



## **BRITISH ACCREDITATION COUNCIL INSPECTION REPORT**

### **INTERIM INSPECTION (Independent Higher Education)**

**INSTITUTION:** International Burch University

**ADDRESS:** Francuske revolucije bb  
Sarajevo  
71210  
Bosnia and Herzegovina

**HEAD OF INSTITUTION:** Dr Mersid Poturak

**ACCREDITATION STATUS:** Accredited

**DATE OF INSPECTION:** 21 December 2020

**ACCREDITATION COMMITTEE DECISION AND DATE:** Continued accreditation, 6 April 2021

## **PART A – INTRODUCTION**

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### **1. Background to the institution**

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International Burch University (IBU/the Institution), officially known as Higher Education Institution International Burch University, is a private university established in 2008 and owned since 2018 by Stirling Education, which is based in the United Kingdom (UK). Stirling Education is part of the wider Richmond Park Schools group, which consists of 12 educational organisations, including primary and secondary schools and IBU. IBU operates as an independent institution registered with the court in the Sarajevo Canton of Bosnia. IBU offers its own degrees as approved by the Agency for Development of Higher Education and Quality Assurance.

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

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

The Board of Trustees is the body responsible for the governance of the Institution. The Board of Trustees has seven members, three of whom are representatives of Richmond Park Schools, and four institutional representatives elected by the University Senate. The Senate is the senior academic body of the Institution, convened and chaired by the Rector and with 14 members, including three student representatives. The Rector leads the work of IBU and reports to the Board of Trustees on the business side of the Institution and to the Senate on the academic side. The Rector is supported by the rectorate office which includes the Talent Manager, the Quality Manager and the Head of the Office for International Cooperation and Projects. Three Vice-Rectors are also part of the rectorate office. However, at the time of the inspection, the Vice-Rector posts had been temporarily suspended to allow the incumbents to engage with delivery of teaching. The Senate appoints the Rector on the basis of open competition.

### **2. Brief description of the current provision**

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The Institution has three faculties. These are Education and Humanities, Economics and Social Sciences, and Engineering and Natural Sciences. Each faculty is divided into departments, totalling ten overall. IBU also has a continuous education centre, a preparatory school of English language and literature, a social-science research centre, an innovation centre, and an institute for engineering and applied sciences.

IBU offers bachelor's, master's and doctorate programmes across a wide range of subjects, including Architecture, Management, International Relations, Digital Communications and Public Relations, Banking and Finance, Information Technologies, Engineering, Genetics and Bioengineering, English Language and Literature, Graphic Design, and Oriental Philology. All programmes are delivered in English and are validated by IBU. At the time of the inspection, no students had been recruited to the Banking and Finance option for the bachelor's degree in management, or for the Oriental Philology programme.

The mode of delivery for most programmes is usually face to face. In the academic year of 2019 to 2020, IBU launched its first distance learning programme, a master's degree in Information Technology (IT). At the end of October 2020, all teaching was moved online in compliance with a directive from the Ministry of Education, Science and Youth to protect the health of staff and students, although small groups of students are permitted to undertake practical work in the laboratories.

At the time of the inspection, there were 1,429 students enrolled. Most students are from Bosnia and Herzegovina. International students are drawn from 37 countries, with the majority from Turkey, Egypt and Libya. The majority of students are male, and all students are aged over 18 years and enrolled on full-time programmes.

The academic year runs from October to September and has two semesters, with enrolment at the start of the academic year. Admission criteria for all students are published on the Institution's website and available through marketing campaigns. Students are required to provide original certificates of previous educational achievements appropriate to their proposed level of study, and evidence of English language proficiency.

### **3. Inspection process**

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The inspection was conducted remotely over one day by one inspector. Meetings were held with senior managers, academic staff, students, and administrative and student services staff. Two online learning sessions were observed and a virtual tour of the campus was provided. A range of documentation was provided electronically and scrutinised. The Institution co-operated very positively with the inspection process.

### **4. Inspection history**

| <b>Inspection type</b> | <b>Date</b>        |
|------------------------|--------------------|
| Full Accreditation     | 28-29 October 2019 |

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## **PART B – JUDGEMENTS AND EVIDENCE**

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

### **1. Significant changes since the last inspection**

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The acting Rector has recently been confirmed in post. The three Vice-Rector posts have been temporarily suspended so that the incumbents are available to undertake delivery of teaching and learning and to support the remote teaching that has been introduced. The duties formerly undertaken by the Vice-Rectors continue to be managed by the Rectorate and other departments.

In compliance with a directive from the Ministry of Education, Science and Youth to safeguard staff and students, all teaching and assessment, including defence of final theses, are being undertaken through video links and online technology.

### **2. Response to action points in last report**

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*1.5 IBU must develop a risk statement and consolidated risk plan to ensure that the Board of Trustees can fully discharge its accountabilities in relation to risk and its mitigation.*

The Institution has developed a detailed risk statement and risk management plan, which are combined in a crisis management and mitigation plan. The risk management plan includes clear duties and responsibilities for actions, along with membership of the crisis management team. Information in the mitigation plan includes increasing the awareness of all stakeholders to risks and associated actions, and providing training to staff, students and senior committee members. The plan is reviewed by senior management and at Senate meetings, and reports are sent to the Board of Trustees to enable the Board to fully discharge its duties.

*5.11 IBU must develop processes and procedures to guarantee the security of assessment at pre- and post-assessment stages.*

The Institution has developed and implemented a detailed examinations policy, which includes procedures for the consistent management of examinations and assessments across all provision. Examination and other assessment papers developed by programme teams are stored in secure faculty offices. Clear examination protocols govern the release of examination papers and the storage of students' scripts, which are retained for one year in compliance with Bosnian legal requirements.

*5.12 IBU must develop processes for internal and external moderation of assessments which contribute towards the student's final grade to ensure the integrity of IBU's standards.*

The examinations policy includes clear guidance on the internal moderation of all summative assessments. Second marking is undertaken to ensure the accuracy of grading. Course leaders are responsible for the moderation of marks. Clear guidance covers the management of any discrepancies between the first and second markers. External moderation of standards is undertaken through periodic visits by staff from the Ministry of Education, in accordance with Bosnian legislation.

*6.7 IBU must implement systematic teaching observations to support the maintenance of effective teaching and to enhance staffs' pedagogic skills. This should feed into annual appraisal.*

A clear teaching observation policy and associated procedures have been developed and implemented to assure the maintenance of teaching standards. Academic staff have been trained in undertaking teaching observations, which includes 40-minute full observations and shorter 20-minute drop-in observations, as part of ongoing monitoring. Learning walks based on thematic priorities are also undertaken each semester. Good practice is noted and informs staff development workshops. Where development needs are identified, training is provided. The system is clear and robust, and outcomes feed into the annual appraisals of academic staff.

28.1 IBU must ensure good practice in teaching and learning can be more widely disseminated and systematised.

The Institution has a clear policy for the dissemination of good teaching practice. The professional development centre is responsible for the organisation and oversight of the Continuing Professional Development (CPD) of staff. The professional development centre promotes excellence in teaching and learning effectively through the organisation of workshops during an academic development week at the start of each year, training at departmental level, and supporting staff through individual consultations. Examples of good practice are gathered from end-of-year departmental and faculty reports and inform staff workshops and development programmes.

### **3. Response to recommended areas for improvement in last report**

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

All committee meetings are formally minuted and supported by clear action plans using an agreed template. Progress on action points is effectively monitored and evaluated at subsequent meetings, with oversight by the senior management team.

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

English language academic reading and writing courses have been developed. Clear course descriptors inform students of the intended learning outcomes and support the development of English language skills effectively as an integrated part of the curriculum. Students are encouraged to engage with the academic English courses to support the ongoing development of their academic English writing and presentation skills.

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

Faculties and departments produce clear end-of-year reports that identify examples of good practice. Reports are sent to the Rectorate so that senior management can review good practice and priority areas for development. The professional development centre ensures that appropriate training and sessions on sharing best practice form part of the academic development week.

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

IBU has continued to invest in improvements to learning spaces. Information technology has been upgraded and students are provided with access to online resources as part of teaching sessions to inform their project work, and activities linked to practical applications and business planning. New classroom layouts have been introduced, allowing more group work and project-based learning. This supports project-based entrepreneurial teaching effectively.

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

Action plans are supported by appropriate consideration of risks. Risk assessments are undertaken on an annual basis and inform the crisis management and mitigation plan and the IBU business and strategic plans. Thus, a wide range of external influences, including economic and demographic factors, are clearly risk evaluated.

### **4. Compliance with BAC accreditation requirements**

#### **4.1 Governance, Strategy and Financial Management (spot check)**

**The standards are judged to be:**

Met     Partially Met     Not Met

**Comments**

The Institution's management structure is set out in a clear organisational chart. The website provides all stakeholders with information on the membership and responsibilities of key committees, including the Senate as the senior university committee and the Board of Trustees. This information supports stakeholders' understanding of decision-making processes effectively. Full terms of reference are provided in the staff handbook and in the university regulations.

The Senate is the senior committee with responsibility for ensuring the academic integrity of all provision. The Board of Trustees has oversight and approval of the business and financial development of the Institution. The links between governance and management are clearly documented.

The policies and procedures of the Institution are clearly set out in the IBU rule book, including those that are linked to local authority rules and regulations for higher education. Senior management maintains oversight of policy implementation effectively.

The crisis management and mitigation plan and the IBU business plan include clear risk statements and risk assessments, which are kept under review by senior management and the Board of Trustees. The management of risks is transparent and robust.

A clear communications strategy has been developed and supports the management of internal and external communications effectively.

IBU has developed detailed five-year business and strategic development plans, which set out development priorities and how the Institution plans to approach each priority area. Clear strategic goals are identified, including those linked to the university's development as a centre for entrepreneurial learning and knowledge transfer to support new business development. Strategic and business plans have been developed with input from staff, students, employers and other external stakeholders to reflect local priorities, and are effectively communicated through the website and the intranet.

Regular reviews of performance through self-evaluation reports, that are produced at programme, departmental, faculty and institutional level, enable the Institution to monitor its performance effectively against strategic targets. Reports are reviewed by senior management and the Board of Trustees and support the evaluation of actions and the identification of ongoing priorities and areas for development effectively.

Financial responsibilities are clearly documented and managed by the Office for Economic and Financial Affairs, with oversight by senior management and the Board of Trustees. External audits of finance are conducted annually.

The clear strategies, planning, performance reports and risk assessments support the effective governance and management of the Institution.

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4.2 General and Academic Management and Administration (spot check)

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**The standards are judged to be:**

Met     Partially Met     Not Met

**Comments**

The management structure is clearly defined and included in the IBU rule book and understood by stakeholders. Responsibilities at all levels of the Institution are supported by clear job descriptions and committee remits. A summary of key responsibilities is available in the rule book and through the website.

Meetings are regularly scheduled at programme, departmental, faculty and institutional level. The relationships between committees are clearly defined, and the outcomes of meetings at, for example, programme level inform agendas at departmental and faculty meetings. The schedule of meetings supports

the consistent sharing of information across the Institution, including on student progress, and ensures that areas for improvement and enhancement are effectively monitored. A standard template is in place for recording the outcomes of meetings and key action points, which are systematically monitored.

Information provided to internal and external stakeholders is effectively monitored, with departments and faculties responsible for checking that information is correct prior to publication. Information is also monitored by senior management to ensure it is accurate and complete.

Administrative support is centralised and effective in supporting the management of the Institution. Staff and students are provided with clear information about the services provided by administrative teams, including student services.

IBU policies and procedures are clear and available to all stakeholders in the IBU rule book. Relevant policies are also included in staff and student handbooks, and training is linked to regulatory requirements included as part of induction. The accessibility and transparency of policies and procedures represent good practice.

Timetabling of classes is effective and ensures that appropriate rooms are allocated to meet teaching group needs. Approved timetables are published in advance of each semester.

Data collection and management systems are clearly documented, secure and effective. Students are able to access their results through their individual accounts, and appropriate systems are in place to ensure the security of information. Hard copies of student records are also maintained in compliance with Bosnian legislation. Staff records are regularly updated to reflect changes to contracts and job roles and personal information.

Appropriate checks are made on the identity of students, both at the time of registration and when programmes are completed.

The procedures for the secure management of assessments have been appropriately updated and are clearly documented in the examinations policy. The procedures effectively ensure the security of exam papers and assessment scripts.

A system of internal moderation of assessments is clearly set out in the examinations policy and includes appropriate procedures for resolving any discrepancies between first and second marking. Clear guidance is also provided on the percentage of work to be sampled and the timescales for marking and making results available to students. External moderation of standards is undertaken by staff from the Ministry of Education.

Student fees and refund policies and procedures are clear, accessible online and effectively implemented.

The staff recruitment policies and procedures support the recruitment of suitably qualified and experienced staff effectively, and reflect the employment requirements set out in Bosnian legislation. All qualifications and references are checked, and appointments are approved by a committee made up of senior staff with subject expertise.

All staff have clear job descriptions. New staff are provided with an appropriate induction programme. Staff are provided with information about the IBU rule book, which includes suitable complaints and appeals procedures and a clear and appropriate equality and diversity policy.

The teaching observation policy and procedure clearly sets out the requirements for both formal and drop-in teaching observations. All staff are observed formally at least once a year, and additional shorter and drop-in observations also take place. Where individual development needs are identified, the professional development centre is notified and support is provided.

The professional development centre organises events during an academic development week, which supports the dissemination of good teaching practice effectively. Training sessions delivered by external experts are scheduled to enhance awareness of good pedagogical practice, and workshops are provided at departmental level as appropriate. The centralised and tailored support for staff development represents good practice. However, little training focusing on the challenges of, and best practice in online delivery of teaching and learning has been provided.

Performance reviews of staff are appropriate, and in the case of lecturers, include consideration of teaching observations, student module surveys and student results.

Programmes are regularly reviewed through meetings at programme, departmental and faculty level, with self-evaluation reports completed annually and submitted to the Senate. Requests for resources are submitted at faculty level by the Deans and incorporated into the annual budget, which is approved by the Board of Trustees. Effective procedures are also in place for the purchase of low-cost items.

Student feedback informs programme improvements effectively, and new programme development supports enhancements to student-centred learning.

Effective and transparent procedures for the recruitment of students are made available on the website. Clear information about entry requirements is provided, including for English language proficiency. Students complete a formal application process and are required to submit details of prior qualifications, which are verified with previous education providers. Students have access to university staff, who respond quickly to enquiries and are able to provide additional programme information and advice. Students confirmed that they had a clear understanding of their chosen programme requirements and no indicators to the contrary were identified during the inspection.

All students complete an English language assessment at enrolment. If their English language skills are not at the required level, students are directed to the Preparatory School of English Language.

The Institution complies with the Canton of Sarajevo regulations governing the accreditation of prior learning, which supports the transfer of students from other institutions in Bosnia.

Where IBU makes use of recruitment agents, clear agreements are in place and appropriate information is provided, including the prospectus and leaflets. Agents are encouraged to make use of the website and to refer applicants to the admissions staff.

IBU has a clear commitment to the development of a research culture across the university. All academic staff have research targets, which are reviewed annually, and they are actively encouraged to explore grant opportunities and involvement in external projects. Staff have access to transparent procedures for requesting financial support to enable them to attend external conferences, present papers and engage in collaborative research work with other institutions. Regular meetings are held within departments where staff discuss and identify opportunities for joint research. The Institution also actively encourages student participation in industry- and business-related research opportunities through its innovation centre.

Information published about IBU and its provision is updated annually, including all programme descriptors. The Head of Marketing is responsible for oversight of all information before it is published. Students confirmed that information is clear and helpful, including information on any additional costs, and no indicators to the contrary were identified during the inspection.

The administrative and academic management procedures are clear and support the management of the Institution effectively.

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#### 4.3 Teaching, Learning and Assessment (spot check)

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**The standards are judged to be:**

Met     Partially Met     Not Met

**Comments**

The allocation of teaching staff is effectively managed, and teaching is allocated according to staff qualifications and experience. New staff are mentored by more experienced colleagues. This supports new staff in understanding the Institution's approach to teaching and ensures consistency of delivery. Staff are trained to recognise students' individual learning needs and to adapt their teaching as appropriate.

Teaching is clearly linked to the learning outcomes stated in course handbooks. Assessment is effectively managed, allowing students to demonstrate their learning, using both formative and summative methods. Academic staff use a range of activities to encourage students as entrepreneurs, in line with the Institution's strategic development plan. Students engage in project-based learning, which supports independent learning skills effectively.

Staff and students have access to a sufficient range of learning materials, including journals and books, some of which are available through the Learning Management System (LMS). Staff are encouraged to ensure that materials are uploaded to the LMS to support online and distance learning. However, a formal Virtual Learning Environment (VLE), which could support the provision of a wider range of programme information and resources for students, has yet to be developed.

Assessment schedules for each course are published at the start of each semester through the LMS, and assessment strategies are included in course handbooks. All teaching schedules, including appropriate revision periods, are available in advance of each semester through the LMS, and assessments have clearly published submission dates.

Assessments are linked to learning outcomes and are clearly written. Students receive appropriate guidance to assist them with their assessments, including tests, quizzes and other formative activities. Grading criteria are clear and informative, and the originality of written work is checked through the use of anti-plagiarism software.

Students confirmed that both written and spoken feedback is clear and constructive, and no indicators to the contrary were identified during the inspection. Overall student progress is monitored by teaching staff and additional support provided as needed.

Clear policies on academic misconduct are included in staff and student handbooks, along with policies and procedures covering mitigating circumstances and appeals.

Course materials are designed by course teams and are clear and appropriate to the course learning outcomes and levels. Materials are reviewed annually to ensure their currency by department teams. Students confirm that they are able to access a good range of materials, which supports their learning effectively. Inspection findings confirm this.

The policies and procedures for the delivery of teaching and the management of assessment are clear and support students to achieve their learning goals effectively.

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4.4 Student Support, Guidance and Progression (spot check)

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**The standards are judged to be:**

Met     Partially Met     Not Met

**Comments**

The Dean of Students is responsible for the oversight of student welfare and support. Student advisers, whose role includes monitoring student engagement and progress and providing individual support as needed, are allocated to each year group. Students are made aware of the support available to them as part of a week-long induction programme, along with information and guidance on IBU facilities, including the library and IT provision and support. Students are also provided with emergency contact details.

Clear policies on discrimination and abusive behaviour are included in staff and student handbooks. Policies relating to the risks associated with radicalisation and extremism are covered by Bosnian legislation and complied with by the Institution. However, no institutional policy has been developed to manage the risks of radicalisation and extremism, and risk assessments linked to radicalisation and extremism are not included in the crisis management and mitigation plan.

Students have well-organised access to teaching staff outside taught classes through e-mail and scheduled meetings with lecturers and student advisers.

Academic progress is monitored by the student advisers allocated to each programme year group. Assessment outcomes are monitored and where appropriate, additional support is provided. Student progress is also regularly reviewed at departmental meetings. Should students wish to request a change of module, they are able to approach student advisers up to three weeks after the start of each semester.

Careers advice and guidance are provided through the alumni office and from employers, which students find very valuable.

The student handbook provides information on the clear complaints policy and procedures. Information on the BAC complaints procedure is available on the LMS.

Advice provided to international students is clear and appropriate and includes information about living in Sarajevo. International students attend the same induction week as domestic students, which facilitates integration into the IBU student community. Advice and guidance are provided on an ongoing basis by student services, student advisers and academic staff as required. International students have access to speakers of their own first language, and IBU takes account of religious and cultural differences when supporting students.

Student attendance is effectively recorded by academic staff and logged onto the management information system. Students are made aware of attendance and punctuality requirements as part of induction. Low attendance is promptly followed up by student advisers.

A wide range of clubs is available for students to join, including sports clubs, social meetings and subject-related associations. Social activities are offered, including international days, and students are able to suggest activities. Staff are available to provide advice and guidance, and students are encouraged to interact through online groups and social channels.

Provision for student welfare, support, guidance and progression is clearly documented, and students confirmed that they feel well supported. No indicators to the contrary were identified during the inspection.

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#### 4.5 Premises, Facilities and Learning Resources (spot check)

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**The standards are judged to be:**

Met

Partially Met

Not Met

**Comments**

The Institution has secure tenure on its premises, which belong to its parent company and are approved for higher education use by the Ministry of Education. IBU can also request access to an additional large lecture theatre that is part of the high school located on the same campus.

Access to the campus is through a barrier operated by security staff and passes must be shown to gain entry. The campus buildings are clean and well maintained, with clear signage provided to classrooms, laboratories, study areas, refreshment services, toilets and handwashing facilities. Buildings are spacious, well lit and ventilated and provide good circulation space and facilities for the number of staff and students.

Health and safety guidance is clear and emergency exits are clearly indicated for staff, students and visitors. Specific safety rules related to hazards in science laboratories are appropriately displayed on doors and worktops.

Classrooms are well equipped and maintained and provide good accommodation for larger and smaller classes. Specialist laboratories, workshops and studios provide the necessary facilities for students to undertake practical work. Larger rooms appropriate for examinations are available. Not all classrooms support project-based entrepreneurial teaching and learning.

Office and study spaces provide a range of suitable accommodation. Students are able to access areas for private study and group work. All staff are provided with office space that has secure storage for personal possessions and access to meeting rooms. Students are advised to keep their personal possessions with them. Cafeteria facilities are also provided for staff and students, along with adequate social space for relaxation.

Administrative offices are well equipped and include lockable cabinets for the secure storage of information.

The library is well organised and managed by a qualified librarian. Students can access a range of books and journals and can search for resources through an online catalogue. IBU has an agreement with the National Library for students to access additional materials. Teaching staff are able to request additional books, which are ordered by the librarian subject to budgetary approval. Library opening hours are shown on the door and are sufficient to meet the needs of staff and students.

The Institution provides good internet access for students and staff and access to computers for teaching and private study. Students also have access to online materials and information through the LMS. Effective IT support is available through a request system.

The IBU premises and facilities are well maintained and offer appropriate teaching, relaxation and office space to meet the needs of staff and students.

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

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**The standards are judged to be:**

Met     Partially Met     Not Met

**Comments**

The Institution has a range of effective mechanisms for obtaining feedback from its stakeholders. Students complete a number of surveys, including on teaching quality, which are analysed by the Office for Standardisation and Quality Assurance (OSQA) and made available to departments and faculties each semester to inform their reports. Feedback is also sought from employers and alumni through designated members of staff, and an annual report is provided to stakeholders.

IBU has a well-embedded quality assurance ethos. The quality management policies and procedures are clearly documented in the rule book, which is covered as part of staff and student induction.

Self-evaluation reports that include action plans and progress against key indicators are completed at programme, departmental and faculty level and inform the overarching institutional report. Programmes are reviewed each year to ensure currency of content and resources. Full periodic reviews of every programme are undertaken every three to four years in accordance with national regulations, and include consultations with students, staff and employers. Self-evaluation reports are made available on the MIS and include comparison of year-on-year student achievement data, analysis of student feedback and staff research. Institutional self-evaluation reports clearly identify progress made and areas for development against strategic goals.

Programme reports are reviewed by departmental committees and faculty reports by the faculty council. Actions are identified in all reports. The Institution's self-evaluation is considered by the Senate, along with the action plan prepared by senior managers.

The professional development centre and the quality assurance department ensure that good practice is identified and shared across programmes and departments through activities and workshops that are organised during academic development week. However, no accessible online store of examples of good pedagogical practice is available to staff to support their pedagogy.

All self-evaluation reports set out areas for improvement or enhancement, which are included in action plans. Progress is monitored by committees at programme, departmental, faculty and senior management level annually.

The quality assurance and management systems are well understood by staff and students and support the review and enhancement of provision.

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#### 4.7 Online, Distance and Blended Learning (spot check)

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**The standards are judged to be:**

Met     Partially Met     Not Met     NA

**Comments**

Changes in local conditions in line with National Education Authority directives have meant that at the time of the inspection, all students were studying remotely. The transition to online delivery was made in two days, with minimum disruption to students' access to teaching.

The Institution previously offered a small number of master's-level programmes online, as Bosnian national regulations normally require students to attend institution-based teaching sessions. However, IBU has also been developing online provision, with a view to accessing broader international markets.

While staff have made the transition to delivering all teaching online successfully, only limited support for the challenges of developing and delivering online learning has been available to teaching staff. Staff are delivering teaching well using video lectures and virtual seminars and tutorials. Staff have had to develop their understanding of supporting students online and ensuring that students develop digital literacy, which they have done well. Staff would benefit from examples of good online pedagogical practice being made available to enhance their good practice.

Students enrolling on distance learning programmes are given information on accessing materials and contacting staff for support, including technical support. For students being taught online instead of the usual face-to-face teaching, staff are helpful and approachable and provide support and guidance as appropriate and assist students in learning effectively. However, students would benefit from a guide to online learning to enhance their learning experience.

The quick transition to online teaching and learning has meant the Institution making rapid adjustments, and developing appropriate methods for ensuring students remain engaged. Students confirmed that their lecturers are responsive to their needs, and that they have been well supported. No indicators to the contrary were identified during the inspection

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#### 4.8 Compliance Declaration

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**Declaration of compliance has been signed and dated.**

Yes     No

## PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

### STRENGTHS

The clear alignment between the IBU business plan and the strategic development plan provides transparent information about the future development priorities of the Institution as a centre for entrepreneurship.

The regularly scheduled meetings that take place at departmental, faculty and senior management level support effectively the ongoing monitoring of programme delivery, student progress and areas for development and enhancement.

The clear policies and procedures that are made accessible to staff and students through handbooks and the IBU rule book support stakeholders' understanding of the Institution's requirements and regulations effectively.

Information, support and events provided by the professional development centre are effective in disseminating good teaching practice and supporting pedagogical development, including the organisation of specialist workshops by external experts.

### ACTIONS REQUIRED

The Institution must develop a policy to protect staff and students against the risks associated with radicalisation and extremism and include this as part of its ongoing its risk management.

High     Medium     Low

### RECOMMENDED AREAS FOR IMPROVEMENT *(to be reviewed at the next inspection)*

The Institution should consider implementing training for all academic staff in the planning and delivery of online and distance learning to further support their understanding of the challenges of, and best practice in student online engagement.

It is recommended that the Institution develop a full VLE to further facilitate student access to online resources and materials.

The Institution should further develop its classrooms and other study spaces to support group work and project-based teaching and learning.

It is recommended that the Institution develop an electronic repository of good teaching practice as a reference to further support good pedagogical practice across all provision.

The Institution should consider providing an online study guide to help students develop digital literacy and online study skills.

### COMPLIANCE WITH STATUTORY REQUIREMENTS – FURTHER COMMENTS, IF APPLICABLE