



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Independent Higher Education (IHE) Re-accreditation Inspection

NAME OF INSTITUTION: The British College

ADDRESS: The Trade Tower
Thapathali Road
Thapathali
Kathmandu
44600
Nepal

HEAD OF INSTITUTION: Rajen Kandel

DATE OF INSPECTION: 18–20 November 2025

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

☒ Re-accreditation awarded for the full four-year period

☐ Probation accreditation

☐ Decision on accreditation deferred

☐ Award of accreditation to be withdrawn

DATE: 28 May 2026

PART A – INTRODUCTION

1. Background to the institution

The British College (TBC/the Institution) was founded in 2012. It is part of the Kandel Group, which is an independent, Nepali British-led investment firm. The Kandel Group includes a diverse portfolio of businesses in the education, health, hospitality and Information Technology (IT) sectors.

The Institution is located on the second, third and fifth floors of the Trade Tower in Thapathali, Kathmandu.

TBC is a private limited company offering a range of undergraduate and postgraduate courses, including Business Administration and Management, Computing and IT, and Hospitality. The degree programmes are awarded by the University of the West of England (UWE) and Leeds Beckett University (LBU), both of which are located in the United Kingdom (UK).

The British College has three sister schools, which are the British Professional College, offering professional Association of Chartered Certified Accountants courses, the British Model College, delivering an A-level programme, and the British International College (BIC), offering data and science programmes in partnership with Keele University.

BIC is a private limited company established by the Kandel Group in 2020. It was formed to allow the Kandel Group to expand the range of degree courses it offers in accordance with the limitations on student numbers required by the Nepalese Ministry of Education. BIC courses are delivered and managed by TBC.

British Accreditation Council (BAC) accreditation does not cover the British Professional College, BIC or the British Model College.

TBC aims to be a world-class college offering British and international qualifications that equip graduates with the knowledge, skills and values they need for success in the global job market and to become successful, creative entrepreneurs.

Governance is provided by the Board of Directors and the Chief Executive Officer (CEO), who are advised on strategic issues and policy development by an independent Advisory Board and an Industry Advisory Board.

The CEO is supported by a small executive team that meets monthly and that is in turn supported by five specialist teams, committees or boards. These are the Senior Management Team (SMT), the Academic Board (AB), the Marketing and Admissions Committee (MAC), the Operations Management Committee (OMC) and the Innovation and Quality Committee (IQC). Members of these specialist teams include for example, the Principal, Registrar, Human Resources Manager, Quality Assurance Manager and Programme Leaders.

Since the previous inspection, a new Academic Dean has been appointed, in October 2025.

2. Brief description of the current provision

TBC delivers a range of undergraduate and postgraduate programmes, which are awarded by the UWE and LBU. All courses are delivered full time and in person.

In collaboration with UWE, the Institution offers International Foundation Programmes in Business and Management, and in Computing, a Bachelor of Business Administration (BBA) degree in Business and Management, a Bachelor of Science (BSc) degree in Cyber Security and Digital Forensics, and a BSc Honours (Hons) Computer Science - Artificial Intelligence.

In partnership with LBU, the Institution offers a BSc in Computing, a BSc degree and top-up in Hospitality Business Management, a Master of Business Administration (MBA) degree in Executive and Graduate Business Administration, and an MSc in IT.

In partnership with Keele University, the Institution delivers an MSc in Advanced Computer Science and a BSc in Data Science, under the BIC brand.

In addition, TBC provides and awards its own Pre-Master's courses in Business and Management for students who do not meet the requirements for direct entry onto Level 6 courses. TBC also offers courses in preparation for English language examinations. The English language courses do not form part of the BAC accreditation.

At the time of the inspection, 1,067 students were enrolled. Most students are aged over 18 years, and the majority are male. There were seven students enrolled who are aged 17. The Institution has capacity for approximately 1,500 students. Most students are Nepalese, with a few international students from India, China and Myanmar.

Students are enrolled on degree programmes each September. Students on foundation courses can enrol in September and February. Enrolment on Pre-Master's courses takes place in September, January and April each year.

All students must meet the published entry criteria for each course, which include a minimum level of previous educational achievement and a required level of English language competence.

3. Inspection process

The inspection was undertaken over three days by three inspectors, including a student inspector. The lead inspector undertook the inspection activities remotely, while the team and student inspector undertook all inspection activities onsite at the Kathmandu campus. Inspectors held meetings with the CEO, the Academic Dean, members of the SMT and other senior leaders and managers, including the Human Resources Manager, Quality Assurance Manager and Programme Leaders. Meetings were held with a group of undergraduate students, a group of postgraduate students, and with academic and administrative staff. Inspectors observed a range of in-person lessons and undertook a tour of the Kathmandu campus. A wide range of documentation was provided for scrutiny. The Institution co-operated fully with inspectors before and during the inspection.

4. Inspection history

Inspection type	Date
Full Accreditation	22–24 February & 3–5 March 2021
Interim	22–23 March 2023

PART B – JUDGEMENT AND EVIDENCE

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

INSPECTION AREA – GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

1. The institution is effectively and responsibly governed

1.1	The organisational structure is clearly defined, documented and understood by all stakeholders, including the role and extent of authority of any owners, trustees, advisers or governing body.	☒ Yes	☐ No
1.2	Those responsible for governance understand the institution's strengths and weaknesses and provide support and hold senior managers accountable for improving the quality of learning.	☒ Yes	☐ No
1.3	Appropriate measures are in place to protect the integrity of academic freedom.	☒ Yes	☐ No
1.4	The link between governance and management is clearly articulated and documented.	☒ Yes	☐ No
1.5	Internal stakeholders develop and implement policy through appropriate structures and processes while involving external stakeholders.	☒ Yes	☐ No
1.6	The institution has a written risk management strategy that includes financial planning that is effectively implemented and regularly reviewed and updated.	☒ Yes	☐ No
1.7	The institution has the necessary formal and transparent agreements in place with its educational partners.	☒ Yes	☐ No ☐ NA
1.8	The institution has effective communication channels between all stakeholders.	☒ Yes	☐ No

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

The Institution is effectively and responsibly governed. Clear educational direction is provided by the Board of Directors and the CEO, which effectively supports the Institution's planned growth and future development. A clear and effective organisational structure is in place that ensures that the role of the governing body is clearly defined and well documented.

Discussions with leaders, managers and staff and a review of the organisational chart demonstrate that the structure is communicated effectively to all stakeholders, including members of the Board, managers, staff and students.

The Board of Directors and the CEO are well informed. Through regular reports and feedback from the executive team, they have a detailed understanding of the Institution's day-to-day activities and its overall strengths and weaknesses.

TBC's mission strategy and vision statements are regularly reviewed, with the Institution's strengths, weaknesses, threats and opportunities being effectively assessed and revised. As a result, the Directors and the CEO have a clear oversight of all aspects of the Institution's work, provide appropriate support and governance, and effectively hold senior managers to account for the quality of learning.

Ethical standards are maintained, and the integrity of academic freedom is regulated and actively promoted through the Institution's research policy, which is effective in ensuring that academic staff have freedom of expression in their research. The SMT serves as the senior committee for monitoring academic practice, including the promotion and protection of academic integrity and freedom.

The link between governance and management is clearly articulated and documented in the Institution's statute, organisational structure, reporting structures, terms of reference of various bodies and committees, and on TBC's

website. For example, the Board of Directors, in consultation with the SMT, sets the strategic direction, formulates policies and oversees the overall performance of the Institution.

Internal and external stakeholders are actively involved in the development of TBC's policies. For example, a key function of the student-staff liaison committee (SSLC) is to provide students with a platform to share their experiences and contribute to new developments at the Institution, including the review and development of TBC's policies.

TBC has a clear and detailed written risk management strategy that includes appropriate financial planning. The strategy is effectively implemented through the college risk management policy and monitored via a dynamic risk register that is regularly reviewed and updated through the Institution's governance structure and SMT.

A review of risk assessment reports and records of committee meetings demonstrates that there is an effective approach to identifying and reviewing risks and taking appropriate corrective actions, where required, to mitigate these risks. As a result, any emerging risks and challenges are continuously assessed, managed and addressed through structured meetings and decision-making processes.

The Institution has a number of appropriate mechanisms that support effective communication among internal stakeholders and between internal and external stakeholders. These include formal committee and faculty meetings, online learning platforms, policy documents, the student management system, e-mail and social media groups.

In meetings with inspectors, staff and students confirmed that communication channels are effective, confirming that key decisions, updates and policies are communicated in a timely and consistent manner. Inspection findings confirm this view.

2. The institution has a clear and achievable strategy

2.1	There is an appropriate strategy that includes the quality of the student experience and supporting plans for institutional development.	☒ Yes	☐ No
2.2	There is provision for stakeholder input, including governors, management, staff and students, to inform the strategic direction of the institution.	☒ Yes	☐ No
2.3	The strategy is effectively communicated to all relevant stakeholders.	☒ Yes	☐ No

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

The Board of Directors, CEO and SMT have a clear and achievable strategy for the development of the Institution's higher education provision that is in line with its mission. Finances are monitored and managed effectively by the Board to ensure that the Institution can support and maintain its plans for development.

A detailed plan sets out a broad range of achievable success measures and criteria to ensure managers can measure and monitor progress towards each of the key goals. This collaborative approach ensures strategic decisions are well informed and effectively support improvements in the quality of the student experience and TBC's development.

TBC has effectively implemented mechanisms that allow stakeholder groups to contribute formally to the development of the Institution's strategic direction. For example, the Board of Directors and SMT play a central role in setting the Institution's strategic direction. This is done through structured processes that actively gather feedback, support and insights from relevant stakeholders, such as the Academic Board, student bodies and interdepartmental committees. As a result, stakeholders have good opportunities to inform the strategic direction of the Institution.

The Institution's strategic direction is effectively communicated to all stakeholders. For example, strategic decisions are regularly communicated to stakeholders through newsletters, e-mails, staff events and training, as well as the Institution's website. As a result, stakeholders are aware of the Institution's mission and ongoing development.

3. Financial management is open, honest and effective

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

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

TBC conducts its financial matters in accordance with Nepalese government requirements. For example, the Senior Accounts Officer prepares financial records, which are verified by a supervisor and approved by the Head of Finance.

The internal audit department reviews the accounts for accuracy. Annually, a statutory auditor, selected during the Annual General Meeting (AGM), conducts a final audit as per statutory requirements to ensure appropriate scrutiny, transparency and probity.

The Institution's finances are subject to regular independent external audits as required under Nepalese law.

INSPECTION AREA – GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION**4. The institution is effectively managed**

4.1	The head of the institution and other senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out.	☒ Yes	☐ No
4.2	There is an appropriate and effective committee structure with appropriate reporting lines to inform management decision-making.	☒ Yes	☐ No
4.3	Committees have clear and appropriate terms of reference.	☒ Yes	☐ No
4.4	Committees meet regularly, and the meetings are accurately recorded with clear action planning.	☒ Yes	☐ No

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

Discussions with the CEO, SMT and scrutiny of Curricula Vitae (CVs) show that the head of the Institution and other senior managers are suitably qualified and experienced to carry out their specific responsibilities with a high degree of competence. For example, the CEO holds relevant higher level academic qualifications and has extensive educational leadership experience, including leadership of the Kandel Group UK. Further discussions with staff confirm that the leadership is effective and is successful in meeting the changing demands of the Institution.

There is a comprehensive committee structure in place. Documentation shows that the committee structure is appropriate, with well-defined reporting lines that ensure effective communications to inform management decision-making. In meetings with staff, they agree that the committees are effective in informing TBC's decision-making process. For example, in developing the curriculum to meet the changing needs of the students and local community.

Terms of reference for committees are available and are clear and appropriate. The purpose of each committee is well defined.

Committees meet regularly, and the meetings are accurately recorded with clear action planning. Committees keep detailed and accurate records of their meetings, so that their decisions are transparent and open for review. The records of committee meetings include action-planning. A review of the records confirms that the committees meet regularly and that any resulting actions are realistic and can be effectively monitored.

5. The institution is administered effectively

5.1	The size of the administrative team is sufficient to ensure the effective day-to-day running of the institution.	☒ Yes	☐ No
5.2	Administrative procedures and systems are well documented and disseminated effectively across the institution, and they are accurate and fit for purpose.	☒ Yes	☐ No
5.3	Classes are timetabled, and rooms are allocated appropriately for the courses offered.	☒ Yes	☐ No
5.4	Data collection and collation systems are well documented, accurate and effectively disseminated.	☒ Yes	☐ No
5.5	Students' records are sufficient, accurately maintained and up to date.	☒ Yes	☐ No
5.6	Staff records are sufficient, accurately maintained and up to date.	☒ Yes	☐ No
5.7	The institution has a robust security system and policies in place to protect the data of its students and staff.	☒ Yes	☐ No
5.8	The institution has processes through which it verifies that the student who registers on the programme is the same student who participates and completes and receives the credit.	☒ Yes	☐ No
5.9	There are secure and efficient procedures for the administration of examinations and other means of assessment.	☒ Yes	☐ No
5.10	There are effective procedures for internal and external moderation at pre- and post-assessment stages.	☒ Yes	☐ No
5.11	The institution makes student records and transcripts available to its students in a timely manner.	☒ Yes	☐ No
5.12	There is a policy for the collection and refund of students' fees that is implemented effectively.	☒ Yes	☐ No

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

TBC is administered effectively. Discussions with staff, including administrative staff, confirm that the size of the administrative team is appropriate for the size of the Institution and that the Institution is effectively run on a day-to-day basis.

Scrutiny of administrative documentation confirms that all of the Institution's administrative systems, which operate on a cloud-based software platform, are clear, well documented and available across the Institution. In meetings, staff report that they are aware of the administrative support they can expect. As a result, administrative procedures and systems are fit for purpose and ensure that administrative functions are effective in supporting the day-to-day activities of the Institution.

A review of timetables shows that timetables and room allocation are effective and easily accessible to students. Hard copies of timetables are clearly displayed around the premises. In addition, students have access to electronic timetables on the Institution's Virtual Learning Environment (VLE). Observations confirm that rooms are suitable for the courses delivered. Students confirm that any changes to published timetables are communicated and managed effectively. Inspection findings support this view.

Reviews of the electronic collection and collation systems for student and staff data indicates that these are clearly documented, accurate and disseminated to the relevant administrative staff. This ensures that staff and student records are comprehensive, detailed and regularly updated. The systems are appropriately password-protected, ensuring that the system is secure but can provide prompt access to staff and student records as and when required. Appropriate data protection and privacy policies and procedures are in place to ensure the security of personal information.

Staff and student records are systemically maintained in the Institution's online Management Information System (MIS). Records are up to date and very well organised. All records are stored securely and cannot be accessed by unauthorised personnel.

The identity of students is thoroughly confirmed during the enrolment process. Original copies of identity and citizenship documents are obtained and securely stored. Students are issued with identity cards, which are used to confirm their identity for examinations and other assessments.

Procedures for the administration of examinations and other forms of assessment are effectively overseen by the examinations officer and programme leaders, as appropriate. A review of documents and discussions with staff confirm that the processes are fit for purpose and efficient.

Internal and external moderation procedures at pre-and post-assessment stages follow the procedures of TBC's partner universities. For example, program leaders submit pre-moderation and post-moderation forms, accompanied by the necessary supporting documents, as mandated by the University. Discussions and a review of documentation confirm that these moderation procedures are adhered to by the Institution, and that the process of moderation is therefore effective in ensuring the consistency of standards.

Students' results and transcripts are provided by the partner universities in a timely manner. This ensures the Institution's students receive these at the same time as students in the partner institutions.

The Institution has a suitable policy for collecting and, where necessary, refunding student fees. Information is communicated effectively to students during the application and enrolment processes and is also contained in the student handbook. In meetings with inspectors, students confirmed that they were clear about course fees and the refund process.

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

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

TBC employs and supports appropriately qualified and experienced staff. Examination of the Human Resources (HR) policy shows that there are appropriate procedures for the recruitment and retention of staff, including teaching staff.

Meetings with staff and a review of documentation confirm that all staff are suitably qualified and experienced in their subject area and understand their specific responsibilities. TBC therefore benefits from highly experienced staff who are loyal to the Institution.

A review of job descriptions confirms that these are sufficiently detailed and clearly lay out the responsibilities and expectations for each post holder. As a result, staff fully understand what is expected of them and perform their duties well.

The Institution has effective induction arrangements in place to ensure that staff understand TBC's systems and procedures. Induction highlights the expectations for teaching, assessment and quality assurance. Staff handbooks and policy documents provide detailed guidance that ensures that staff members settle into their roles quickly.

In addition, mentors are assigned to assist new staff, and one-to-one meetings with supervisors or line managers help them understand their specific duties and responsibilities. In meetings with staff, they confirmed that the support provided in the induction programme was effective.

A comprehensive equality and diversity policy is in place and this ensures that staff are treated fairly. Meetings with staff confirmed that they are aware of the policy and their consequent responsibilities. Staff report that they can implement the policies effectively. Inspection findings confirm this view.

The Institution is fully committed to the fair treatment of staff. A detailed grievance and appeals procedure is detailed in the staff handbook. It is comprehensive and clearly sets out how staff can raise any issues they have and get them resolved. .

A demonstration of the electronic staff records system, that was carried out by the staff of the HR department, shows that performance management is effectively monitored, using a detailed appraisal system that includes a review of their performance and development opportunities. The appraisal system ensures that appropriate evidence to support decisions about promotion and ongoing professional development and training needs is readily available.

Annual classroom observations that are carried out by senior management form part of the appraisal system and are used effectively to inform the analysis of staff performance. This includes the identification of training needs and their successful completion.

The professional development needs of all staff are identified, and appropriate measures are taken to support staff to address these. Relevant examples of staff's Continuing Professional Development (CPD) activities were reviewed during the inspection. Topics covered included the detection of cheating and plagiarism. The CPD needs of all staff are well supported.

7. Academic management is effective

7.1	There are effective procedures for the proposal, design and validation of programmes of study that take account of the mission of the institution and feedback from students and involve external input as appropriate.	☒ Yes	☐ No
7.2	Intended learning outcomes for all programmes are clearly articulated, are understood by students and are publicly available.	☒ Yes	☐ No
7.3	There are regularly scheduled and recorded meetings of academic staff where academic programmes are reviewed.	☒ Yes	☐ No
7.4	There is an appropriate policy and effective procedures for the acquisition of academic resources to support programmes.	☒ Yes	☐ No

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

Academic management is effective. Discussions with members of the SMT identified that the procedures for the proposal, design and validation of programmes are appropriate and fully involve the students and partner universities. For example, student feedback is forms an integral part of discussions regarding the design of new programmes. As a

result, the validated of courses run by TBC meet the mission of the Institution and is supported by appropriate feedback from students and partner universities.

Students are appropriately represented on the Academic Board, which liaises effectively with the partner universities on matters related to validation. Consequently, TBC and its students have appropriate input into the pre- and post-validation processes.

Validation documents contain clear and appropriate learning outcomes. Each programme's intended learning outcomes are clear, well-constructed and at a level that is appropriate to meet the requirements of the programme, as identified in the assessment plan. As a result, learning outcomes are appropriate, understood by students and made publicly available via the Institution's website and VLE.

There are regularly scheduled and recorded meetings of academic staff, where academic programmes are reviewed. A review of the records of the meetings of the Academic Board confirm that the programmes are regularly reviewed, leading to amendments as appropriate.

Discussions with staff confirm that there is an appropriate process for the acquisition of academic resources. Each request must be supported by a business case, which is then considered at an appropriate level of management. This process ensures that resources acquired are those that best meet the needs of the Institution and the requirements of its partners.

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 that are made available to prospective students.	☒ Yes	☐ No
8.2	A formal application process ensures that any claimed qualifications and language competency requirements are checked and verified.	☒ Yes	☐ No
8.3	All students' application enquiries are responded to promptly and appropriately.	☒ Yes	☐ No
8.4	Students are provided with sufficient information to enable them to make a judgement on the suitability of the courses and their delivery methods and they can discuss any concerns before registration.	☒ Yes	☐ No
8.5	There are effective processes in place to confirm that students meet published entry requirements and have the capability to complete the programmes for which they are enrolling.	☒ Yes	☐ No
8.6	The institution has a clear policy on the accreditation of prior learning and prior experiential learning that is brought to the attention of prospective students.	☒ Yes	☐ No
8.7	Any recruitment agents are properly selected, briefed, monitored and evaluated.	☒ Yes	☐ No ☐ NA

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

The Institution takes reasonable care to recruit and enrol suitable students for its courses. It successfully maintains a transparent and structured approach to admissions, ensuring that all prospective students have access to relevant information regarding programme entry requirements.

The entry requirements, which include academic prerequisites such as Pre-Masters' degree qualifications and English language proficiency standards, are clearly published on the Institution's website. In addition, programme handbooks provide detailed guidance, making this information readily available to all applicants. As a result, students are fully informed before commencing the enrolment process.

TBC has in place and implements an effective application process. As part of this process, applicants are required to submit verified copies of their academic qualifications and identification documents. The admissions team conducts a thorough review of these materials against established criteria to confirm each applicant's eligibility.

For international applicants, qualifications are assessed and approved by the relevant university partner before enrolment is finalised. Where applicants are awaiting final examination results, conditional offers may be extended, allowing them to proceed with the application while meeting any requirements that remain outstanding.

The Institution prioritises effective communication throughout the admissions journey. Feedback from students indicates that all enquiries and concerns are addressed within 24 hours, contributing to a smooth and efficient application experience. This responsiveness reflects the Institution's commitment to supporting students at every stage of the process.

Programme handbooks and the Institution's website serve as essential reference points, offering detailed information about course content, tuition fees and progression opportunities. These resources allow students to make informed decisions regarding their academic and professional development.

There are effective processes in place to confirm that students meet published entry requirements and have the capability to complete the programmes for which they are enrolling. Students' eligibility is reviewed carefully, and where prior credit learning is applied, careful consideration is taken of the standard of prior learning before enrolment.

In addition, members of the admissions team seeks formal approval from the relevant university partner before enrolment. These measures ensure that academic integrity is maintained and that all entry requirements are satisfied.

The Institution works closely with authorised recruitment agencies to facilitate student admissions. All agencies engaged must hold a valid operating licence and maintain active trading status. Once an agency is contracted, the Institution provides comprehensive briefings on the available programmes to ensure accurate representation. Typically, agencies refer prospective students, after which the Institution assumes full responsibility for managing the admissions process.

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

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|-----|---|---|
| 9.1 | The institution encourages academic staff to undertake and engage with relevant research and/or scholarship that informs their teaching and to publish their findings, where appropriate. | ☒ Yes ☐ No ☐ NA |
| 9.2 | There is a fair and transparent procedure for staff to seek financial support for their research. | ☒ Yes ☐ No ☐ NA |
| 9.3 | The institution provides time for staff to meet regularly to share and discuss current research activities and, if appropriate, invites external speakers. | ☐ Yes ☒ No ☐ NA |

This standard is judged to be:

☐ Met ☒ Partially Met ☐ Not Met ☐ NA

Comments

Discussions with staff involved in research reveal that they are actively encouraged to participate in scholarly activity that informs their teaching. TBC readily supports academic staff in their research in a number of ways. For example, time is allocated for staff to exchange ideas and collaborate with colleagues from partner universities. In addition, staff identified financial support for research degrees, attendance at conferences and reduced contact hours as valued examples of such support.

There is a fair and transparent procedure for staff to seek financial support for their research. For example, guidelines for applying for financial support for research and professional development are provided in the staff handbook, ensuring a transparent process.

Staff are actively encouraged to publish their research.

9.3 However, there is currently no established method for staff to share their research or invite visiting speakers, which prevents the development of a community of research practice within the Institution.

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

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

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

The Institution's publicity material provides a comprehensive, up-to-date and accurate description of TBC and its curriculum. TBC places strong emphasis on the quality and accuracy of its promotional and informational materials. As a result, text and images provide an accurate depiction of the Institution's location, premises, facilities, and the range and nature of resources and services offered.

The information about the Institution's resources and services are featured across the Institution's official website and social media platforms, providing prospective students with a clear representation of the campus environment, facilities and location. Consequently, individuals considering enrolment have access to reliable information that supports informed decision-making. In meetings with students, they confirmed that such materials were accurate and helped them to make an informed choice of course. Inspection findings confirm this view.

Information on the programmes available and their assessment and progression is comprehensive, accurate, readily accessible and up to date. Detailed programme information is readily available online, including entry requirements, awarding bodies and modes of delivery.

Where applicable, guidance on required or provided learning materials is also included. To further support students, course structures and academic guidelines are outlined in the student module handbook and are accessible through the VLE. As a result, the resources available provide students with all the essential details needed to plan their academic journey at the Institution effectively.

The Institution's marketing team works in close partnership with academic departments to maintain the accuracy and relevance of all published content. Regular reviews and updates are conducted before the start of each semester, ensuring that both prospective and current students receive the most up-to-date information. This collaborative approach enables students to make confident decisions regarding course selection, progression opportunities and financial commitments.

Students are informed of the full cost of all programmes, including the costs of assessments, activities and required materials. The full costs of study programme fees and assessment are clearly identified in programme brochures and on the website.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

11. Academic staff are effective in facilitating student learning and engagement

11.1	Lecturers have the necessary pedagogic and communication skills to teach the course content and level of course to which they are allocated.	☒ Yes	☐ No
11.2	The allocation of teaching staff to courses provides a consistent learning experience.	☒ Yes	☐ No
11.3	The programmes and their constituent courses are delivered and assessed in ways that enable students to succeed by developing the knowledge and skills that will be required for final assessments.	☒ Yes	☐ No
11.4	Teaching sessions are appropriately informed by module descriptors and relate to defined intended learning outcomes.	☒ Yes	☐ No
11.5	Academic staff are effective in recognising individual learning needs and adapting their approach to meet the needs of all students.	☒ Yes	☐ No
11.6	Academic staff use effective learning activities to encourage the active participation of all students and to support their learning.	☒ Yes	☐ No
11.7	The institution has appropriate methods in place to encourage and measure student engagement.	☒ Yes	☐ No
11.8	Students are encouraged and enabled to develop independent learning skills.	☒ Yes	☐ No
11.9	Students and academic staff have access to appropriate learning and study materials as well as other resources, and the institution encourages and supports their use.	☒ Yes	☐ No

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

Lecturers have the necessary pedagogic and communication skills to teach the course content and level of course to which they are allocated. A review of the teaching staff's CVs, observations of teaching and meetings with academic staff, managers and students confirm that lecturers have the appropriate pedagogic and communication skills needed to teach their courses. For example, academic staff are effective in facilitating student learning and engagement through well planned and delivered lessons. However, lecturers would benefit from formal teacher training to develop a greater variety of pedagogical approaches.

Lecturers are appropriately allocated to courses to ensure a consistent learning experience, with delivery being regularly monitored by managers through lesson observations and student feedback. In meetings with inspectors, students confirmed that teaching is of good quality and helps them to develop the knowledge and skills that they need to succeed in their final assessments. Inspection findings confirm this view.

The programmes and their constituent courses are delivered and assessed in ways that enable students to succeed by developing the knowledge and skills that will be required for final assessments. For example, lesson planning is appropriate and recognises and meets the different needs and learning styles of students. Teaching includes a mixture of group and individual activities, and teaching staff respond well to students' questions.

Teaching sessions are appropriately informed by module descriptors and relate to defined intended learning outcomes. Lesson observations show that academic staff make appropriate use of a variety of learning activities to engage all students and ensure that all students can contribute to the session and effectively meet module descriptors and learning outcomes. However, students would benefit from having access to a recording of each session for review, which would allow them to consolidate and enhance their learning.

The Institution has appropriate methods in place to encourage and measure student engagement. For example, by the setting and reviewing of class activities and home-work.

Staff effectively encourage and develop students' independent learning skills via class activities which require individual research tasks.

Students and staff have access to a wide range of appropriate and high-quality learning and study resources on the Institution's and partner universities' respective VLEs. For example, partner universities provide detailed and well-developed presentation slides. Students and staff confirm that TBC fully encourages their use. Inspection findings confirm this to be the case.

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 assessments and revision periods are detailed in advance with clear submission deadlines.	☒ Yes	☐ No
12.2	Assessment strategies are relevant to the content and nature of the courses and are focused on measuring students' achievements of the intended learning outcomes.	☒ Yes	☐ No
12.3	Assessment tasks are clearly written, indicating what students need to do to meet stipulated levels of achievement.	☒ Yes	☐ No
12.4	Students receive detailed and supportive feedback on their assessments and overall performance and progress, which are effectively monitored.	☒ Yes	☐ No
12.5	The institution takes appropriate steps to identify and discourage academic malpractice, including plagiarism and other misdemeanours, and to penalise offenders.	☒ Yes	☐ No
12.6	There are clear policies and procedures for students to claim mitigating circumstances.	☒ Yes	☐ No
12.7	There are clear policies and procedures for students to appeal against marks awarded.	☒ Yes	☐ No

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

Assessment is fair and appropriate for the level and nature of the courses, and students receive timely and supportive feedback on their work. The timing of the assessment is governed by the partner university calendar, with modifications made when necessary.

Detailed assessment schedules are in place, and hard copies are provided to students at the beginning of each course, as well as being available electronically on the Institution's VLE. As a result, students are fully informed about all formative and summative assessment submission dates and any planned revision periods. In meetings with students, they confirmed that they were clear about assessments and the deadlines and that this allows them to plan their studies effectively.

Course outlines, assessment plans and session plans show that assessment strategies are effective and match the content and nature of courses, ensuring that the intended learning outcomes are met.

Detailed assignment briefs provide clear tasks that are effectively linked to learning outcomes. Tasks are well written to allow a full range of grades to be achieved and they reflect the module grading criteria accurately.

Detailed and supportive feedback is provided to students on their assessments. A review of marked assessments shows that lecturers provide appropriate annotations to provide students with specific feedback on their work.

Additional feedback is provided within and outside the classroom environment, with students encouraged to consult lecturers if more individual feedback is needed. This structured approach ensures that students are well informed and equipped to meet their academic goals, reflecting TBC's commitment to maintaining high educational standards and fostering student success.

The Institution has effective mechanisms in place to identify and discourage cheating and plagiarism. A comprehensive academic and disciplinary policy is clearly communicated to students at induction. The policy is also available on TBC's VLE and includes guidance on possible penalties. The Institution uses appropriate software to identify cases of plagiarism.

There is a comprehensive framework that supports students in claiming mitigations and for making assessment appeals. Students are informed of the policy and procedures at induction and at the beginning of each course. The policies and procedures also feature in the student handbook.

Clear policies and procedures are in place for students who wish to appeal their assessment grades. For example, if a student wishes to contest an academic decision, the appeal is directed to the relevant partner university's procedures, with the full co-operation of TBC staff to ensure a smooth and transparent process.

In addition, appropriate escalation arrangements are in place for cases where a student is dissatisfied with the outcome of the appeal process. This results in a fair and responsive system for students to appeal their marks.

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

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

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

The course learning materials support students' learning effectively. Lesson observations, meetings with staff and scrutiny of course materials show that the materials are of a good standard and are effectively designed for a specific and clearly stated level of study.

Course and study materials are provided through the VLEs managed by the Institution's partner universities. This ensures that both students and teaching staff have consistent access to high-quality course materials that fully support students in achieving their chosen programmes' learning objectives and outcomes.

Course materials are of a high quality and fully support learning. They are regularly reviewed and revised by academic staff to ensure that they are accurate, reflect current knowledge and practice, and are fit for purpose.

Appropriate teaching aids and study materials are used effectively to support learning. Students report that they have good access to all available resources on the Institution's VLE, which effectively supports independent learning.

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 guidance.	☒ Yes	☐ No
14.2	Students are given a suitable induction to the institution, their programme of study and guidance on the use of facilities.	☒ Yes	☐ No
14.3	Students receive appropriate information on the pastoral and emergency support available, and referral to external specialists, as required, in connection with students' mental health and well-being.	☒ Yes	☐ No
14.4	The institution has suitable policies, procedures and practices in place to ensure the fair treatment of students and to avoid discrimination, bullying and harassment.	☒ Yes	☐ No
14.5	There are effective systems to communicate with students outside class hours.	☒ Yes	☐ No
14.6	Effective safeguarding arrangements are in place and are regularly reviewed to keep all students safe.	☒ Yes	☐ No ☐ NA
14.7	Effective arrangements are in place to protect students from the risks associated with radicalisation and extremism.	☒ Yes	☐ No

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

Students receive pastoral support appropriate to their age, background and circumstances. The Institution has established a robust student support framework to ensure that students receive appropriate assistance throughout their academic journey.

An appropriately qualified and staffed student support team is permanently based on campus, providing convenient and immediate access for both welfare and academic guidance. This team is available throughout the week, ensuring that students can seek help beyond regular class hours.

All members of the support team undergo appropriate training in order to guarantee the highest standards of care. There is one staff member who is qualified as a psychological first-aider, reinforcing the Institution's commitment to student well-being.

A comprehensive induction programme is delivered to all new students at the start of their studies. This includes orientation sessions covering the Institution's values, academic expectations, programme structure and available facilities. In addition, students are introduced to the full range of available pastoral and academic support services, including support for mental health and well-being.

Where necessary, students are referred to external counselling services to provide specialised support, demonstrating the Institution's proactive approach to safeguarding student welfare. This information is prominently displayed on the website and in the student handbook, ensuring continuous visibility and accessibility.

The Institution maintains comprehensive, clear and enforceable policies to protect students from discrimination, bullying and harassment. These policies are communicated to students during induction and are readily accessible via the VLE. These policies are regularly reviewed and communicated to all students and staff. The Institution successfully promotes an inclusive and respectful environment, in line with national legislation and institutional values.

To facilitate communication, multiple channels are available for students to contact the support team, including a dedicated helpline, e-mail address and an online resource. These services operate beyond classroom hours, and all enquiries are typically addressed within 24–48 hours, with most responses provided within 24 hours. This responsiveness ensures that students receive timely assistance whenever required.

Effective safeguarding arrangements are in place and are regularly reviewed to keep all students safe. For students under the age of 18 years, the Institution enforces strict safeguarding measures, including police checks. For example, a guardian must be appointed before enrolment, and any issues or concerns are immediately communicated to them. The Institution has in place, and strictly adheres to, a comprehensive under-18s policy, which includes mandatory student declarations for all activities, ensuring that minors are fully aware of their responsibilities and are always protected. All members of the support team undergo appropriate safeguarding training.

Effective arrangements are in place to protect students from risks associated with radicalisation and extremism. All staff members undertake training on these topics, supplemented by awareness sessions delivered by external experts, including the armed services. Unconscious bias training is also available to staff, reinforcing the Institution's commitment to inclusivity and safety. A formal risk assessment and policy underpin these measures, and students are informed about these issues during induction.

15. Students receive appropriate academic support and guidance

15.1	Students have appropriate access to teaching staff outside teaching and learning sessions.	☒ Yes	☐ No
15.2	Students have access to appropriate support to enable the regular review of their academic progress.	☒ Yes	☐ No
15.3	Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress, and prompt intervention is made, where appropriate.	☒ Yes	☐ No
15.4	Students have access to appropriate advice and guidance on careers and further study.	☒ Yes	☐ No
15.5	The institution has a fair complaints procedure that includes an appropriate external adjudicator, and students are informed of how to submit a complaint.	☒ Yes	☐ No
15.6	Students are advised of BAC's complaints procedure.	☒ Yes	☐ No ☐ NA
15.7	Students receive appropriate advice, guidance and support to develop their study skills at the appropriate level.	☒ Yes	☐ No
15.8	Students with special educational needs and/or disabilities (SEND) are identified, and appropriate support is provided to meet their needs.	☒ Yes	☐ No

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

Students receive appropriate academic support and guidance. The Institution has implemented a comprehensive academic support framework designed to ensure that students receive consistent guidance throughout their studies. Programme leaders and lecturers serve as primary academic contacts and are supported by an academic support team.

Staff are readily available to assist students both during scheduled class hours and outside formal teaching sessions. The programme leader plays a pivotal role in monitoring students' progress, providing regular feedback and engaging in one-to-one discussions to address academic performance and development needs.

Detailed student records on attendance, participation and achievement are kept by staff, which is used effectively to monitor students' performance and to identify when additional support and guidance maybe required. For example, where students' grades do not meet the minimum expectations, they are automatically contacted by academic and support staff, who offer a range of relevant support interventions, including further academic support from their mentor.

Assessment outcomes are systematically monitored by the Examination Board, which collaborates closely with the academic support team, the student support team and programme leaders. This integrated approach enables the early identification of students who are demonstrating low progress, allowing timely implementation of measures and personalised support strategies.

Beyond academic instruction, the Institution is committed to enhancing employability and practical experience through its dedicated internship and placement department. This department actively supports students seeking industry exposure by facilitating placements and internships that are matched to their field of study.

The Institution has established partnerships with over 60 major companies to provide such opportunities and regularly hosts events where more than 100 organisations engage with students to discuss their post-graduation career prospects.

Furthermore, the Institution operates an Incubation Centre that offers specialised support to students aspiring to establish their own business. Services include introductions to investors, access to professional mentoring and provision of office space within the Institution for up to six months following business registration. Students also benefit from connections with industry advisers, ensuring access to practical insights and entrepreneurial guidance.

The Institution maintains a transparent and equitable complaints procedure, which is clearly communicated to students and is accessible on the VLE and in the student handbook. Students are advised of BAC's complaints procedure at induction. This ensures that students are aware of the mechanisms available to address grievances in a fair and structured manner.

To support academic development, students are provided with resources and guidance on study skills, including academic writing, referencing and adherence to academic protocols. These resources are supplemented by in-class activities and mentorship opportunities provided by the academic success centre, enabling students to develop programme-specific competencies, as well as transferable skills that are essential for professional success beyond graduation.

The Institution is committed to fostering an inclusive learning environment that accommodates students with special educational needs and/or disabilities (SEND). Upon identification or declaration of such requirements, proactive measures are implemented to provide tailored support and guidance. These interventions are designed to ensure equitable access to learning and to promote academic achievement for all students.

16. International students are provided with specific advice and assistance

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

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met ☐ NA

Comments

International students are provided with specific advice and assistance. Before their arrival in Nepal, international students receive detailed information to ensure a smooth transition. This includes guidance on visa requirements, travel essentials, accommodation options and other critical pre-departure considerations. This information is made available through the Institution's official website and also communicated directly via e-mail and other electronic means.

The Institution maintains a strong commitment to supporting international students throughout their academic journey. On arrival, international students participate in a tailored induction programme designed to address their specific needs. This orientation provides practical advice on living in Nepal, cultural adaptation and navigating local

systems. Each student is provided with an international student handbook, which serves as a reference guide throughout their stay.

The Institution's student support services team is the primary point of contact for international students. The team is committed to responding promptly and effectively to all queries, ensuring that students feel supported and informed at every stage of their academic journey.

Nepal's rich cultural diversity is reflected in the Institution's inclusive ethos. To celebrate and embrace the varied backgrounds of its student body, the Institution organises a range of cultural events and activities, including those that highlight specific traditions.

Furthermore, when students request accommodation based on religious or cultural considerations, the Institution ensures that appropriate arrangements are made to respect and accommodate their beliefs. As a result, all support services are designed to be culturally sensitive and accessible to all.

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

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

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

The Institution maintains a clear policy on student attendance, which is published and easily accessible to all students. This policy emphasises the importance of regular participation in scheduled classes, and students report that the attendance policy is communicated clearly at induction and is included in the student handbook. It is always available on the VLE to ensure transparency and ongoing reference.

Attendance is recorded systematically by lecturers at the start of each lecture and entered on the Institution's Customer Relationship Management (CRM) system. This centralised approach ensures accurate tracking and enables timely reporting.

Data on attendance and punctuality are collated centrally and reviewed regularly, and absences are followed up promptly. The student support services team monitors attendance closely by reviewing weekly reports generated by the CRM system. This oversight allows the Institution to identify patterns of concern and to intervene promptly.

The attendance monitoring and action process are overseen by programme leaders who work closely with the student support services team to collect, collate and review all attendance and punctuality data. This data is reviewed regularly to identify patterns of absenteeism or persistent lateness. Where concerns are identified, follow-up action is taken promptly, including meetings with students, academic counselling or academic warnings if necessary.

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

18.1	Any residential accommodation is clean, safe and of a standard that is adequate for the needs of students.	☐ Yes ☐ No
18.2	Any residential accommodation where students under the age of 18 are accommodated is open to inspection by the appropriate authorities, where applicable.	☐ Yes ☐ No ☐ NA
18.3	A level of supervision is provided that is appropriate to the needs of students.	☐ Yes ☐ No
18.4	Students are provided with advice on suitable private accommodation.	☐ Yes ☐ No

This standard is judged to be:

☐ Met ☐ Partially Met ☐ Not Met ☒ NA

Comments

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 about opportunities for participation in social events and other leisure activities that may be of interest.	☒ Yes ☐ No ☐ NA
19.2	The social programme is responsive to the needs and wishes of students, and activities have been chosen with consideration of their affordability for the majority of students.	☒ Yes ☐ No
19.3	Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and/or experience.	☒ Yes ☐ No ☐ NA
19.4	Students are encouraged to develop and participate in co-curricular and extramural and programme-related activities, including online activities where students study remotely to encourage peer interaction and a good digital student experience.	☒ Yes ☐ No

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met ☐ NA

Comments

The Institution provides an appropriate social programme for students and information on activities in the locality. The Institution actively promotes student engagement with social events through a dedicated student club committee. The members of the committee work in collaboration with the student support services team to organise a wide range of events throughout the academic year.

To ensure effective planning and participation, an extracurricular activities calendar is prepared well in advance for the upcoming academic year. This calendar includes cultural, social and recreational activities designed to enrich the student experience and foster a sense of community.

All events are subsidised by the Institution, making them accessible to the entire student body. Every event is supervised by a designated institutional representative to ensure proper co-ordination, safety and adherence to institutional standards.

Students are strongly encouraged to participate in co-curricular activities that complement their academic learning. These include intercollege competitions, such as sports tournaments, and other skills-based events that promote teamwork, innovation and personal development.

The Institution places significant emphasis on incorporating student feedback when planning events, ensuring that activities reflect the interests and preferences of the student community.

To maintain transparency and maximise participation, all event details are communicated to students through multiple channels, including e-mail notifications and posters. This approach ensures that students remain informed and engaged, while also reinforcing the Institution's commitment to providing a rounded educational experience.

INSPECTION AREA – PREMISES, FACILITIES AND LEARNING RESOURCES

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

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

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

The Institution has secure tenure on its premises and meets the Nepal's Ministry of Education's legal standards for premises for the delivery of higher education.

The Institution has access to suitable internal space for any academic or non-academic purposes of a temporary or occasional nature. As a result, access to external premises is not required.

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

21.1	Access to the premises is appropriately restricted and secured.	☒ Yes	☐ No
21.2	The premises are suitably accessible for those with specific needs.	☒ Yes	☐ No
21.3	The premises are maintained in an adequate state of repair, decoration and cleanliness.	☒ Yes	☐ No
21.4	There are specific safety rules in areas of particular hazard that are brought to the attention of students, staff and visitors.	☐ Yes	☐ No ☒ NA
21.5	General guidance on health and safety is made available to students, staff and visitors.	☒ Yes	☐ No
21.6	There is adequate signage inside and outside the premises, and general information is displayed effectively.	☒ Yes	☐ No
21.7	There is adequate circulation space for the number of students and staff accommodated and a suitable area in which to receive visitors.	☒ Yes	☐ No
21.8	There are toilets and hand-washing facilities of an appropriate number and acceptable level of cleanliness.	☒ Yes	☐ No
21.9	There is adequate heating and ventilation in all rooms.	☒ Yes	☐ No

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

The premises provide a safe, secure and clean environment for students and staff. A tour of the TBC campus demonstrates that access to its premises is highly secure and appropriately restricted. Entry points, including car-park gates and pedestrian access routes, are controlled and monitored by security personnel, allowing only authorised individuals to enter. Staff and students are required to present identification cards, creating a secure and well-managed environment.

Accessibility across the campus is well considered, with ramps and lifts installed to support individuals with mobility difficulties, ensuring that all facilities are fully accessible. As a result, the premises are suitably accessible for those with specific needs.

The premises are maintained in a good state of repair, decoration and cleanliness. They are kept clean and are properly maintained, contributing to a comfortable and professional learning environment.

There are no specific areas of hazard on the premises.

General guidance on health and safety is made available to students, staff and visitors. Safety instructions are clearly displayed throughout the campus for staff, students and visitors, including specific earthquake preparedness guidelines relevant to Nepal.

Health and safety information is also widely available in the staff and student handbooks, while additional details such as notice of social events are communicated through designated notice boards. Interactive robots are positioned in various locations to assist anyone seeking further information.

The Institution's campus offers generous space for movement and includes a reception area for welcoming visitors.

Toilet and hand-washing facilities are sufficient for the number of users and are cleaned daily to maintain hygiene standards. All spaces are well ventilated and temperature controlled, ensuring a comfortable environment for work and study. Staff and students confirm that heating, ventilation and air conditioning are good. This view is confirmed by the inspectors.

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

- | | | |
|------|---|---|
| 22.1 | Classrooms and other learning areas provide adequate accommodation in size and number for the types of classes allocated to them. | ☒ Yes ☐ No |
| 22.2 | Classrooms and any specialised learning areas are equipped to a level that allows for the effective delivery of each programme. | ☒ Yes ☐ No |
| 22.3 | There are physical and digital facilities suitable for conducting assessments such as examinations. | ☒ Yes ☐ No |

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

TBC's classrooms are appropriately sized to accommodate the respective teaching groups, ensuring a comfortable and functional learning environment. Classrooms and lecture rooms provide sufficient space for classes of varying sizes, and all groups are suitably accommodated.

Classrooms and specialist IT rooms are well equipped with modern, up-to-date electronic devices that support programme delivery effectively. Students have access to other learning areas such as open IT spaces for private study and assessment work, when these spaces are available.

Additional options for study include classrooms, small study rooms and open areas designed for group work. This variety of learning spaces contributes to a supportive and flexible teaching and learning environment.

The Institution has a range of suitable facilities for conducting examinations and other assessments, including large lecture theatres and auditoriums. This ensures that all assessments are conducted securely and meet the requirements of the Institution's university partners.

23. There are appropriate additional facilities for students and staff

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

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

The campus offers a wide range of additional facilities that contribute positively to the experience of both students and staff. Dedicated areas for private study, including the library, provide students with appropriate quiet spaces to focus on academic work, while smaller rooms and open areas support collaborative learning and group projects, enhancing engagement and teamwork skills.

Other areas designated for private study and social interaction are appropriately equipped to meet the needs of both staff and students.

A tour of the Institution's campus and discussions with staff show that lecturers have appropriate access to workrooms for preparation and marking, as well as spaces for one-to-one meetings with students. These facilities enable staff to carry out their responsibilities efficiently and encourage meaningful academic interaction, which benefits students' learning outcomes.

Students and staff have access to large, on-site catering facilities that provide clean and suitable areas for relaxation and the consumption of refreshments. The presence of a brasserie and café on campus offers convenient options for meals and informal social interaction, creating a sense of community. Students additionally have access to a common room, which provides a space for relaxation and informal gatherings, thus supporting their overall well-being.

Administrative facilities are appropriately resourced to ensure smooth institutional operations. A modern boardroom and several smaller meeting rooms are available for staff, allowing effective communication and collaboration at programme, school and institutional levels.

Administrative offices are spacious and equipped with secure IT systems, ensuring that sensitive information is protected while enabling staff to perform their duties efficiently. These provisions collectively enhance the professional environment and contribute to the effective functioning of the Institution.

24. Library, learning and information services provides a fit-for-purpose learning resources for students

24.1	There are clear, systematic and effective means of ensuring the adequacy and currency of physical and digital library resources to reflect staff and student needs.	☒ Yes ☐ No
24.2	There is an effective process and procedure for managing the lending of library resources.	☒ Yes ☐ No
24.3	Library, learning and information services are adequately staffed with appropriately qualified and experienced staff.	☒ Yes ☐ No ☐ NA
24.4	Access to library and information services resources are sufficient to encourage and support students' independent learning.	☒ Yes ☐ No ☐ NA

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

Systems to ensure the adequacy and currency of learning materials are systematic and effective. The small physical library provides a well-curated collection of physical resources that meet the academic needs of both students and staff. Current issues of subject-related journals are displayed and actively used for reference, supporting engagement with contemporary developments in the curriculum.

In addition, students have access to a very wide range of online books and journals that effectively support their studies. As a result, the library provision meets the needs of students and staff effectively, with new books added as recommended by academic staff or requested by students.

The library has appropriately qualified and experienced staff available to support students and manage the lending process. For example, to ensure equitable access, a short-loan system is in place for some texts, enabling all students to obtain essential reading matter for their studies.

In addition to physical resources, comprehensive online access is available both on campus and remotely, giving students and staff flexibility in how they engage with academic content. Extensive e-resource provision is available through partner universities' libraries, granting access to a wide range of recent, curriculum-focused publications. This ensures that all members of the Institution can draw on up-to-date academic material, supporting their research and independent learning.

The library is staffed by knowledgeable and approachable personnel who provide guidance and assistance when required. Students report that staff are helpful and well informed, offering support that contributes positively to their ability to complete assessments successfully. Library services and resources are introduced during student orientation, ensuring that students are aware of how to access support from the outset.

Access to library and information services resources is sufficient to encourage and support students' independent learning. Opening hours are structured to accommodate student schedules, including weekend availability, which facilitates flexible study patterns.

Reading lists provided by lecturers are consistently stocked in print or online formats, ensuring that essential texts are accessible.

Academic teams carefully select both printed and digital materials to ensure alignment with course requirements and inclusion of the latest research, which supports and encourages students' independent learning. Students confirm that resources are easy to access and that staff provide effective support, a finding that was verified during the inspection.

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

25.1	There is appropriate technological access and sufficient connectivity to enable students to study flexibly.	☒ Yes	☐ No
25.2	Virtual learning environments and virtual classrooms are reliable, fit for purpose and meet the needs of students.	☒ Yes	☐ No ☐ NA
25.3	There is an effective means of ensuring the renewal of hardware and software to ensure efficiency and currency.	☒ Yes	☐ No
25.4	The institution has access to the services of an experienced Information Technology (IT) technician who can ensure that systems are operative at all times and provide support to students, academic staff and students and staff working remotely.	☒ Yes	☐ No

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

The Institution is well equipped with good-quality and well-managed technology. Staff and students confirm they have access to good internet connectivity, which enables them to study flexibly. Inspection findings confirm this view. As a result, IT is effective in supporting teaching and administration.

The VLE is of a high quality, and virtual classrooms are reliable and fit for purpose. These resources meet the needs of students.

Software and the VLE are regularly reviewed and updated. This ensures that the provision meets the needs of the programmes and those of students and staff. For example, the online learning platforms are constantly monitored by the IT department to assure the systems are operating reliably.

The Institution has an appropriate number of on-site IT technicians who can support students and ensure that systems are always operational. Training in IT systems for all staff and students is available on request.

INSPECTION AREA – QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

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

26.1	The views of all stakeholders are canvassed and recorded regularly, considered objectively, and analysed and evaluated thoroughly, and appropriate action is taken to improve the student learning experience, where necessary.	☒ Yes	☐ No
26.2	Student feedback is obtained through appropriate formal student representation mechanisms.	☒ Yes	☐ No
26.3	The institution has appropriate formal feedback mechanisms to inform all stakeholders of any action taken as a result of their views.	☒ Yes	☐ No

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

The Institution regularly obtains and records feedback from students and other stakeholders and takes appropriate action, where necessary. Discussions with members of the SMT and document scrutiny show that the views of all stakeholders are canvassed. The feedback is obtained from the partner universities, students' parents and the Ministry of Education and TBC staff.

The results of the feedback are considered, analysed and evaluated thoroughly at SMT meetings. The resulting action plans are clearly shown in the records of the related meetings. Subsequent meetings take place where the progress against the actions and their outcomes are reviewed. As a result, the staff ensure that the actions identified are effective in improving the student experience.

Student feedback is obtained through appropriate formal student representation mechanisms. Comprehensive student feedback is obtained formally, as shown in the minutes of relevant committee meetings. Individual feedback can be provided anonymously to encourage the communication of honest and open views. Both methods work together effectively to give management a clear view of students' opinions.

The Institution has appropriate feedback mechanisms to inform all stakeholders of any action taken as a result of their views. The action taken as a result of feedback is available to stakeholders, as seen during the inspection, for example, in programme reports, the TBC annual report and the TBC newsletter. Feedback to students is readily available and displayed on noticeboards. As a result, stakeholders can see how their feedback is contributing to the development of the Institution.

27. The institution has effective internal and external quality assurance systems to review its own standards and assess its own performance

27.1	All internal and external quality management policies and procedures are clearly documented and are brought to the attention of staff and, where appropriate, students and other stakeholders, to appropriately inform the institution's strategic management.	☒ Yes	☐ No
27.2	The institution undertakes regular and systematic monitoring of its operations and reviews all aspects of its performance against key performance indicators.	☒ Yes	☐ No
27.3	The institution has effective processes in place to encourage student engagement in the course development and review process.	☒ Yes	☐ No
27.4	Management compiles regular reports that present the results of the institution's reviews and incorporate action plans.	☒ Yes	☐ No
27.5	The nominated staff member produces an end-of-session, end-of-semester or end-of-year course report that includes measures of student satisfaction, completion rates and achievement levels.	☒ Yes	☐ No
27.6	The nominated programme leader, drawing upon reports from its constituent courses, produces an annual programme report, which may include analysis of year-on-year results on student satisfaction, completion rates, achievement levels and progression to further study or employment, if available.	☒ Yes	☐ No
27.7	Institutional systems ensure the effective consideration of programme reports and that appropriate actions are incorporated into action-planning.	☒ Yes	☐ No

This standard is judged to be:

☒ Met ☐ Partially Met ☐ Not Met

Comments

The Institution has effective internal and external quality assurance systems to review its own standards and assess its own performance. TBC employs a structured approach to gather feedback through various formal mechanisms, including surveys, focus discussion groups and consultations with students, academic staff, administrative staff, alumni and university partners.

A comprehensive quality assurance framework document effectively details all internal and external quality management policies and procedures. The document is available electronically to all stakeholders. The document informs TBC's strategic planning, for example in ensuring the quality of recently introduced degree programmes.

TBC has appropriate Key Performance Indicators (KPIs) in place and these are clearly detailed in the Institution's strategic plan. Using a trickle-down model, KPIs are monitored and regularly reviewed at departmental level. This ensures the KPIs are being consistently achieved throughout the Institution.

Student representation on the Academic Board ensures that the student body engages with the course development and review process. This ensures the student voice is heard throughout the course quality assurance process.

Management compiles regular reports that present the results of the Institution's reviews and incorporate action plans. Scrutiny of the Institution's annual monitoring programme reports reveals that these constitute a reflective analysis of qualitative and quantitative data. This allows the Institution to develop realistic and achievable action plans.

Document scrutiny shows that annual monitoring of programmes is undertaken by academic staff at departmental and programme level. A standard report format includes comprehensive data and analysis regarding student satisfaction, quality of teaching and resources, and student achievement rates. These documents are a useful source of information and support quality assurance and enhancement effectively.

The comprehensive quality assurance framework details all TBC's internal and external quality management policies and procedures, including consideration of the programme reports. Consideration of these reports results in a comprehensive agreed action plan that ensures the effective follow-up of any recommendations made.

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

28.1	The governing body and senior management conduct a regular and systematic review of their own performance that is reviewed regularly through the institution's committee structure.	☒ Yes	☐ No
28.2	Good practice is effectively identified and disseminated across the institution.	☐ Yes	☒ No
28.3	The governing body and senior management ensure the enhancement of provision is measured against relevant performance indicators and strategic targets.	☒ Yes	☐ No
28.4	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

The Institution has a strong commitment to, and procedures that facilitate, continuing enhancement of its provision. Discussions with staff and scrutiny of materials show that the Institution's quality assurance manual and quality assurance policy set out comprehensive internal and external quality management procedures.

A review of TBC's quality assurance processes confirms that the Board of Directors and the SMT conduct a regular and systematic review of their own performance by means of the Academic Board. As a result, they have a detailed overview of the Institution's and their own performance.

28.2 TBC has no established method of identifying and disseminating good practice. This results in missed opportunities to improve continuously the quality of teaching and learning across the Institution.

A review of documentation shows that the Directors and the SMT ensure that action-planning at programme and departmental level is effective and includes reference to the KPIs and TBC's strategic targets. Thus, they are assured that all actions within the Institution incorporate and reflect the relevant KPIs.

Action plans for enhancement are implemented and reviewed regularly within the institution's committee structure. The individual actions are appropriately reviewed by the Academic Board and are reported to the SMT and the Board of Directors.

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 standard

GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

Institution's strengths

Comprehensive oversight and financial management support the development of the Institution effectively.

Senior leaders benefit from the expertise of external stakeholders, advisers and partners to inform the strategic direction of the Institution.

Highly effective channels of communication support the Institution's day-to-day activities and further development effectively.

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

GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

Institution's strengths

A strong administrative team is effective in supporting the day-to-day running of the Institution.

Excellent relationships with partner universities ensure that the student experience is good and comparable with that experienced by students of the partners.

High levels of support are offered by the Institution to staff undertaking research so that students benefit from teachers who are actively involved in the latest developments in their field of study.

Actions required	Priority H/M/L
9.3 Formal arrangements for staff to share their research and to invite visiting speakers to the Institution must be developed.	☐ High ☒ Medium ☐ Low

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

Knowledgeable and experienced lecturers support their students well to achieve their chosen qualification.

Students benefit from high-quality learning resources that support learning effectively and develop their independent learning skills.

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

STUDENT SUPPORT, GUIDANCE AND PROGRESSION

Institution's strengths

The Institution provides highly effective pastoral support from a dedicated team of student advisers to ensure that students' individual needs are met well.

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

PREMISES, FACILITIES AND LEARNING RESOURCES

Institution's strengths

High-quality premises effectively support learning and the administration of the Institution.

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

QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

Institution's strengths

A commitment at all levels to continuous quality improvement enhances the student learning experience.

A strong quality assurance framework ensures that all staff at all levels are involved in achieving the Institution's KPIs.

Actions required	Priority H/M/L
28.2 Robust methods of identifying and disseminating good teaching practice across the Institution must be developed.	☒ High ☐ Medium ☐ Low

RECOMMENDED AREAS FOR IMPROVEMENT

It is recommended that the majority of teaching staff hold, or are working towards, a recognised teaching qualification.

It is recommended that electronic resources be made available to students in advance of the taught sessions.

It is recommended that the Institution make recordings of teaching sessions available to students.

COMPLIANCE WITH STATUTORY REQUIREMENTS

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BAC OFFICE USE ONLY:	THE INSPECTION WAS CARRIED OUT BY:	
	Nigel Chambers	Lead Inspector
	Simon Bellamy	Team Inspector
	Bella Weil	Student Inspector