 25.3 The nominated leader for each course produces an end of-session (semester or year) report which includes measures of student satisfaction, completion rates and achievement levels.  Yes  No
- 25.4 The nominated programme leader, drawing upon reports from its constituent courses, produces an annual programme report which includes analysis of year-on-year results on student satisfaction, achievement levels, completion rates and progression to further study or employment.  Yes  No
- 25.5 Reports, which present the results of the institution's reviews, evaluate its performance and incorporate action plans, are compiled at least annually. These are considered by senior management and the board of trustees and, where appropriate, shared with all stakeholders.  Yes  No
- 25.6 All programmes are subject to annual review and to full revalidation every five years.  Yes  No
- 25.7 Annual review and revalidation of programmes involve external assessors.  Yes  No
- 25.8 All quality management policies and procedures are clearly documented, for example in a quality manual or similar, and brought to the attention of staff and, where appropriate, students and other stakeholders.  Yes  No
- 25.9 Particular attention is paid to the quality of the student learning experience and to ensuring there is fair treatment of all students.  Yes  No

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

#### Comments

The University utilises an effective process, through which it reviews standards and assesses its own performance at an institutional level. This results in annual reports to its accrediting bodies on the performance of its entire provision but does not involve the production of reports at programme level. The University must implement an internal annual monitoring process, which includes a requirement for programme-level reporting and monitoring.

The University does not operate a validation and approval process. As a result, programmes are not routinely revalidated every 5 years. The University must implement a periodic review process, through which it regularly reviews its provision. This activity could usefully precede revalidation.

The University achieves some level of externality through the accreditation arrangements it has with its accrediting bodies. It does not, however, use any other external input to its provision. The University must include this within the procedures developed for 5-yearly and annual review, validation and approval processes and assessment.

Whilst the approach to quality management practice is sound, this is in the absence of any documented policy which outlines its approach to academic quality management to include procedures for validation and approval. The University must develop a 5-yearly review and annual monitoring.

26. **The institution regularly obtains and records feedback from students and other stakeholders and takes appropriate action where necessary**

- |      |                                                                                                                                                                                                                                                                                   |                                                               |
|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| 26.1 | Views of all stakeholders, including academic staff and students, partner institutions and employers, are canvassed and recorded regularly through various means, including face-to-face meetings, feedback questionnaires and, where appropriate, formal student representation. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 26.2 | The views of stakeholders are considered objectively, evaluated thoroughly and, where necessary, appropriate action is taken.                                                                                                                                                     | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 26.3 | There are effective means of responding to stakeholders' opinions and keeping them informed of any actions taken and reasons for no action being taken, through formal feedback mechanisms.                                                                                       | <input type="radio"/> Yes <input checked="" type="radio"/> No |
| 26.4 | Key performance indicators will include analysis of student outcomes in terms of the current year and year-on-year performance and any significant variations in student achievement between different programme components.                                                      | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 26.5 | The institution engages with the wider community, such as employers and its alumni, in a formal and systematic manner in order to obtain feedback on the relevance of its provision and to identify areas for development.                                                        | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

**Comments**

The University regularly canvasses the views of its students via module evaluations and surveys and the views of alumni are captured through the accrediting bodies annual monitoring processes. It carefully analyses the outcomes of this and it is clear that required action is taken where necessary. Students are not routinely and fully informed of the outcomes of their feedback.

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

- |      |                                                                                                                                                            |                                                               |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| 27.1 | All stakeholders are invited and encouraged to make suggestions for enhancement.                                                                           | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 27.2 | In their annual appraisal, all staff are required to identify where they have facilitated enhancement and to identify further areas requiring enhancement. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 27.3 | End-of-session course and annual programme reports should include enhancements made and identify further areas requiring enhancement.                      | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 27.4 | Action plans are implemented and reviewed regularly within the institution's committee structure.                                                          | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 27.5 | Staff professional development needs are identified through appraisal and other means, and measures taken to support staff to address these.               | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 27.6 | The institution has formal mechanisms to monitor the information it provides internally and externally and to make any enhancements deemed necessary.      | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

**Comments**

The University has a commitment to the continual enhancement of its provision and there is evidence that improvements have been made in line with, for example, feedback from students.

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**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

The relationships the University has forged with a large number of other universities both within and outside of Switzerland.

The detailed approach to the setting and monitoring of goals and objectives and the annual strategy day to monitor progress.

Actions required	Priority H/M/L
1.3 The university must document its policies, procedures and systems relating to the links between governance and management.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

### ACADEMIC MANAGEMENT AND ADMINISTRATION

#### Institution's strengths

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Actions required	Priority H/M/L
4.7 - The University must formally document its policies, regulations and procedures for staff and student conduct and clearly link these to the information provided in the Professor and Student handbooks.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
4.12 - The University must introduce a formal appraisal process for academic staff.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
5.1 - The University must Implement a validation and approval process to enable it to meet the expectations of UK higher education.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
6.4 - The University must fully document its administrative policies, procedures and systems.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
7.5 - The University should develop and publish an equality and diversity policy.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

### TEACHING, LEARNING AND ASSESSMENT

#### Institution's strengths

The practical current experience of the teaching staff which informs their teaching and enhances student learning.

The very good access students have to academic staff.

Actions required	Priority H/M/L
8.10 - The University must review the learning and teaching strategy to ensure that it aims to develop these independent learning skills.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
9.2 - The University must ensure that assessments clearly link the learning outcomes to assessment criteria.	<input checked="" type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low
9.5 - The University must implement a secure process for the management of the assessment process for examinations.	<input checked="" type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low
9.8 - The University must implement a process which involves the scrutiny of assessment briefs and the moderation of assessed student work including some form of externality.	<input checked="" type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low

## STUDENT RECRUITMENT, SUPPORT, GUIDANCE AND PROGRESSION

### Institution's strengths

The meetings held by the Admissions Officer with all new students individually to identify any particular issues or needs.

With a very low staff to student ratio, the University ensures that students are well supported academically and personally.

The comprehensive information pack for new students.

The monthly inspections carried out to ensure that the standards of the student accommodation are maintained.

Actions required	Priority H/M/L
13.4 - The University must develop a policy to avoid discrimination and publish a procedure for dealing with any abusive behaviour.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
15.2, 15.3 and 15.4 - The University must design and implement an attendance policy and enforce the University policy on punctuality.	<input checked="" type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low

## PREMISES, FACILITIES AND LEARNING RESOURCES

### Institution's strengths

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

## QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

### Institution's strengths

Actions required	Priority H/M/L
25.3 and 25.4 - The University must implement an internal annual monitoring process which includes a requirement for reporting and monitoring at programme level.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
25.6 - The University must implement a periodic review process through which the University regularly reviews its provision.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
25.7 - The University must ensure external academic input to the University's procedures for validation and approval, periodic review and assessment.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
25.8 - The University must formally document its policies and procedures for academic quality management.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low
26.3 - The University must ensure that students are routinely and fully informed of the outcomes of their feedback.	<input type="radio"/> High <input checked="" type="radio"/> Medium <input type="radio"/> Low

## RECOMMENDED AREAS FOR IMPROVEMENT

The University may wish to develop a formal policy on the acquisition of academic learning resources to ensure consistency

in approach.

Whilst recruitment and employment practices are sound, the University is recommended to develop fully documented policies and procedures to support the current practice.

Continue to take all possible steps to fully ensure the security of its students, staff and visitors given the access arrangements for the complex, in which the University is based.

#### **COMPLIANCE WITH STATUTORY REQUIREMENTS**

The University has signed the statement to confirm it complies with all relevant statutory requirements.