

# BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

## Independent Higher Education (IHE) Full Inspection

**NAME OF INSTITUTION:** International Business School, Budapest

**ADDRESS:** Záhony utca 7.  
Budapest 1031  
Hungary

**HEAD OF INSTITUTION:** Dr Laszlo Lang

**DATE OF INSPECTION:** 10-11 May 2018

**ACCREDITATION STATUS AT INSPECTION:** Unaccredited

### DECISION ON ACCREDITATION:

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

**DATE:** 19 July 2018

## PART A – INTRODUCTION

### 1. Background to the institution

The International Business School (IBS/the Institution) is a privately owned higher education provider established in 1991 with degree awarding powers granted by the Hungarian government, as well as United Kingdom (UK) validated provision offered through partnership agreements with UK universities. The Institution provides foundation, undergraduate and post-graduate programmes including Business and Finance and Art related degrees, aimed at domestic and overseas students, as well as a small range of qualifications offered in Hungarian.

The Institution is based in a business park on the outskirts of Budapest, which includes a hall of residence. IBS also has a small secondary campus in Vienna opened in 2013 and administered from Budapest. The buildings in Budapest are well maintained and offer a range of classrooms, a student lounge, a library and a cafeteria. They are set amongst green spaces and recreational areas.

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 a sole director and an owner with an 80 per cent majority holding in the 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 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. The Institution extended its range of provision with the launch of its doctoral programmes in 2017 in collaboration with the University of Buckingham.

### 2. Brief description of the current provision

The undergraduate and post-graduate degree courses validated by the University of Buckingham include degrees in Business, Finance, Management, Art History, Economics, International Affairs and Human Resource Management. IBS validates 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, two foundation programmes are offered, an International University Foundation course and a Career Foundation Programme certificated by IBS and taught through the medium of English and German.

Bachelor's degrees in Arts Management, Business Studies, Finance and Accounting. Provision International Business Relations and Travel and Tourism Management, validated by Oxford Brookes University, are currently on teach-out, with ten students due to complete their qualifications by 2019.

The Bachelor of Science (BSc) in Applied Economics, and the two IBS master's degrees were not being run at the time of the visit, along with four of the nine Master programmes validated by the University of Buckingham. The language of tuition is English for all but the provision that is validated by the Institute, which is delivered in both English and Hungarian.

At the time of the inspection, the Institution had 1146 full-time students and one part-time student who is a member of staff. Students from Hungary make up just under half the student population, the remainder being

drawn from 71 other countries. The largest representation of international students is drawn from Turkey, Iran, China, Kazakhstan, Pakistan and Azerbaijan. They represent a significant minority of the overall student body. A significant majority of students are studying on the University of Buckingham provision, with a small minority being enrolled on the IBS degrees and the remainder on the International Foundation Programme. The student population is 60 per cent male and 40 per cent female, and there are no students aged under 18 years.

Recruitment to courses takes place primarily in September. All students are required to demonstrate their English Language proficiency for the University of Buckingham programmes, including through language certificates and a language test on arrival.

### **3. Inspection process**

The inspection was carried out, in Budapest, over two days, by three inspectors including a student inspector. Meetings took place with the Rector, senior managers and administrators, teaching staff, admissions and student services staff, and a group of students. A tour of the premises was carried out, including the residential accommodation, and six teaching sessions were observed. A range of documentary evidence was scrutinised both in advance and as part of the visit. The range of evidence provided was very informative, and the Institution cooperated very positively throughout the inspection.

## PART B - JUDGMENT AND EVIDENCE

The following judgments 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

The Institution has a clear management structure set out in its organisation chart and available to staff and students through the IBS intranet. All staff have clear job descriptions which set out their duties and responsibilities and reporting lines. The committee structure and remits are clearly defined, along with the responsibilities of the Rector as the senior academic manager and key link with the owner and Maintainer of the Institution. The structure and responsibilities are clearly understood by staff and support effective management and communications.

The management and ownership structure of the Institution complies with the requirements of Hungarian higher education legislation, including the establishment of the Senate as the governing body. The Senate is the senior strategic committee of the Institution, with the Management Board and the Teaching and Learning Committee acting as the senior decision-making authorities on academic development and implementation.

The deliberative structure is clearly set out in the Organisational and Operational Rules and Regulations document approved by the Senate on 9 May 2018, which includes the membership and function of committees. The Senate, as the senior committee, includes external representatives, with a clear remit to approve the Institution's strategy drafted by the senior management team. The IBS Strategy is available to staff and external stakeholders who have been consulted with, prior to the final document being drafted. This ensures that the strategy is reflective of current developments and internal and external viewpoints.

Risk assessments are undertaken by the senior management team and formally presented to the Management Board for approval and then to the Senate for ratification. Risks are regularly reviewed by the senior management team as part of the ongoing management of the Institution, and progress reported through the deliberative structure.

All relationships with external education partners are clearly defined through partnership agreements and through Erasmus agreements. The agreement with the University of Buckingham allows for the delivery of UK validated undergraduate and post graduate provision, which are clearly set out on the website and in the prospectus.

The deliberative committee structure facilitates regular meetings and communications between staff, students and managers as part of the effective management structure. Regular meetings are scheduled and a student representative sits on the Senate and also on Programme Committees to represent the student voice and ensure student views support new developments and the management of provision.

The clear management structure, strategic and functional documentation support the effective management and governance of the Institution and represent good practice.

## 2. The institution has a clear and achievable strategy

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

This standard is judged to be:

Met  Partially Met  Not Met

### Comments

The Institution has a clear strategy for its future development which was redrafted in 2017 and put out to staff consultation. The revised strategy has benefited from stakeholder input, including from employers, staff and students, which has resulted in a greater emphasis being placed on transferable skills for employment and changes to the range of study skills offered to support student career development.

The strategic plan is communicated to staff within the Institution via the intranet, and to external stakeholders through the website. To further improve the input from external stakeholders, a stakeholders advisory group is being set up to advise on strategies and community engagement.

The Senate and the Management Board undertake regular performance reviews in terms of student recruitment, retention and progression against clear and specific performance related indicators, along with summaries of student feedback and achievement. Changes to the external environment are reviewed and discussed to inform the review of strategic targets, including student numbers, spending and investment in the Institutions resources and infrastructure, to support current and future learners.

The strategic management of the Institution is appropriately set out and communicated to all stakeholders. The strategic priorities articulated the Strategic plan are reviewed by the Senate and Management Board to assure the effective planning and management of the quality of the student learning experience.

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

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 accounts are compiled by the Chief Financial Officer and presented to the Senate and the Management Board for consideration and approval. The accounts are clear and transparent and indicate the spending and income generated. The annual accounts are externally audited by an approved body in line with higher education statutory regulations in Hungary.

The Institution has appropriate structures and committees in place for the review and approval of its financial accounts which are fully compliant with statutory requirements.

**INSPECTION AREA – GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION**

**4. The institution is effectively managed**

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

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

**Comments**

The organisation chart clearly sets out the management structure and a separate diagram of committees provides an effective summary of the deliberative structure. Responsibilities are clearly set out in terms of reference and membership of committees, and the minutes of the regular meetings include actions which are disseminated to departments as appropriate and updates reported back to subsequent meetings by management representatives. This effectively supports the effective management and oversight of programmes and the institution.

All staff have job descriptions articulating key responsibilities and reporting lines. The Operational and Operating Rules and Regulations meet statutory requirements and are published on the Institution's website to ensure accessibility to all stakeholders. This effectively supports transparency and ensures all stakeholders are aware of requirements.

The Rector, as the senior manager, is a member of the Senate, the Management Board and the Learning and Teaching Committee and is responsible for ensuring coherent consideration of information and data to inform the academic management of the Institution. In addition, the Head of Learning and Teaching also attends the Senate and Management Board to represent academic viewpoints. This supports oversight of performance and the areas for improvement.

Programme Directors attend the programme committees and produce annual monitor reports which include elements of feedback from external examiners and from students, to inform development priorities and enhancements to the delivery and management of teaching and learning. Minutes of meetings are made available on the intranet, and key outcomes shared with stakeholders through the intranet as part of an effective information sharing strategy which engages staff, students, employers and other stakeholders.

The Head of Marketing and Admissions ensures that all information provided to prospective students is current and accurate, and Heads of Programme ensure that student handbooks are regularly updated in line with awarding body requirements. Student feedback is also sought to ensure the transparency and clarity of information

The academic and administrative management of the Institution is clearly set out and understood by staff and students. Students confirmed that the information they receive is accessible and sufficient.

**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 the student who registers on the programme is the same student who participates on and completes and receives the credit.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
5.11	There are secure and efficient procedures for the administration of examinations and other means of assessment.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
5.12	There are effective procedures for internal and external moderation at pre- and post-assessment stages.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
5.13	The institution makes student records and transcripts available to its students in a timely manner.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
5.14	There is a policy on the collection of and refund of students' fees which implemented effectively.	<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 team of administrators who provide support to management staff, teaching teams and to students. There are six administrative centres, each managed by a chief operating officer, responsible for the effective day to day administration of the Institution. The administrative centres have clear procedures for the effective

management of administration, information and financial departments, and to ensure the timely production of reports for the Management Board and other committees to support informed decision-making.

Clear administration policies are available through the intranet, and key processes to support institution-wide administration of teaching and learning are set out in the Quality Assurance Regulations and the Tutors' Guide. Online systems are used for the tracking of student details and academic progress, and protected in line with data management protection requirements, including the new General Data Protection Requirements (GDPR). Access to staff and student records is restricted to key staff. Assessment results inform examination boards, and scripts are made available to internal verifiers and external examiners for moderation. Students are able to access their results and assessment feedback through logging in to the Virtual Learning Environment (VLE).

Attendance records are centrally recorded on an online system, and absences followed up by designated tutors and programme support staff to support student engagement. The system is effectively managed.

Effective arrangements are set out in the Assessment Procedures for the management of examinations and the tracking of assessment results. Students confirmed that they are clear about the assessment procedures. Timetables are managed centrally based on student numbers, teacher availability, and classroom requirements. Timetables are made available to students online, and weekly timetables are displayed on each classroom door, which ensures students are able to locate classes including where late changes to rooming may have been made.

The regulations linked to refunds are made available to students through their handbooks and applications for refunds are centrally managed. Students confirmed that they are able to access advice and guidance on fees and refunds through the administration teams.

The administration of the all aspects of teaching, tracking of attendance, assessment and course information is robust and managed in accordance with clear policies and procedures.

**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 learners. | <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 which 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 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**

Staff recruitment policies and procedures are clearly set out in the recently updated Rules and Regulations on Employment, Career Progress and Appraisal of Academic Staff. Prior to employment, all teaching staff are required to provide a short demonstration of their teaching, and qualifications and references are checked. The teaching staff all have master's degrees, and almost half also have doctorates. All staff have job descriptions and contracts of employment which comply with Hungarian statutory requirements. Interviews explore both their prior experience and English Language proficiency to ensure that they meet expectations.

All teaching staff have a formal induction. New teaching staff have a Faculty Induction which includes the VLE, moderation and grading policies. New module leaders are also required to undertake a semester long Level 2 training programme which includes requirements for assessment strategies, moderation and providing support to students. This effectively supports the consistency of academic management. Supervisors undertake induction training for new administrative staff and remain available for additional support as required to ensure responsibilities and procedures are clearly understood.

Policies and procedures are available to all staff on the intranet and staff are made aware of the Equality, Diversity and Inclusion Policy, the Grievance and Disciplinary Procedures along with policies and procedures covering appeals and complaints, all of which comply with partner university requirements and local statutory requirements.

Staff have biannual appraisals, which for academic staff include information from teaching observations, workload, and student feedback. Appraisals inform the identification of professional development and include self-evaluation. Staff are supported to access internal and external training courses. The Institution's active support of its staff to engage in external conferences and to acquire further qualifications to enhance their research, subject knowledge and pedagogy, represents good practice.

The clear and transparent policies and procedures for the recruitment, support and professional development of staff ensure that staff have appropriate qualifications and experience to effectively manage and deliver its provision.

## 7. Academic management is effective

7.1	There are appropriate procedures for the proposal, design and validation of programmes of study, which take account of the mission of the institution.	<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

New programme developments and requirements are clearly set out in the Quality Assurance regulations, and all proposals must have a clear rationale and evidence of demand. Programme developments are reviewed and approved by the Senate, including those validated by the Institution and by the partner university. Aims, objectives and learning outcomes are clearly set out in programme handbooks which are made available to students via the intranet. Students confirm that these are clear and accessible and support their understanding of their learning and assessment requirements.

Regular programme committee meetings are held to review the ongoing delivery of provision. Programme Directors provide evaluative annual programme monitoring reports and key areas for enhancement are identified. In addition, periodic reviews are held and appropriate committees set up to conduct these in accordance with the Organisational and Operational Rules and Regulations to support the oversight and ongoing enhancement of the student learning experience.

Resource needs are identified by academic teams and module leaders complete resource request forms for approval by the Head of Centre for Academic Services, based on identified priorities across the Institution and budgetary constraints. Student feedback is sought every semester, and feedback effectively informs both the annual programme monitoring reports and the request for additional resources.

The management of the academic provision is clearly set out in both the Quality Assurance regulations and in the organisational rules and regulations to ensure the transparent and consistent management 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

Entry requirements are published in the prospectus, and as appropriate, reflect those of partner universities. Course descriptors clearly set out the mode of study and the learning outcomes. English Language proficiency requirements are clearly set out for undergraduate and post-graduate programmes. Undergraduate programmes require International English Language Testing System (IELTS) 6.0 and post-graduate require IELTS 6.5. Students who do not have recognised language skills qualifications are required to take the Institution's own test to ensure they can engage with programme teaching and learning materials.

Students are required to complete a detailed online application form which sets out their prior qualifications and all qualifications are verified, including for international equivalence. Students confirmed that they received prompt responses to their applications and admissions staff have a target of responding to applications or queries within 48 hours wherever possible, which represents good practice. Students confirm that the application system is clear, helpful and responsive.

On arrival students are required to undertake an initial assessment in English Language proficiency. Where students' English may need improvement, they are able to access the IBS English Language provision prior to commencement of their course.

Recognition of prior learning is effectively managed. Where students apply for recognition of prior learning for UK validated provision, the partner institution policy is applied. The Head of Quality Enhancement undertakes an initial assessment and this is forwarded to the University of Buckingham for consideration and approval before any student can be accepted. Students applying for IBS validated provision are considered on a case by case basis by the Credit Transfer Committee.

The Institution has clear and effective procedures for the recruitment, management and monitoring of agents. All agents are required to attend detailed training sessions run by the Centre for Marketing and Admissions, and to visit the IBS campus along with attending agent fairs in Budapest or regionally. The numbers of students a new agent can recommend is limited, and only allowed to increase based on student success. The Institution's Agents Portal provides information about programmes, visa procedures, cost of living and other information relevant to study in Hungary. The Portal also sets out strict guidelines on how the Institution should be marketed and represented, which supports the consistency and accuracy of information made available to potential students.

The Institution has effectively managed recruitment systems which provide clear information to applicants and robust procedures for managing applications. Agents are carefully selected, trained and monitored to ensure they accurately and effectively represent the provision and the Institution.

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

- |     |  |   |
|-----|--|---|
| 9.1 | The institution encourages academic staff to undertake research in relevant fields and to publish their findings.  | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 9.2 | Academic staff are encouraged to engage in research and/or scholarship which 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**

Staff are encouraged to engage in research to support their professional development and their teaching. Research groups are set up to bring together staff with similar research interests and to support staff to publish papers nationally and internationally and time is granted to support papers being produced. Where possible, the Institution will support staff to travel to research conferences both within Hungary and internationally. Research workshops are also organised to which external representatives are invited to support and encourage research.

Staff receive access to resources and financial support, where possible, to enable participation in external events. Research activity linked to the curriculum is supported, and the Institution actively encourages staff to participate in research groups, which in turn enriches the range and currency of materials available to students.

Though the Institution does not have a formal research function, it supports and encourages staff to engage in subject related research as well as personal and professional development, which serve to improve both subject knowledge and pedagogy.

**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**

Information available to prospective students and other external stakeholders is informed by the academic teams and produced by the Centre for Marketing and Admissions annually, to ensure it is current. Information is carefully checked to ensure it provides an accurate portrayal of the Institution, its location and facilities, and is updated each semester.

Students receive clear and informative programme handbooks which include learning outcomes, modules, credit, study options and assessment strategies, which comply with partner university requirements. The level of the award and the awarding body is clearly articulated on all handbooks and course descriptors, which ensures students have access to the appropriate range of information to inform their study choices.

The costs of provision and detailed information about programmes are set out on the website. These are checked by the Head of Marketing and Admissions for accuracy. The online application forms require students to indicate if they have received all the information about their chosen programme and fees and whether they have understood the information. This information is used to review and enhance the website and programme materials.

Information published by the Institution is effectively managed, clear and informative, which students confirmed enabled them to make informed choices.

## INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

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

- |      |  |   |
|------|--|---|
| 11.1 | Lecturers have the required subject knowledge, 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 which 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 |
| 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

The Institution recruits well qualified academic staff, all of whom have post-graduate qualifications, as well as sector-based experience. The recruitment process is rigorous, and applicants are required to demonstrate their pedagogical approaches and skills through an observed micro-teaching session prior to appointment. All staff are observed at least once per year to monitor the standard of teaching and learning. However, there is little evidence of management review of observations to ensure the consistent dissemination of examples of good practice. This would further support and enhance pedagogical practices.

All teaching is clearly timetabled to allocated delivery hours, which are approved by the Head of Academic Studies. Students are taught in small groups which facilitates a more interactive form of learning, and individual progress is monitored by tutors. Teaching is supported by clear schemes of work and lesson plans which link to assessment strategies to ensure all learning outcomes are effectively covered and assessed. The tracking and development of soft skills which are linked directly to employability, are embedded in teaching and assessment strategies, and students are encouraged to research and consider applications of theory to practice.

The VLE is used to provide students with access to learning materials linked to specific modules and assessment and students also have access to a range of online resources and library-based texts.

The active learning strategies effectively support students to engage with learning outcomes and assessments, including through the provision of online and library-based resources.

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

- |      |   |   |
|------|---|---|
| 12.1 | Students are provided with an assessment schedule, in which required coursework and revision periods are detailed in advance with clear submission dates.     | <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**

Students have a personalised assessment schedule on their VLE module and programme pages, which include assessment schedules and deadlines. Module and programme assessment strategies are relevant to the programme content and clearly focus on measuring students' achievement against intended learning outcomes and assessment criteria. Clear and robust mechanisms exist to confirm assessment is fit for purpose, including internal and external moderation of assessments. External examiner reports confirm that assessment plans and assessment briefs are fit for purpose. The external examiner sees all briefs and has the opportunity to make comments which are actioned and evaluated to support continued improvements in assessment.

Students are given detailed and supportive verbal feedback. Examination reports show that written feedback is highly effective in improving the performance of the students including what is done well, what can be improved and what can be developed to achieve higher marks in future work. A review of students' work shows there is clear evidence of annotation and students receive qualitative and quantitative feedback against learning outcomes and assessment criteria. The quality of the qualitative feedback is both clear and constructive and of a consistent standard which effectively supports student progression and achievement and represents good practice. Students have timely access to their feedback on the VLE pages.

There is comprehensive evidence of using an online plagiarism-detection service to identify the authenticity of student work. The Student Handbook includes a policy on cheating and plagiarism and what penalties are applied if these are discovered. Teachers are encouraged to actively participate in this process, taking note of changes in writing style and standard of work. Any cases are sent to the Academic Conduct Officer who decides next steps. If evidence is found of infringement of rules, a disciplinary panel is convened to decide further actions. A record is kept of all infringements of rules across all modules. The process also meets the requirements of the validating university and the Hungarian higher education regulations and is clearly understood by the students.

The Student Handbook includes a clear policy and procedure on mitigating circumstances and the appeals procedure. Any appeals and evidence of mitigation are carefully recorded and incorporated into students' records. Students confirm that this works effectively and that their interests are represented.

Assessment is effectively and transparently managed and the consistency and constructiveness of feedback actively supports student achievement.

**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 provider makes effective provision for students to access all resources  Yes  No

This standard is judged to be:

Met  Partially Met  Not Met

**Comments**

Internal and external module reviews of course materials are regularly undertaken to assure the quality, scope and level of information provided to students. Programme review reports include feedback from external examiners who comment positively on materials seen. Materials are made available through the VLE and the online sites the Institution subscribes to, which ensures that students have access to current publications to inform their research.

Course materials are reviewed each semester by academic teams, at module and programme level, to assure currency in relation to both learning outcomes and assessment criteria. Where resource action points are identified from internal or external reviews, appropriate revisions are made to support students to access the latest knowledge and practices. Lecturers confirm that they are encouraged to continually review resource materials used and supported in adding to or revising the materials. External examiners have indicated satisfaction with the resources provided. Student feedback indicates broad satisfaction with the learning resources provided by staff and with the quality of staff guidance in locating appropriate texts for their units.

The range and currency of study materials are effectively managed to support the delivery of teaching and learning, and students confirm that the VLE provides access to teaching materials identified by lecturers.

**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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> NA

This standard is judged to be:

Met  Partially Met  Not Met

**Comments**

The Institution has a formal and clear induction programme for all new students. This provides students with information on their programme, facilities, the library, a card with emergency contact numbers and an introduction to the Information Technology (IT) systems. The pastoral support provided by the Student Wellbeing Team is also covered as part of the induction process, with information made available through leaflets and e-mail correspondence. Students confirmed that they can arrange to meet with the welfare officer for advice and counselling, and that they feel well prepared for their time at the Institution.

Students have good access to Student Services and support to address academic and technology-based issues. IT support staff are available to assist staff and students with IT problems and students confirmed that staff are very helpful in addressing their issues. Outside class hours the Institution uses e-mails and the online learning platform to communicate with the staff and students, which students confirmed provides them with regular updates and responses to their queries as needed. The system is accessible to facilitate correspondence in the evening and weekends, though for urgent matters students can use the emergency contact numbers.

The Institution has appropriate anti-discrimination and equal opportunities policies, and the Contract of Education makes clear reference to behaviour expectations and penalties for abusive behaviour.

14.8 There is no explicit policy in place to protect students from the risks associated with radicalisation and extremism.

Overall, students confirm that they are satisfied with the support and advice that is available to them, and that they feel safe and well supported.

#### 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 disabilities (SEND) are identified so that appropriate support can be provided.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met  Partially Met  Not Met

Comments

Students have access to appropriate academic support from both teaching staff and the Student Services Team who offer advice on curriculum requirements, modules, credits, assessments and re-sit opportunities. Appointments can be made with academic staff via e-mail, along with the raising of questions related to modules. Academic staff are required to respond within 24 hours. Academic Counsellors conduct regular academic progress reviews as part of the ongoing support for students and are able to identify progress issues at an early point and provide appropriate advice, support and guidance, including on changing programme, if needed.

Study guide materials are available to students online, and students are directed to these by academic advisors to support the development of independent learning, as part of regular and effective progress reviews.

The Careers Office organises careers fairs each semester and provides students with a range of advice and guidance on careers options, writing letters and curriculum vitae. The emphasis within the curriculum on developing soft skills, which are sought by employers, effectively supports future careers development. Advice on further study opportunities is available through the Centre for Marketing and Admissions and students confirmed information is clear and accessible.

Clear complaints and appeals procedures are published by the Institution on its website, intranet and referred to in Programme Handbooks. Students are able to refer to the partner university procedures for complaints and appeals if they are not satisfied with the IBS response.

Where students are identified as having learning support needs, these are managed in accordance with the appropriate Provisions for Disabled Students regulations. Study materials and support are tailored to meet individual student needs where disabilities are documented, to effectively meet individual student needs.

Student support mechanisms are clearly set out and advisors ensure that students receive regular reviews, support and adjustments to enable their progression and success.

**16. International students are provided with specific advice and assistance**

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

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

**Comments**

International students are provided with appropriate advice both by the Institution and the recruitment agencies representing the Institution in different countries. Students confirmed that information they received during induction week ensured that they were well-prepared for their studies and helped them to become familiar with the local area.

Students are provided with access to native language speakers as needed, though the primary language of study is English. Detailed advice and guidance materials provided by the Institution in advance of arrival include clear guidance on applying for visas, travel and local accommodation. Cultural and religious advice on local facilities is included. The information provided by agents is also clear and approved by IBS.

Information, advice and guidance provided to international students is clear, sufficient and appropriate. Students reported that they feel the information was clear and sufficient, and that they are well supported by the Institution.

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

- |      |   |   |
|------|---|---|
| 17.1 | There is a clear and published policy on required student attendance and punctuality,                             | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 17.2 | There are effective procedures and systems to enforce attendance and punctuality.                                 | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 17.3 | Accurate and secure records of attendance and punctuality, at each session, are kept for all students.            | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 17.4 | Data on attendance and punctuality is collated centrally and reviewed regularly and absences followed up promptly | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

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

**Comments**

Attendance requirements are clearly set out in student handbooks and students confirmed that they know about the minimum attendance requirements, which are 80 per cent for undergraduates and 70 per cent for post-graduates.

Lecturers complete attendance registers through the online attendance system, and the information is collected centrally and monitored by the Student Wellbeing Team. Students are also able to access their attendance information online. Prompt follow up contact takes place where students attendance drops below the limits or unusual patterns of absence are detected, and students are aware that their attendance is monitored to support their engagement with their studies.

The data management systems for attendance and punctuality are clear, effective and understood by students.

**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 which is adequate for the needs of students. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 18.2 | Any residential accommodation is open to inspection by the appropriate authorities.                         | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 18.3 | A level of supervision is provided, that is appropriate to the needs of students.                           | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 18.4 | Students are provided with advice on suitable private accommodation.  | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |

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

**Comments**

The Institution has access to an on-campus Hall of Residence, which is operated and maintained directly by the owners of Graphisoft Park where the campus is located, and with whom the Institution has an agreement. The accommodation is clean and well-maintained and provides access to cooking and social space.

The property is subject to external inspection by Hungarian authorities and meets statutory health and safety requirements. The Hall of Residence has a reception desk which is open 24 hours to support students with any facilities or safety problems.

Students wishing to live in private accommodation receive clear and helpful advice from the Student Wellbeing Team, and links to reliable websites, including for students studying in Vienna. Students confirm that advice on accommodation is clear and meets their needs.

The residential accommodation information is clear, helpful and appropriate advice and guidance is provided by the Institution.

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

**This standard is judged to be:**

Met  Partially Met  Not Met  NA

**Comments**

The Institution has a Student-Staff Social Committee (SSSC) which organises a range of social events. Students confirmed that a calendar of social events is available, offering a range of onsite and off-site activities. In addition, students receive support from the International and Communities Office with the organisation of social clubs and student-led activities. The Institution also encourages a number of joint staff-student events, which support students to develop a broader network of working relationships.

No students are studying remotely, and the use of online forums is used to promote communications linked to assessments rather than for extramural activities, as confirmed by students.

The Student Union and the Erasmus Student Network also arrange social activities about which students receive information through e-mails and noticeboards. Student-led clubs make use of a social media group as do all sports teams.

Social events and activities are well support by staff at the Institution.

**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 type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

The Institution has a secure lease agreement on its Budapest campus which runs until 2024. The lease for the small satellite campus in Vienna runs until 2021. Leases confirm the use of premises for education purposes. The Budapest campus includes an administrative building with teaching offices, a building which houses classrooms, and a separate library building. In Vienna the campus includes two classrooms, a common area, a student lounge with library services, an office, a kitchen and two separate toilets. The Vienna campus currently provides a single post-graduate course, supported and managed from Budapest.

**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) which 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 buildings on campus is via an identification card swipe system to ensure only authorised staff and students have access. Students and staff are provided with clear guidance on health and safety as part of their induction, and additional materials are available as guidance for visitors. Visitors are hosted in the administration block and then escorted around the facilities to further assure the security of students and staff.

A map of the Budapest campus is displayed outside each building, and signage within buildings is clear, with all classrooms bearing a clear number and a room timetable. The location of toilets and emergency exits is clearly indicated on each floor. Buildings are of a good size for the number of students and staff, with large common circulation areas in which noticeboards display information on events and activities of interest. All buildings are adequately ventilated, heated and lit, and cleaned on a daily basis.

The Vienna campus is part of a larger office building, where statutory health and safety requirements are managed by the owners of the premises. Each campus is regularly inspected by local authorities to ensure all regulations are met.

The premises are very well-maintained, secure, have clear good signage, appropriate health and safety arrangements and meet the requirements of the numbers of staff and student on-site.

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

22.1	Classrooms and other learning areas provide adequate accommodation in size and number for the classes (e.g. lectures, seminars, tutorials) allocated to them.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
22.2	Classrooms and any specialised learning areas (e.g. laboratories, clinics, workshops, studios) are equipped to a level which allows for the effective delivery of each programme.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
22.3	There are facilities suitable for conducting assessments such as examinations.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

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

Classrooms are of an appropriate size for the numbers of students, who are usually taught in small groups of no more than 20 students. Some rooms are set up to accommodate seminars as well as lectures. Separate tutorial rooms are also available. Computer rooms are provided for both teaching and for students to use for their own research, each housing 16 and 24 computers respectively, Computers are modern with updated software to support student research and effective access to online sites.

Assessments are conducted in classrooms. Where examinations are taking place, a dedicated examination room is provided which has been approved by the London Chamber of Commerce and Industry as an examination centre for their language provision.

The classrooms are clean, of a good size and meet teaching and assessment requirements.

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

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

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

**Comments**

Students can access private study space in the library as well as using empty classrooms for group or individual study work. The library also has areas for group work and a separate research room for post-graduate student use. Whilst on campus, students are encouraged to keep their bags with them, but there are areas for leaving their coats.

A student lounge is provided on both campuses for students to relax and socialise. Students on the Budapest campus have access to an IBS canteen as well as coffee shops and restaurants available across the business park where the campus is located. In Vienna, students have access to local cafes and restaurants and a kitchen is also available for their use. Students confirmed that they are content with the range of facilities available.

Academic staff have access to staff rooms with desks for them to undertake preparation and marking which meet their requirements, and access to secure storage space. Private meeting rooms are provided for tutorials and larger rooms for staff and programme meetings.

Administrative offices are of a good size and divided into functional areas, including secure areas for the management of data. Senior management offices are spacious and rooms are available for meetings.

The facilities on both campuses are of a good standard and meet the teaching, social and administrative requirements, as confirmed by staff and students.

<b>24.</b>	<b>The library is appropriately stocked and provides a fit-for-purpose learning resource for the student body</b>	
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 type="checkbox"/> Yes <input checked="" 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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> NA

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

**Comments**

The IBS library has a hardcopy stock of 16,000 books as well as online or hardcopy subscriptions to over 30 journals and magazines. For identified key texts, the library holds one copy per eight students. A list of available online resources shows a wide range of electronic databases, which provide sufficient access to online material, including simulation activities. The available journals and periodicals are fit for purpose and sufficient for the modules and programmes offered. The lending policy is clear, documented in the Student Handbook, and well understood by the students. All library staff have appropriate qualifications and experience and are able to provide students with help and advice as needed.

There is a systematic review of module resources each semester and an external periodic review of programmes every five years which takes an in-depth look at curriculum and resources. Lecturers share videos, slides of presentations and additional learning resources that support a range of learning styles through the VLE, and external examiners have commented favourably on the currency and sufficiency of resources provided.

24.3 Student feedback indicates that there is a lack of space for individual study and group-working on campus, particularly as assessment deadlines approach. Students are coping adequately with this situation through using their own laptops to access online sites whilst on campus, and the demand for additional space is only for limited periods linked to assessment deadlines. As a result, students are not being significantly disadvantaged at present.

24.6 The library has standard opening times during the week, and closes at 18.00 on two days, at 19.30 on another two days and at 14.00 on Friday. The library is not open at the weekend. Student feedback indicates that library opening times are not sufficient to support their independent learning, and post-graduate students report that access to a range of key online sites is only available through the library.

<b>25.</b>	<b>The Information Technology resources are well managed, effective and provide a fit-for-purpose learning resource for the student body</b>	
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 which 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	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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and provide support to students, academic staff, and students and staff working remotely.

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- 25.6 The institution makes effective provision for students to access conventional and online resources.  Yes  No
- 

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

The Chief Information Officer is responsible for ensuring that there are clear and robust mechanisms for the monitoring and review of IT facilities and for ensuring appropriate technological access and sufficient connectivity. Module leaders review resources each semester and staff are actively encouraged to identify additional resources to ensure currency and sufficiency of materials available to students, including end of module consideration of student feedback. Teaching staff upload resources appropriate for their module on to the VLE, including videos, presentation slides and articles and case studies which students appreciate. Students can also contact staff via the VLE for additional academic support and students report that teaching staff respond very quickly.

There is a clear and robust mechanism that ensures software and hardware are appropriate and meet programme needs. The 88 computers are regularly checked and updated, to ensure optimum operational times. Software is regularly up-dated and additional software is added as informed by student and staff feedback.

There are seven IT technicians who are well qualified and experienced. A central e-mail address for use by staff and students who experience IT problems is provided, with the reported average response time being five minutes. Students also have access to technicians for help with addressing problems with personal laptops. Technicians provide advice on wireless access issues and staff and students confirmed the assistance provided is effective and efficient and enables staff and students to undertake their research with few interruptions.

25.6 Students report they have difficulty accessing a number of the specialist online databases outside the Institution, which limits their ability to complete their work at evenings and weekends, which would be addressed through longer library opening hours.

The institution has robust and effective systems for the management of its IT systems and a range of well qualified staff.

**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**

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- 26.1 The views of all stakeholders are canvassed and recorded regularly, considered objectively, analysed and evaluated thoroughly and, where necessary, appropriate action is taken.  Yes  No
- 

- 26.2 Student feedback is obtained through appropriate formal student representation mechanisms.  Yes  No
- 

- 26.3 The institution has appropriate formal feedback mechanisms to inform all stakeholders of any action taken as a result of their views.  Yes  No
- 

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

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Robust mechanisms are in place for the systematic collection of feedback from staff, students and employers. Annual staff surveys are conducted, end of module surveys completed by students and staff, and employer satisfaction surveys are conducted bi-annually. Students are also asked to complete a survey, six months after graduation. A further range of ad hoc surveys take place in response to particular issues raised during the academic year, which ensures the student voice informs new developments and initiatives.

All information is centrally analysed to inform action plans and priorities for improvement, based on the very good range of quantitative and qualitative evidence. Summaries of the results are published and accessible to all stakeholders, including a three-year trend analysis. The outcome of the process is monitored by the Head of Academic services to ensure appropriate actions are taken and the impact evaluated.

Survey outcomes inform annual reports which are discussed at programme committees and include student representatives. These in turn are presented to and reviewed by the Management Board and finally the Senate, which also includes a student representative.

The results of feedback mechanisms are published regularly on the internet and intranet which ensures all stakeholders are informed of actions taken as a result of the feedback process. The regular, clear and systematic stakeholder feedback which is rigorously analysed and evaluated to inform appropriate actions, represents good practice.

Feedback collection is clearly and effectively managed and shared and informs priorities for further development.

## **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.  Yes  No

**This standard is judged to be:**

Met  Partially Met  Not Met

The Institution has appropriate and clearly documented quality management procedures set out in the Quality Assurance Regulations available to all stakeholders, with key points also included in staff and student handbooks. The Centre for Quality Enhancement is responsible for the management and implementation of the quality cycle, which ensures monitoring is undertaken across the academic year. There is a systematic quality assurance cycle covering all aspects of the Institution's operations. Academic staff are encouraged to be self-reflective, and teachers and support staff are encouraged to discuss improvements that benefit students and other stakeholders. Staff are well motivated to make any changes required that will improve the student experience and to embed skills for employment in response to identified employer feedback.

The Institution has an effective self-evaluation process. Module Leaders produce reports each semester including data on achievement and student feedback, which are drawn upon by Programme Directors for their annual reports which include clear action plans linked to Key Performance Indicators (KPIs). The KPIs include student recruitment, retention, progression and achievement as well as external examiner feedback, resources and student satisfaction data. Performance indicators and timelines are monitored by the Management Board which includes consideration of year on year comparisons of performance. This helps identify areas for further development, and priorities for investment and resource allocation.

The outcomes of all quality assurance processes and procedures are covered in the Centre for Quality Enhancement Annual Self-Evaluation Reports which are considered by the Management Board with key outcomes informing the strategic management of the Institution. The well-developed Quality Assurance policies, procedures and reports, with oversight by senior management, effectively inform and enhance the strategic management of the Institution and represent good practice.

Institution mechanisms for the review of programmes are clear and include periodic programme reviews to assure the ongoing relevance of programmes and resources. Annual Monitoring Reports are also effective in ensuring the regular and ongoing monitoring and review of programmes, with progress against targets and identified improvements monitored by the Head of Academic Services and the Management Board.

The Institution has effective processes and procedures for the ongoing review of its standards and performance through module, programme and the Centre for Quality Enhancement's reports and action plans, with the Management Board maintaining oversight of progress against identified areas for enhancement.

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

28.1 Good practice is effectively identified and disseminated across the institution.  Yes  No

28.2 End-of session course and annual programme reports include improvement and ongoing developments made and identify further areas requiring enhancement.  Yes  No

28.3 Action plans for enhancement are implemented and reviewed regularly within the institution's committee structure.  Yes  No

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

All modules are reviewed at the end of each semester by Module Leaders, and Annual Monitoring Reports produced by Programme Directors at the end of the academic year. These include action plans which track improvements and identify further areas for development. Action plans are monitored against the KPIs related to teaching and learning, resources and the overall management of provision, as well as consideration of equality and diversity management. Action plans are monitored at Programme Committees and are clearly recorded and outcomes reported to the Management Board to inform priorities for support and development.

All reports and monitoring of progress inform the Annual Institutional Monitoring Report. The Management Board regularly reviews progress and minutes of meetings record outcomes and further priorities.

The clear monitoring reports and action plans are discussed and progress evaluated through the Institution's deliberative committees, which demonstrates the Institute's strong commitment to enhancement of provision.

## 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 type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 29.2 | Academic staff are properly and continuously trained with respect to provider policies, student needs, instructional approaches and techniques and the use of appropriate instructional technology | <input 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 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 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 type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |

This standard is judged to be:

Met  Partially Met  Not Met  NA

Comments

## COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated

Yes  No

## PART C - SUMMARY OF STRENGTHS AND ACTION POINTS

*Numbering of action points aligns with that of the minimum standards*

### GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

#### Institution's Strengths

The clear management structure and strategic and functional documentation support the effective management and governance of the Institution.

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

### GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

#### Institution's Strengths

The Institution's active support of its staff to engage in external conferences and to acquire further qualifications to enhance their research, subject knowledge and pedagogy.

The clear and timely communication with students in respect of their applications provided within 48 hours wherever possible.

The robust systems for the recruitment, briefing, monitoring and management of agents, who receive training by the Institution and are invited to visit the premises before they are permitted to recruit students.

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

The tracking and development of soft skills which are linked directly to employability is embedded in teaching and assessment strategies, and students are encouraged to research and consider applications of theory to practice.

The clear and constructive feedback is of a consistent standard with and across programmes and effectively supports student progression and achievement.

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

Actions Required	Priority H/M/L
14.8 The Institution must develop a policy on prevention of radicalisation and extremism and highlight these risks to all students and staff.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

## PREMISES, FACILITIES AND LEARNING RESOURCES

### Institution's Strengths

Actions Required	Priority H/M/L
24.3 The Institution must explore what additional space can be made available within the library to meet student demands over assessment periods.	<input type="checkbox"/> High <input type="checkbox"/> Medium <input checked="" type="checkbox"/> Low
24.6 IBS must review the library opening hours based on student feedback and enable greater access in the evenings and at weekends.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
25.6 The institution must review access systems to provide more consistent external access to key resources to support student learning and research.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

## QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

### Institution's Strengths

The regular, clear and systematic stakeholder feedback which is rigorously analysed and evaluated to inform appropriate actions.

The well-developed Quality Assurance policies, procedures and reports with oversight by senior management effectively inform and enhance the strategic management of the Institution.

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
Not Applicable	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

**RECOMMENDED AREAS FOR IMPROVEMENT**

IBS should introduce moderation of teaching observations which could assist and disseminate examples of good practice, to further support and enhance pedagogical practices.

**COMPLIANCE WITH STATUTORY REQUIREMENTS**