



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Independent Higher Education (IHE) Reaccreditation Inspection

NAME OF INSTITUTION: International Business School, Budapest

ADDRESS: Záhony utca 7
Budapest
H-1031
Hungary

HEAD OF INSTITUTION: Dr Laszlo Lang

DATE OF INSPECTION: 4–6 October 2022

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

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

DATE: 3 March 2023

PART A – INTRODUCTION

1. Background to the institution

The International Business School, Budapest (IBS/the Institution) is a privately owned higher education institution established in 1991. It has degree-awarding powers granted by the Hungarian Government, as well as United Kingdom (UK) validated provision offered through affiliation agreements with UK universities.

The Institution provides foundation, undergraduate and postgraduate programmes, including for degrees in Business, Finance and Diplomacy. The programmes are aimed at domestic and overseas students. A small range of degrees are offered in Hungarian.

The Institution developed its first UK-university partnership with Oxford Brookes University in 1991, initially through a franchise agreement and then as validated provision. This partnership was replaced in 2012 by a partnership agreement with the University of Buckingham, and arrangements were put in place for the teach-out of Oxford Brookes University provision by July 2019, which came to an end as planned.

The Institution is based on a business park on the outskirts of Budapest. IBS also has a small satellite campus in Vienna, Austria, which opened in 2013 and is administered from Budapest. The Institution's building in Vienna is located near the city centre.

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

As a private university, and in accordance with Hungarian law, IBS has a Maintainer who has a legal obligation to guarantee normal operations and the right to appoint the Rector and to be consulted on strategic matters. The Institution has an owner with a majority holding the Maintainer company. The Rector is the Senior Manager within IBS and works with the Senate to gain agreement on the operational and strategic management of the Institution. The Senate is the senior strategic committee of the Institution. The Rector is supported by the Chief Financial Officer, the Head of Quality Assurance and Enhancement, the Chief Administrative Officer (CAO) and other senior managers.

The Institution extended its range of provision with the launch of its doctoral programmes in 2017 and an MBA programme in 2018 in collaboration with the University of Buckingham.

2. Brief description of the current provision

The undergraduate and postgraduate degree courses validated by the University of Buckingham include degrees in Business, Finance, Management, Information Technology (IT) for Business Data Analytics, Art History, Economics, International Affairs and Human Resources Management. IBS awards its own undergraduate degrees in Business Administration, Applied Economics, International Business Economics, Finance and Accounting, and International Relations, along with Master's degrees in International Business and Business Development.

In addition, one foundation programme is offered that is an International University foundation course certificated by IBS and taught through the medium of English. The Bachelor of Science (BSc) in Applied Economics and IBS's own two Master's degrees are not currently being run, along with four of the ten Master's programmes validated by the University of Buckingham.

The language of tuition is English for all courses, except for provision that is validated by the Institution itself, which is delivered in Hungarian. IBS courses taught in Hungarian include a BSc in Business Administration and Management, a BSc in International Business Economics, a Bachelor of Arts (BA) in International Relations, a BSc in Applied Economics, a Master of Arts (MA) in International Relations, and an MSc in Business Development.

At the time of the inspection, the Institution had 1,242 full-time students and one part-time student, who is a member of staff at the Budapest campus. Students from Hungary make up just under half the student population, with the remainder being international. International students are recruited from a wide range of countries, with the majority coming from Turkey, Iran, China, India, Pakistan and Azerbaijan. All students are over 18 years of age. Delivery is primarily in person and is supported by a wide range of online and hard-copy materials. Approximately 60 per cent of students are male.

Recruitment to the Institution's courses takes place primarily in September, with a second intake in January. All students are required to demonstrate their English language proficiency for the University of Buckingham programmes, including through achieving International English Language Testing System (IELTS) at 6.0 or other equivalent certificates, and a language test on arrival.

3. Inspection process

The inspection was undertaken over three days by three inspectors, including a student inspector. One inspector undertook inspection activities onsite at the Budapest campus, with the two other inspectors working remotely online. Inspectors held meetings with the Rector, the Chief Financial Officer, the Head of Quality Assurance and Enhancement and other senior managers. Meetings were held with a group of students, and with academic and administrative staff. Inspectors observed lessons and undertook a tour of the Budapest campus. A virtual tour of the Vienna premises was undertaken. A wide range of documentation was provided for scrutiny. The Institution co-operated fully with inspectors before and during the inspection.

4. Inspection history

Inspection type	Date
Full Accreditation	10–11 May 2018
Supplementary	27 February 2019
Interim and Supplementary	18–19 November 2019

PART B – JUDGEMENT AND EVIDENCE

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

INSPECTION AREA – GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

1. The institution is effectively and responsibly governed

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

This standard is judged to be:

Met Partially Met Not Met

Comments

A clear and detailed organisational structure fully supports the Institution's development and its ability to maintain a high standard of academic achievement, pastoral care and governance. The role and extent of authority of the owner, Maintainer and senior leaders are well defined, documented and clearly and effectively communicated to all relevant stakeholders. While the Senate is identified as the senior decision-making body of the Institution, the Rector, together with other senior leaders, provides clear oversight and has delegated decision-making authority for financial and academic matters.

A clear and well-documented link between governance and management is in place, with stakeholders reporting that there are clear structures for them to have appropriate input into the development and implementation of the Institution's policies and procedures. External stakeholders, for example the University of Buckingham, are actively involved in programme development via meetings with relevant academic staff. Students have direct input into the Institution's day-to-day activities through their class representatives.

Financial risk assessment is effectively carried out by the Rector and the Chief Financial Officer, who have oversight of all financial matters. The Senate and Management Board regularly review the risks posed by the changing academic needs of students and other stakeholders. As a result, the financial standing of the Institution and the curriculum offer are regularly reviewed and updated, with senior leaders being able to take effective action when required to manage and mitigate any identified business risks.

Financial resources are appropriately allocated to ensure proposed course development is successful. Risk assessments, including those covering natural disasters and evacuation procedures for fire, bomb threats, discovery of suspicious packages and identifying and responding to suspicious people, are regularly reviewed and appropriate action is taken.

All relationships with other educational organisations are clearly defined and fully transparent with those organisations' requirements. Clear roles and responsibilities are detailed in the Institution's organisational chart and job descriptions. Roles are effectively linked to the needs and requirements of the Institution.

There are clear and effective channels of communication between internal and external stakeholders. This includes very effective use of the Institution's Virtual Learning Environment (VLE) and Management Information Systems (MIS).

2. The institution has a clear and achievable strategy

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution has established a clear strategy for the development of its education provision. A strategic development plan is produced and disseminated annually, following consultation with key stakeholders so that their views can inform the strategic direction and financial management of the Institution. In an advisory capacity, the Maintainer is also represented and emphasis has been placed on two critical stakeholder groups, students and their future employers. As a result, all stakeholders are appropriately included in strategic decision-making and the student experience is prioritised.

The Institution's aims and objectives are well communicated to all stakeholders via its website, promotional materials and its social media presence.

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

3. Financial management is open, honest and effective

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

This standard is judged to be:

Met Partially Met Not Met

Comments

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

INSPECTION AREA – GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

4. The institution is effectively managed

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|-----|--|---|-----------------------------|
| 4.1 | The management structure is clearly defined, documented and understood by all stakeholder groups, including governors, management, staff and students. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
|-----|--|---|-----------------------------|

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution's management structure is clear, very well documented and fully understood by all stakeholder groups. Responsibilities and reporting arrangements are clearly defined and well communicated at all levels.

An appropriate and highly effective committee structure is in place. Well-defined reporting lines effectively support and inform management decision-making.

All committees have clear and appropriate terms of reference. Meetings from the Senate, examination boards and the teaching and learning committee are very well documented and ensure that key decisions and any arising actions are appropriately recorded and disseminated. Not all the academic area meetings are fully recorded to ensure that all issues are effectively recorded. Given the small size of the Institution, this is effective in practice.

Effective processes to review formally the accuracy and fitness-for-purpose of policies for both internal and external information are in place. Changes to academic information are appropriately reviewed and approved by a recently appointed Communications Officer, who is responsible for their accuracy.

5. The institution is administered effectively

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

5.13	The institution makes student records and transcripts available to its students in a timely manner.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.14	There is a policy on the collection of and refund of students' fees that is implemented effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Appropriate and effective administrative arrangements are well documented and are highly effective in meeting the day-to-day needs of the Institution. The administration team is of an appropriate size. Clear job descriptions and a detailed staff handbook clearly outline the roles and responsibilities of the members of the administration team. As a result, administrative support available to the management is excellent, being clearly defined, documented and understood.

Administration policies and procedures are well documented on the website, in the staff and student handbooks, and the institutional rules and regulations documents. The quality assurance regulations are comprehensive and very detailed and describe effectively the five functional areas known as centres. However, the overview of the processes associated with the Institution's quality assurance regulations would, in a small number of cases, benefit from a clear description of each process so that all stakeholders fully understand the process.

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

A range of electronic administration and information systems are used effectively to record and monitor students' initial enquiries, applications and course enrolments. Student records are very detailed and include appropriate checks on identification and prior achievement. These are accurate and well documented. Records are securely stored, easily accessed and used very effectively by administrators, tutors and managers.

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

Appropriate procedures are in place for the administration of assessments and examinations. The Institution has effective systems in place to verify the identity of students to ensure that they are the same student who has registered on the programme.

Procedures for external moderation are excellent and cover all programmes delivered in collaboration with external partners. The procedures are clearly contained in the Institution's quality assurance regulations. These are detailed and suitable and meet the University of Buckingham's requirements.

Student records and transcripts are made available in a timely manner through the Institution's VLE.

Information on the collection of fees and the refund policy is clearly documented on the Institution's website and in the student handbook. Students confirmed that they were given all appropriate information prior to joining the Institution. Inspection findings confirm this view.

6. The institution employs and continues to support appropriately qualified and experienced staff

6.1	There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff, which is designed to ensure the safety of the students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.2	All staff are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.3	There are clear and appropriate job specifications for all staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.4	There are effective procedures for the induction of all staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

6.5	All staff are treated fairly and according to a published equality and diversity policy.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.6	Staff have access to an appropriate complaints and appeals procedure.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.7	Management monitors and reviews the performance of all staff, through a clearly documented and transparent appraisal system that includes regular classroom observations of teaching staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.8	The professional development needs of staff are identified through appraisal and other means, and measures are taken to support staff to address these and gain additional qualifications, where relevant.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution employs very well qualified and experienced staff in all roles. A comprehensive range of appropriate policies and procedures for the recruitment and continuing employment of suitably qualified and experienced staff ensures the safety of the students.

Academic and administrative staff are well qualified and suitably experienced and understand their roles and responsibilities well. Clear and appropriate job specifications for all staff, together with an effective staff induction process, ensure that they are well aware of the requirements of their role, relevant policies and how to access the Institution's online systems.

Appropriate complaints and appeals procedures and a published equality and diversity policy are in place. All staff are treated fairly in accordance with a published equality and diversity policy.

A well-documented annual review of the performance of each faculty and other staff members takes place. The review is based on consideration of their workload, their student feedback, the appraisal of their teaching methodology through classroom observations and a self-evaluation.

Staff development needs are monitored, and training requirements are identified through both formal and informal means, including performance reviews. The Chief Administrative Officer (CAO) collects all relevant information and monitors training and development needs and requests on a continuous basis. The Institution strongly encourages and supports its staff in their ambitions to attend internal and external training events or to undertake qualifications to support their development needs.

7. Academic management is effective

7.1	There are appropriate procedures for the proposal, design and validation of programmes of study that take account of the mission of the institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.2	Intended learning outcomes for all programmes are clearly articulated, understood by students and are publicly available.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.3	There are regularly scheduled and recorded meetings of academic staff where academic programmes are reviewed.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.4	There is an appropriate policy and effective procedures for the acquisition of academic resources to support programmes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.5	Commissioning of course materials is managed effectively and materials and the budget are checked to ensure standardisation and consistency across the provision.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.6	Students are encouraged to take an active role in the development of the academic provision to ensure student-centred learning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

Clear and appropriate policies for the design and validation of the Institution's study programmes are in place and are in alignment with its vision and mission. The processes are codified in the Institution's quality assurance regulations, which include descriptions of the process for portfolio development. New programmes may only be registered after Senate approval.

Learning outcomes are clear, appropriate and publicly available, including an overview of teaching methods and assessment requirements. As a result, students have a clear understand of the scope and content of their modules and courses. Where validated programmes are offered with partner institutions, these are subject to the appropriate partners' own validation processes.

Regularly scheduled and recorded meetings of academic staff ensure that academic programmes are effectively monitored. This is highly effective in ensuring that the curriculum is fit for purpose and meets the needs of students.

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

Students provide specific feedback to inform the development of their courses through the lecturer performance evaluation process each semester. Feedback is systematically considered by academic managers and used appropriately to ensure student-centred learning. In addition, a student representative system is used to take feedback at a course level to allow enhancement of teaching. Student representatives are members of key committees, providing an appropriate student voice in the planning and enhancement of provision.

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

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

This standard is judged to be:

Met Partially Met Not Met

Comments

Clear and appropriate entry criteria are set for each programme of study and are fully detailed in the course documentation available to prospective students. Where relevant, entry criteria are approved by the University of Buckingham. The necessary language requirements for each course are clearly set out and ensure effectively that students understand the level of competency required to be accepted onto each programme.

A comprehensive application process is in place and ensures that students meet the published entry requirements and that any claimed qualifications are verified by the Institution. Application queries are responded to very quickly. Prospective students receive an excellent level of information and guidance about the requirements of each

programme, to ensure that they are able to make fully informed decisions about their study options. Students confirmed that they receive prompt and comprehensive answers to any queries they raise.

Students' needs are assessed effectively at the start of their application, with an interview effectively ensuring that students have the required skills and knowledge to be able to succeed on the programmes on which they are enrolling. Interviews are used as an opportunity to brief prospective students on the nature of the programme, as well as to gain a better understanding of their motivation to study. Students confirmed that the interview process helped them to make an informed decision. Interviews are supported by online information on the programme and through responses to student enquiries.

The Institution recognises prior accredited learning and has a clear and appropriate process to assess credit acquired at other institutions. Applicants are made aware of this policy as part of the admissions procedure. Comprehensive details of the IBS policy on the accreditation of prior learning are contained within the Institution's quality assurance regulations.

Recruitment agents are properly selected, briefed, monitored and evaluated. The Institution selects agents based on recommendations from known contacts, which can include students, another agency or the International Consultants for Education and Fairs (ICEF). Agents attend a detailed information session conducted by staff from the Centre for Marketing and Admissions. The agents have exclusive access to a detailed online platform and are invited for a face-to-face meeting and tour of the IBS premises.

Recruitment through agents is capped initially and then expanded based on the quality and success of the partnership. The agents' online platform also outlines the guidelines set by IBS as to how the Institution may be marketed and represented. Video content and testimonials are also provided to further ensure that uniform information is provided about IBS to prospective students.

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

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

This standard is judged to be:

Met Partially Met Not Met NA

Comments

Academic staff are actively encouraged to undertake research and publish their findings. The Institution does not differentiate between academic or applied research or teaching and learning scholarship. As a result, the majority of teaching staff are regularly engaged in research. The number of publications is recorded in the Institution's annual self-evaluation reports.

A fair and transparent policy for staff to seek financial support for their research and other professional development activities is in place. Support is available to help with the costs associated with such activities on an ad-hoc basis by application to the Management Board. Staff confirmed that sponsorship is fair and available.

Where appropriate, time for staff to meet regularly to share and discuss current research activities is provided.

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

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

This standard is judged to be:

Met Partially Met Not Met

Comments

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

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

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

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

11. Academic staff are effective in facilitating student learning

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

This standard is judged to be:

Met Partially Met Not Met

Comments

Lecturers are very well qualified and suitably experienced, with the majority of teaching staff holding a doctoral degree. Staff are appropriately allocated to teach on courses and levels that reflect their area of expertise, qualifications and teaching experience. Individual teaching staff are allocated appropriately to courses to ensure a consistent learning experience.

Delivery is carefully monitored by the management team to ensure a consistent learning experience for students and to identify and deal with any issues that may arise.

Lesson observations and teaching materials demonstrate that lessons are planned effectively to meet the requirements of relevant module descriptors and fully cover the stated learning outcomes. In addition, the design of the programmes and modules effectively supports the development of the knowledge and skills of the students to ensure their success in final examinations and assessments. This is confirmed through the success rates of students.

Academic staff plan their lessons effectively to meet the needs and learning styles of their students and ensure high levels of progress are made within their lessons. They use a mixture of group and individual activities to engage students effectively, to keep their interest and support their learning. Additionally, staff are highly effective in encouraging and developing students' independent learning skills via in class activities and pre-class tasks.

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

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

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

This standard is judged to be:

Met Partially Met Not Met

Comments

Detailed online assessment schedules are provided for each course. These are freely available through the Institution's VLE. Each schedule provides clear assessment and assignment submission dates and examination revision periods. The Centre for Academic Services ensures that no two submission deadlines of major assessments fall on the same date and that the assessment schedules are accurate. As a result, students confirm that they are aware of the nature and timings of the course assessment requirements, together with any revision periods.

The Institution's policies, procedures and handbooks relating to assessment are clear and effective.

Assessment strategies are clear, relevant to the content and the nature of the courses and are used effectively to ensure that all required learning outcomes are met. Detailed assignment briefs provide clear and well-written tasks that are linked to learning outcomes effectively. Tasks allow a full range of grades to be achieved and are clearly linked to the relevant module grading criteria.

Feedback on assessments is excellent. Students benefit from clear written feedback, with academic staff effectively identifying areas where students have done well and where they could have developed their work further. Staff and managers monitor student progress and performance closely, and take appropriate action where students are not progressing as expected.

Comprehensive procedures discourage and penalise students who cheat or submit work that is deemed to have been plagiarised. A clear and detailed academic misconduct policy is contained in the student handbook, and all assessment evidence is appropriately screened for authenticity using appropriate commercial software to confirm originality. These arrangements help to ensure that students are awarded grades based on their own knowledge and understanding. A database of all academic misconduct offences is maintained, and a bi-annual report compiled for consideration by the Examination Board.

Clear guidance is provided to students through handbooks and published policies on how to appeal grades and claim mitigating circumstances, if applicable.

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

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

This standard is judged to be:

Met Partially Met Not Met

Comments

Course materials are developed by senior IBS academic staff under the leadership of the Centre for Academic Services and are of a very high quality, well designed and appropriate for the Institution's courses and levels of study.

A comprehensive range of resources is available on the Institution's VLE, and these are used effectively to support learning and enable students to achieve the objectives of their chosen programme of study. Materials are regularly reviewed and revised by academic staff to ensure that they are current, accurate and fit for purpose.

A wide range of appropriate teaching aids and study materials are used effectively to support learning. Students have excellent access to all available resources via the VLE.

INSPECTION AREA – STUDENT SUPPORT, GUIDANCE AND PROGRESSION

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

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The student welfare, advice and counselling services offered by the Institution are excellent. The student well-being team operates within the Centre for Student Services, in close co-operation with the student administration team.

There is an appropriate number of well-qualified staff members who are readily accessible to all students to provide advice and counselling, effective support on a wide range of pastoral and welfare issues, and access to emergency support. Students report that they are very happy with the support provided by the Institution's welfare, advice and pastoral services. Inspection findings confirm this view.

Student induction is a strength of the Institution, with a comprehensive induction programme in place that is complemented by ongoing support through the first semester as part of an extended induction period, for instance via a comprehensive peer mentor scheme. The induction covers the library, available IT services and an introduction to the academic programme.

A contract of education clearly details expectations for attendance, the submission of assignments and attendance at examinations. Appropriate policies covering equality, diversity and inclusion, and bullying, harassment, victimisation and discrimination are in place. Students also receive details of the Institution's social programme and the support services that are available.

Students' general enquiries and issues with access to the Institution's IT services are dealt with quickly and efficiently. The VLE has a dedicated tab for students to request IT and technological assistance, and three dedicated members of staff are in place, based in the library, to provide the necessary support.

Students benefit from access to supportive staff outside scheduled learning hours to support their learning needs, with University staff contactable via email and through the chat functions on the Institute's electronic systems. Students confirmed that staff are very accessible and responsive to any queries out of class hours.

The Institution has an appropriate policy to protect students from the risks associated with radicalisation and extremism. A clear code of practice to support students and staff is in place. IBS has also completed a risk assessment, and staff have undergone appropriate training.

15. Students receive appropriate academic support and guidance

15.1	Students have appropriate access to teaching staff outside teaching and learning sessions.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
15.2	Students have access to appropriate support to enable the regular review of their academic progress.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
15.3	Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and prompt intervention is made, where appropriate.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
15.4	Academic support, advice and guidance on alternative programmes are provided to students who are judged not to be making sufficient progress and/or who wish to change their pattern of study.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
15.5	Students have access to appropriate advice and guidance on careers and further study and any professional body exemptions that may be available.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
15.6	The institution has a fair complaints procedure that includes an external adjudicator, for example, the Office of the Independent Adjudicator (OIA) in the UK, and students are informed of how to submit a complaint.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
15.7	Instructions and suggestions on how to study are made available to assist students to learn effectively and efficiently.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
15.8	Students with special educational needs and/or disabilities (SEND) are identified so that appropriate support can be provided.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Excellent access to academic staff outside teaching and learning sessions is available to students to discuss their progress and to provide academic support. Detailed student records are maintained on attendance, participation and achievement, which are used effectively to monitor student performance and identify when additional support and guidance are required.

Where students are judged to not be making sufficient progress, or if they wish to change their current study patterns, appropriate academic support, advice and guidance on alternative programmes are provided. Students are well supported in preparing for their future careers, further study and their next steps.

An appropriate complaints procedure provides clear details of how to submit a complaint and includes details of the British Accreditation Council complaints procedure, as well as details of an external adjudicator.

Comprehensive instructions and suggestions on how to study are readily available on the Institution's VLE to assist students to learn effectively and efficiently.

The Institution has a comprehensive policy on identifying and meeting the needs of students with special educational needs and/or disabilities (SEND). Students with SEND are identified on entry, when they are asked to disclose their disability, and they are proactively contacted by the student well-being team. Subsequently, they are supported via arrangements detailed in the Institution's provisions and regulations for disabled students, which allow for reasonable adjustments to be made to their learning and assessment procedures.

16. International students are provided with specific advice and assistance

16.1 Before their arrival, international students receive appropriate advice on travelling to and living in their chosen country of study. Yes No NA

16.2 On arrival, international students receive an appropriate induction on issues specific to the local area. Yes No NA

16.3 Information and advice, which are specific to international students, continue to be available throughout their time at the institution. Yes No NA

16.4 Provision of support takes into account cultural and religious considerations. Yes No NA

16.5 Where possible, students have access to speakers of their own first language. Yes No NA

This standard is judged to be:

Met Partially Met Not Met NA

Comments

The Centre for Marketing and Admissions provides comprehensive support for students while they make their application and prior to their arrival in the country. On arrival, a comprehensive induction for international students effectively covers their studies and information about the local area. Students receive a useful booklet that explains about life in Budapest and an emergency card.

A designated staff member within the Centre for Student Services is in charge of matters specific to international students and is available to assist with any immediate practical matters that need to be dealt with, for example residency permits, health insurance, accommodation and vaccination. In addition, comprehensive information is available online on the Institution's VLE throughout students' stay.

New students are assigned a Peer Mentor whom they meet in the induction week. At the Vienna campus, international students are assisted, and introduced to the specificities of the local area, by the Campus Manager. Students confirmed the effectiveness and completeness of support and that it continues throughout their stay.

Cultural and religious considerations are well accounted for. Many IBS staff are multilingual and able to provide consultations in students' first language where required. The Institution also makes use of alumni and current students to help provide effective support.

17. Student attendance is measured and recorded regularly and effective remedial action taken where necessary

- 17.1 There is an appropriate, clear and published policy on required student attendance and punctuality. Yes No NA
- 17.2 There are effective procedures and systems to enforce attendance and punctuality. Yes No NA
- 17.3 Accurate and secure records of attendance and punctuality, at each session, are kept for all students. Yes No NA
- 17.4 Data on attendance and punctuality is collated centrally and reviewed regularly. and absences are followed up promptly. Yes No NA

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

Comments

The Institution has a clear, published policy on student attendance, and students understand the attendance and punctuality requirements of their study programmes.

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

All unauthorised absences are followed up in a timely manner, with appropriate action taken where necessary to ensure that minimum attendance requirements are upheld.

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

- 18.1 Any residential accommodation is clean, safe and of a standard that is adequate for the needs of students. Yes No NA
- 18.2 Any residential accommodation is open to inspection by the appropriate authorities. Yes No NA
- 18.3 A level of supervision is provided that is appropriate to the needs of students. Yes No NA
- 18.4 Students are provided with advice on suitable private accommodation. Yes No NA

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

Comments

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

- 19.1 Students are provided with appropriate information on opportunities for participation in social events and other leisure activities that may be of interest. Yes No NA
- 19.2 The social programme is responsive to the needs and wishes of students and activities have been chosen with consideration of their affordability. Yes No NA
- 19.3 Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and/or experience. Yes No NA
- 19.4 Students are encouraged to develop and participate in extramural activities and, when studying remotely, the activities include appropriate use of online forums or channels. Yes No NA

19.5 The institution supports and encourages peer interaction through a variety of channels, e.g. social network forums and channels. Yes No NA

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

Comments

An appropriate range of social activities is offered by the Institution, and this provision is communicated effectively to students via its VLE and other multimedia channels. The activities include a welcome picnic, international events and an awards evening. IBS also supports students to establish self-organising student clubs.

The social programme is responsive to the needs and wishes of students. Students agree that social events are run safely and effectively by competent professionals, and inspection findings confirm this view.

IBS has appropriate risk management processes in place. All onsite activities are supervised by the Institution’s staff. Any external coaches are vetted with regard to health and safety by the student well-being team, as are external venues.

The Institution’s social programme includes online activities, with all student-led clubs having groups on social media. Activities are effectively promoted through the club’s fair, dedicated pages on the VLE and through social media.

INSPECTION AREA – PREMISES, FACILITIES AND LEARNING RESOURCES

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

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

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

Comments

The Institution has a secure lease on its premises and appropriate authority from the Hungarian and Austrian Ministries of Education to deliver higher education programmes.

A small number of other suitable premises for academic or non-academic purposes of a temporary and occasional nature are available to the Institution, should the need arise.

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

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

This standard is judged to be:

Met Partially Met Not Met NA

Comments

Access to the Institution's premises in Budapest and Vienna is very secure and appropriately restricted by the use of key cards or buzzer entry. As a result, the Institution provides a safe learning and working environment. The Institution's premises in Budapest and Vienna are very well maintained, decorated and clean.

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

Each of the premises provides a good space for staff and students to work and socialise in, and to receive visitors. Toilets are adequate in number, and very clean and well maintained. Staff and students confirm that heating, ventilation and air conditioning are all appropriate.

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

22.1 Classrooms and other learning areas provide adequate accommodation in size and number for the classes (e.g. lectures, seminars, tutorials) allocated to them. Yes No NA

22.2 Classrooms and/or any specialised learning areas (e.g. laboratories, clinics, workshops, studios) are equipped to a level which allows for the effective delivery of each programme. Yes No NA

22.3 There are facilities suitable for conducting assessments such as examinations. Yes No NA

This standard is judged to be:

Met Partially Met Not Met NA

Comments

Classrooms and other learning areas are very well appointed, appropriately resourced, adequate in number and size, and support learning effectively.

The classrooms are appropriately equipped to meet the requirements of the courses.

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

23. There are appropriate additional facilities for students and staff

23.1 Students have access to sufficient space and suitable facilities for private individual study and group work. Yes No NA

23.2 Academic staff have access to sufficient personal space for preparing lessons, marking work and consultations with students. Yes No NA

23.3 Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate. Yes No NA

23.4 Students and staff have access to secure storage for personal possessions where appropriate. Yes No NA

23.5 There are individual offices or rooms in which academic staff and senior management can hold private meetings and a room of sufficient size to hold staff meetings. Yes No NA

23.6 Administrative offices are adequate in size and suitably resourced for the effective administration of the institution. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution's premises provide an excellent space for students to undertake private individual study or to work in groups. Academic and administrative staff have excellent access to space to undertake their duties and, when necessary, meet with students.

The provision for students and staff to relax and consume food and drink is good. An appropriate number of areas are provided for students, including a student lounge in Budapest, and for staff to store their personal possessions. The Institution's three buildings in Budapest are set amongst green spaces and recreational areas and offer students access to a cafeteria.

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

Administrative offices are adequate in size and suitably resourced for the effective administration of the Institution.

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

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The provision of learning materials is excellent. High-quality course materials and other resources relevant to the students' programmes of study are accessible from the Institution's VLE. Library stock is regularly reviewed and sufficient to meet the needs of both students and academic staff. For example, it offers both paper-based and electronic resources. The paper-based stock includes 15,000 books and more than 6,000 dissertations.

In addition, the library also subscribes to over 20 journals and magazines. On demand, the library staff provide a bibliography research service and hold library and database user training sessions for both students and staff. The Vienna campus library and online resources are subject to the Budapest main campus quality systems.

The library areas are spacious, and provide students with a comfortable area for independent study or group work.

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

The library in each of the Institution's premises is staffed by appropriately qualified and experienced staff.

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

- | | | | |
|------|--|---|---|
| 25.1 | There is appropriate technological access and sufficient connectivity to enable students to study flexibly. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 25.2 | Students have effective online resources that assist with their learning, optimise interaction between the institution and the student and enhance instructional and educational services. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 25.3 | There is provision of appropriate, up-to-date software and virtual learning environments that reflect the needs of the programmes. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 25.4 | There is an effective means of ensuring the renewal of hardware and software to ensure efficiency and currency. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

25.5	The institution has access to the services of an experienced Information Technology (IT) technician who can ensure that systems are operative at all times and provide support to students, academic staff, and students and staff working remotely.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.6	The institution makes effective provision for students to access conventional and online resources.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

Comments

Access to technology to support study and work for both students and staff is good. The Institution's internet provision is very good and allows students to study flexibly and communicate with lecturers and other staff well. Software and the Institution's VLE are regularly reviewed and updated to ensure that these meet the current needs of the programmes that it offers and the needs of its students and staff.

Appropriate IT technical support is in place for students and staff who may need help, including those working remotely, and to ensure that the Institution's systems are operational at all times. Training in IT systems is provided when needed. Online access to conventional resources for staff and students is good.

INSPECTION AREA – QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

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

26.1	The views of all stakeholders are canvassed and recorded regularly, considered objectively, analysed and evaluated thoroughly and, where necessary, appropriate action is taken.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
26.2	Student feedback is obtained through appropriate formal student representation mechanisms.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
26.3	The institution has appropriate formal feedback mechanisms to inform all stakeholders of any action taken as a result of their views.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

Comments

The views of all relevant stakeholders are collected, analysed and evaluated regularly. The processes are codified in the Institution's quality assurance regulations, which include processes for collecting feedback from stakeholders (more specifically, from students, faculty, employers and alumni). Student feedback is collected at the end of each semester, faculty satisfaction is surveyed at the end of each academic year, and alumni feedback is taken six months after graduation, with the results being analysed by the Centre for Quality Assurance and Enhancement. A response from the Management Board is drafted subsequently.

Employer satisfaction surveys are conducted biannually, and the results are analysed by the careers office. All surveys are included in the annual institutional self-evaluation reports, which also include any relevant action points regarding the results. Appropriate action is taken where required in response to direct stakeholder feedback.

Appropriate feedback is obtained through formal student representation of the views of the cohort, and this provides a useful conduit of information between the Institution and its students.

The outcomes of surveys and stakeholder feedback are effectively communicated to stakeholders through the Institution's VLE and staff briefings.

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

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

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution has a comprehensive range of quality management policies and standard operating procedures. The Institution's quality assurance regulations are comprehensive, very clearly documented and effectively shared with all stakeholders.

A wide range of appropriate and well-established quality assurance systems and procedures are in place and managed effectively. This ensures that the expectations of the relevant Ministries of Education are met and the Institution is able to manage the quality of provision in line with its mission and vision.

Annual programme monitoring reports are considered by the teaching and learning committee. The Head of Academic Services will then raise issues as necessary with the Management Board, which helps inform the Institution's strategic decision-making process.

A broad range of performance indicators and metrics are in place. A comprehensive annual institutional self-evaluation provides an effective and well-designed mechanism for reviewing all aspects of the Institution's activities. It includes action points with timescales, as well as a review of previous action points.

The periodic review of programmes additionally ensures a comprehensive review of a programme's performance, with external scrutiny by the University of Buckingham. Managers regularly compile reports that present the outcomes of detailed internal audits, including student satisfaction and achievement performance at course and programme level. Appropriate action plans are completed where required.

The Centre for Quality Assurance and Enhancement systematically reviews the quality of the student learning experience each semester. This approach ensures the student experience is considered in detail, with a focus on improvement. In addition, students also have the support of the the student well-being team to ensure that they are treated fairly. Students confirmed that they are very well treated.

Module Co-ordinators produce module monitoring reports for the academic performance of each module. These are considered by the University of Buckingham, as well as being used as the basis of the annual programme monitoring report, which includes analysis of year-on-year results on student satisfaction, achievement levels, completion rates and suggested programme developments.

The Head of Quality Assurance and Enhancement and other senior leaders review performance reports, which include data analysis and staff performance, along with a regular review of resource requirements from academic and support departments. This informs decisions on the quality of provision and levels of student satisfaction, aligned with the strategic aims of the Institution.

All programmes that are validated by the University of Buckingham include regular review by external examiners. Hungarian language provision has external examiners who are professors from another Hungarian university.

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

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

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

This standard is judged to be:

Met Partially Met Not Met

Comments

IBS has a wide range of mechanisms to support the sharing of good practice across the Institution, including the tutors' guide, which is published on the tutors' page on the VLE. This serves as a document to disseminate best practice in teaching and assessment across the Institution. Individual faculties also regularly participate in training and development workshops, where good practice is shared across the Institution.

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

Action plans are implemented and reviewed regularly within the Institution's committee structure. The Management Board meets each semester to review the outcomes of internal audits and performance reports, including action plans.

INSPECTION AREA – ONLINE, DISTANCE AND BLENDED LEARNING

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

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

This standard is judged to be:

Met Partially Met Not Met NA

Comments

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

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

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

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated

Yes No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards

GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

Institution's strengths

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

Very experienced, qualified and motivated staff at all levels share the Institution's aim of providing and maintaining very high levels of academic achievement and student support.

The open-door ethos of management promotes an informal and highly supportive culture that furthers the development of the Institution.

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

GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

Institution's strengths

Highly effective administration ensures the smooth running of the Institution for the benefit of students and staff.

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

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

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

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

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

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

STUDENT SUPPORT, GUIDANCE AND PROGRESSION

Institution's strengths

A very well-developed pastoral system supports students effectively during their time at the Institution.

A thorough and highly effective student induction programme ensures that all students quickly settle into their course and the local area.

Prompt action is taken to address any student issues, which contributes to high levels of student satisfaction.

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

PREMISES, FACILITIES AND LEARNING RESOURCES

Institution's strengths

Very high-quality premises support learning and the student experience very effectively.

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

QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

Institution's strengths

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

Highly effective self-evaluation ensures continuous quality enhancement, key improvements in the student experience and the maintenance of high academic standards.

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

ONLINE, DISTANCE AND BLENDED LEARNING

Institution's strengths

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

RECOMMENDED AREAS FOR IMPROVEMENT

The Institution should record all academic area meetings.

IBS should provide a clear overview and description of all its quality assurance processes.

COMPLIANCE WITH STATUTORY REQUIREMENTS

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