



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

INTERIM INSPECTION (Independent Higher Education)

INSTITUTION:	Swiss School of Business and Management Geneva
ADDRESS:	Geneva Business Centre 12 Avenue des Morgines Geneva 1213 Switzerland
HEAD OF INSTITUTION:	Dr Luka Lesko
ACCREDITATION STATUS:	Accredited
DATE OF INSPECTION:	23 October 2025
ACCREDITATION COMMITTEE DECISION AND DATE:	Continued accreditation, 2 March 2026

PART A – INTRODUCTION

1. Background to the institution

The Swiss School of Business and Management Geneva (SSBM/the Institution) is a private higher education institution based in Geneva, Switzerland. SSBM was established in 2019 as a private company providing business-oriented undergraduate and postgraduate degrees and business-related certificate and diploma programmes.

The courses are currently offered online and in person in Geneva and at SSBM's instructional site in Zagreb, Croatia. All courses meet Swiss legal educational requirements.

The Institution's mission is to be committed to becoming a knowledge enabler by continuously providing educational excellence and expertise in business education through innovative, cutting-edge technology and high-quality learning experiences, supported by relevant research.

SSBM's aim is to encourage diversity and global connectivity among students, faculty and business partners, while placing high importance on the benefits that the Institution can bring to society as well as the environment.

SSBM has a Management Board (MB) that governs the Institution's strategic direction and activities. The MB delegates projects that fulfil the Institution's strategic plan to the President and the Academic Dean (AD) and their respective operational teams. Other senior managers include the Vice-President of Quality, Technology and Innovation, the Vice-President of Finance and Human Resources (HR) and the Director of Quality Assurance.

The MB is supported by the Faculty Board, the Research Board, the Environmental, Social and Governance Board, the Student Council, the Alumni Board and the Advisory Board. All boards make decisions within the scope of the Institution's regulations.

Since the last inspection, there have been minor changes in staff roles, the courses offered, the accreditations achieved by the Institution and the facilities offered at the Geneva campus.

2. Brief description of the current provision

SSBM offers in-person, online and blended learning undergraduate and postgraduate degree programmes and certificate and diploma programmes. Programmes are delivered at SSBM's campus and its other instructional sites by teachers through lectures and workshops.

Online programmes are offered using SSBM's online learning platform, coupled with the Student Information System (SIS), providing students and teachers with an overview of students' academic progress.

Online programmes are taught using a combination of asynchronous and synchronous teaching and learning. Asynchronous learning consists of pre-recorded lectures, while synchronous learning consists of live webinars and guest lectures. Of the 44 programmes currently offered by SSBM, eleven are offered in person, with the remainder offered online or as blended learning.

At undergraduate level, SSBM offers Bachelor of Business Administration (BBA) and Bachelor of Science (BSc) degrees in a number of areas, including Business Information Technology, Creative Business Management and International Business and Sports Management.

At postgraduate level, the Institution offers a Master of Science (MSc) degree in Global Business. It also offers an Executive, Flex and Global Master of Business Administration (MBA) programme. SSBM also offers a Doctor of Business Administration (DBA) degree.

At the time of the inspection, SSBM had 1,912 enrolled students, of whom the majority are DBA students. A minority of students are studying for a Master's degree or following an undergraduate programme. All students are over the age of 18 years and the majority are male. Currently, SSBM has students from a range of countries, the majority being from Switzerland, France and Germany.

Student enrolment takes place throughout the year. Students enrolled on online programmes can commence their studies immediately and those enrolled on in-person programmes must wait until September for the start of the next academic year to begin theirs.

Appropriate entry requirements are set for each course, such as the requirement for a relevant degree to access DBA courses.

3. Inspection process

The inspection was carried out online over one day by one inspector. The inspector held discussions with the President, the Academic Dean, the Vice-President of Quality, Technology and Innovation, the Vice-President of Finance and Human Resources (HR), the Director of Quality Assurance and other senior leaders and managers. Meetings were held with academic and professional support staff. A sample of recorded lessons was observed, and a wide range of documentation was scrutinised. A virtual tour of the Geneva campus was undertaken. The Institution was very well prepared for the inspection and gave its full co-operation to the inspector.

4. Inspection history

Inspection type	Date
Full Accreditation	28–30 October 2024

PART B – JUDGEMENTS AND EVIDENCE

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

1. Significant changes since the last inspection

The role of Vice-President of International Affairs has been discontinued, with international co-operation activities now being integrated within the sales department and overseen by the Chief Operating Officer (COO).

There has been a small change in the courses offered by the Institution. Online programmes leading to a TECH MBA and an MBA in Diplomacy and International Relations, and a Postdoctoral Research Fellowship Programme, also online, have been introduced. The Institution's MBA in International Sports Law has been discontinued.

In April 2025, SSBM obtained accreditation from the Accreditation Council for Business Schools and Programmes (ACBSP) for its BSc programmes in Business Administration, Business-related IT, and Sports Management.

At the beginning of 2025, SSBM increased the space available at its Geneva campus. Extra rooms for lectures and a larger room for faculty members have been added. In addition, extra office spaces for staff members have been added, as well as a larger student lounge.

2. Response to action points in last report

There were no action points in the last report.

3. Response to recommended areas for improvement in last report

SSBM is recommended to train more faculty members on dealing with mental health issues.

This recommendation has been met.

Specific training on dealing with mental health issues was included in the presentation that was delivered by the Dean during the Institution's orientation day. The day was organised for all faculty members and effectively provided an overview of dealing with students who experience mental health issues while at the Institution. The topic will be included future orientation days.

The Institution is recommended to introduce other online platforms for students who want to share any welfare concerns confidentially out of hours.

This recommendation has been met.

The SSBM admissions team organises monthly webinars for all online students. These cover the topic of welfare, during which students are invited to contact the Director of Quality Assurance if they face any welfare concerns that might affect their studies.

The Director of Quality Assurance then reviews the nature of the issue and proposes the best solution, which might include a personal video call, an e-mail exchange with the Dean, who is professionally qualified to deal with such issues, a leave of absence to resolve personal matters before continuing on programme, or a review of any issue related to co-operation with their mentor.

On-campus students are regularly advised to speak to the Dean or to contact the Director of Quality Assurance if they have any welfare concerns.

SSBM is recommended to introduce a wider range of KPIs to improve the Institution's monitoring and review processes.

This recommendation has been met.

The Institution has introduced automated monitoring of a wider range of Key Performance Indicators (KPIs) related to student drop-out rates, attrition, completion data and grades. These KPIs can now be reviewed in real time without the need for manual calculations and are effectively monitored and reviewed by relevant staff, including senior managers.

4. Compliance with BAC accreditation requirements

4.1 Governance, Strategy and Financial Management (spot check)

The standards are judged to be: Met Partially Met Not Met

Comments

The Institution is effectively governed. There is a well-defined and documented governance structure that includes all job roles, titles and reporting arrangements.

The structure is well embedded and fully supports all aspects of the Institution's work. This ensures that the role and extent of authority of the governing body are fully understood by SSBM's stakeholders. As a result, the MB and academic leaders provide detailed and effective leadership that ensures that the aims of the Institution are appropriately met and promoted.

SSBM's committees provide highly effective decision-making on all academic matters, including protecting the integrity of academic freedom. For example, academic freedom is regulated and protected by the Faculty Board and the Research Board, and the rights and freedoms of higher education are stated in the Institution's teaching personnel policy. As a result, the academic freedom of staff in their research and academic activities is effectively protected from undue internal influence or censorship.

A detailed governance framework is in place and is clearly articulated and documented in the Institution's mandate and documents. Consequently, the link between governance and management is made clear.

A detailed, written risk management strategy, which includes financial planning, is in place and is effectively implemented and regularly reviewed by the MB. Consequently, SSBM's strategy accurately reflects the risks posed by the changing academic needs of students and employers and other aspects of education. The MB and senior leaders take timely action when needed to manage and mitigate business risks.

There are formal agreements in place with educational partners such as the University of Greater Manchester, Rome Business School, International University of Valencia, EMAS Business School and ISMAC Business School, all of whom the Institution conducts shared programmes with.

Clear and effective channels of communication are in place to ensure that all SSBM stakeholders are kept informed and updated. For example, the outcomes of regular academic and leadership meetings are professionally and systematically recorded and shared.

A clear and achievable strategy for the development of the Institution's education provision, including the quality of the student experience, is in place and is effectively embedded in SSBM's strategic action plan. The quality assurance team, senior leaders and governors conduct regular and systematic reviews of their performance, which is measured against appropriate strategic targets. This helps the Institution to identify areas for further enhancement.

The Institution's strategic direction is effectively communicated to all stakeholders. For example, strategic decisions are regularly communicated to staff during the President's monthly meetings.

The Institution's financial matters are conducted professionally, transparently and with appropriate probity. For example, all financial matters strictly follow the national requirements of the Swiss Code of Obligations.

4.2 General and Academic Management and Administration (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

The Institution is effectively managed. The President, Dean and other senior managers are highly experienced and very well qualified for their roles. For example, the President holds a Doctor of Philosophy (PhD) and a DBA and brings extensive professional experience in business administration.

A detailed and well-documented management structure supports the Institution's activities effectively and fully sustains its development. A wide range of documents, including a comprehensive organisation chart, clearly detail the specific responsibilities of each post. As a result, the President and other senior managers fully understand their areas of responsibility and are highly effective in carrying these out to ensure the smooth running of the Institution.

A comprehensive range of committees deal effectively with academic and student affairs. The governance framework is clear and well documented and includes appropriate details of the committee structure, membership and reporting lines. For example, the structure, remit, procedures, decision-making authority and schedules of committees are clearly set out in the Institution's policy and academic governance documentation.

Committee meetings are held regularly and have clear and appropriate terms of reference. Each meeting is accurately recorded, with clear action-planning arrangements in place.

A suitable administrative team of sufficient size and experience provides appropriate day-to-day support to ensure the effective operation of the Institution. Administrative support is well documented and understood by all staff. The support available is effectively communicated to staff on the Institution's online platform and covers areas such as administration, assessment, student welfare and Information and Communications Technology (ICT).

A review of the timetables indicates that classes are effectively scheduled, and rooms are allocated appropriately, for all courses, taking full account of the nature and requirements of each course. This ensures that students have access to appropriate spaces for their lectures. All timetables are available online and are up to date and accurate, allowing students to manage their study time effectively.

The Institution's electronic administration and information systems are used effectively to record and monitor students' initial enquiries, applications and course enrolments. Student records are kept both through the application process and in relation to students' ongoing studies. These records include appropriate checks on identification and prior achievement and are accurate and well documented.

All records are securely stored, as required by Swiss legislation, and are easily accessed and used effectively by administrators, tutors and managers. Appropriate data protection and privacy policies and procedures are in place to ensure the security of personal information.

Student identification procedures are clear and robust, ensuring that the student who registers for and completes the programme is the same student who receives the credit. For example, students' identity is verified when they participate in course assessments.

The Institution has appropriate procedures through its SIS for the timely dissemination of records and transcripts.

There is a transparent policy on fee refunds that is available on the Institution's website and that is implemented fairly.

4.3 Teaching, Learning and Assessment (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

A review of Curricula Vitae (CVs) and lesson observations show that teachers are suitably qualified and experienced to teach the course content at the required level. They have highly developed pedagogic and communication skills, which enables them to deliver high-quality learning in both in-person and online environments.

The allocation of teaching staff to courses is effective and based on qualifications and experience. Delivery is monitored effectively through classroom observations, analysis of student feedback and a very well-developed programme review process. As a result, students benefit from a high standard of teaching and a consistent learning experience.

Programmes are delivered and assessed in line with the programme specifications and intended learning outcomes. This ensures that students develop the required knowledge and skills for their final assignments. This is confirmed by the very high achievement, progression and retention rates of students.

Lesson observations show that module specifications are used appropriately to inform teaching sessions and clearly focus on defined learning outcomes. Teachers reinforce the specific intended learning outcomes with students at the start of each lecture and tutorial session to ensure they are clear about the purpose of each session.

Detailed lesson planning ensures that the needs and learning styles of the students are effectively met. Teaching is by way of small groups or online learning and includes a wide range and good mixture of group and individual activities. This engages students, keeps their interest and effectively supports learning.

Assessment schedules are available on the Institution's Learning Management System (LMS), which provides students with a detailed timetable for each module of the programmes, including assignment submission dates. This ensures that students are fully aware of the nature and timing of the assessment of their course and helps them to manage their workloads effectively.

Assessment strategies are clearly linked to the content and nature of the courses and focus on evaluating the achievement of the intended learning outcomes. Assessments are suitably based on research reports, projects, dissertations and theses, which are suitable for the level and type of programmes offered.

Assignment briefs and tasks are clearly written, with tasks allowing a full range of grades to be achieved. Grades appropriately reflect the module grading criteria.

Comprehensive procedures to discourage plagiarism and academic misconduct are effective in ensuring that all assessment evidence is appropriately screened for authenticity using commercial plagiarism detection software. A comprehensive academic misconduct policy ensures that offenders are appropriately penalised.

The Institution's LMS is used very effectively to make course materials fully available to students. A wide range of very high-quality course materials is provided, including recordings of the live sessions for each module. These materials help students to understand the module's purpose and how it will be assessed.

Materials are regularly reviewed and revised by academic staff to ensure that they are accurate, reflect current knowledge and practice, and remain fit for purpose.

4.4 Student Support, Guidance and Progression (spot check)

The standards are judged to be:

Met

Partially Met

Not Met

Comments

The Institution provides a very supportive environment. A dedicated student support team is the main student contact for support, advice and guidance and is fully accessible to all students. The team consists of an appropriate number of well-qualified staff who provide high levels of student welfare and assistance.

Students are provided with a comprehensive induction, which includes a useful overview of the Information Technology (IT) arrangements and resources available, ensuring that they can quickly access the resources and information that they need for their studies. In addition, information on academic programmes, attendance expectations and details of assessments are also provided at induction.

Students are introduced to teaching and support staff and informed of the student welfare services available to them. As a result, students know whom to go to if they have a question or need additional support, including for any mental health issues.

Appropriate arrangements are in place to protect students from the risks associated with radicalisation and extremism. Training on radicalisation and extremism is made available and is undertaken by all staff. These arrangements are appropriately supported with a risk assessment and policy.

Students have excellent access to academic staff outside the scheduled teaching and learning sessions. A personal adviser is assigned to each student at enrolment to provide individual academic support. Mentors are also assigned to DBA students at the time of their enrolment and to Bachelor and Master students before the last semester. In addition, staff make themselves available to provide further assistance outside class times, for example through the SIS and e-mail.

Academic progress is very carefully monitored by the Director of Academic Programmes and the Academic Dean. Timely action is taken where students are judged to not be making satisfactory progress, or if they wish to change their current study patterns. As a result, appropriate academic support, advice and guidance are provided, with interventions improving student outcomes effectively.

The Institution provides a range of useful learning and research guides that give students clear and helpful instructions and suggestions to help them learn effectively and efficiently and use the various learning resources available.

International students are provided with comprehensive advice and support, both before and during their studies. Students have access to detailed information on the SSBM website before travelling, including on visa applications, embassy information, accommodation and travel. For example, a comprehensive induction on arrival covers each student's programme of study, together with information about the Institution and the local area.

Comprehensive procedures and systems to record student attendance and punctuality ensure that the data is accurate, secure and regularly reviewed. Attendance and punctuality are recorded at each teaching session.

Academic staff and administrators regularly collate and review students' attendance, engagement and access to the LMS and resources. Where there are concerns about a student's level of attendance, participation or the meeting of assessment deadlines, these are appropriately followed up with the individual student. For example, for in-person courses, high levels of attendance are expected, and any authorised student absences must be supported by evidence, such as a medical certificate.

4.5 Premises, Facilities and Learning Resources (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

The Institution has a secure lease on its premises in Geneva and Zagreb and appropriate authority to deliver higher education programmes. The Institution has access to suitable internal space for any academic or non-academic purposes of a temporary or occasional nature, and therefore access to external premises is not required.

Both the premises in Geneva and Zagreb provide a safe, secure and clean environment for students and staff. Access to the premises is appropriately secure and restricted. For example, access to all rooms on the Geneva premises is by use of key cards.

Both premises are of a very high quality. They are clean and very well maintained and decorated and are suitably accessible. For example, they are located on the ground floor, with appropriate access available to all areas of the Institution for those with specific needs. As a result, both premises provide a secure, inclusive and safe learning and working environment.

Classrooms are very well equipped, with high-quality student desks and chairs, which are updated on a regular basis to deliver a good learning experience and to ensure that the requirements of each programme are met. For example, classrooms include large-screen monitors and internet connectivity with which to present digital teaching materials and access the latest web resources.

The premises provide an excellent range of spaces for students to study in groups or individually. Academic staff have good access to appropriate spaces for preparing lessons, marking work and meeting with students. Administrative offices are of a good size and are suitably resourced to ensure the effective administration of the Institution.

SSBM's Information Technology (IT) resources are effective and well managed. Students benefit from access to the Institution's own clear and well-resourced LMS, which ensures that students have access to a range of effective online resources that support their learning. As a result, the Institution's learning platform enables students to study reliably and flexibly and to have a complete overview and control over the progression of their programme.

Appropriate IT technical support is in place, and this ensures that the systems are always operational. Training in IT systems for all staff and students is available on request.

4.6 Quality Management, Assurance and Enhancement (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

The Institution has a comprehensive, formal mechanism in place to obtain and record regular feedback from stakeholders, including students. This includes the use of surveys, self-assessment and peer reviews. The processes are clearly defined in the quality assurance policy and are effective in ensuring that SSBM takes appropriate action, where necessary, to improve the quality of its provision.

Leaders and managers have effective and structured processes in place to consider all student feedback and to take prompt and relevant actions where required. A strength of the process is the Institution's adoption of appropriate technology to determine common issues provided in student feedback so that action can be taken as soon as possible.

The Institution has effective mechanisms in place to ensure that students are informed about the actions taken as a result of their feedback. This is delivered, for example, through class representatives or at regular meetings with students and staff.

The Institution is committed to an ethos of continual improvement. Established and effective systems are in place to allow leaders and managers to review standards and assess performance. A comprehensive quality assurance framework outlines the processes in place for maintaining the quality of academic standards.

Leaders and managers undertake regular and systematic performance monitoring in relation to each of the programmes provided. Performance is reviewed against clearly specified and appropriate KPIs, including student completion and achievement rates and levels of student satisfaction.

4.7 Online, Distance and Blended Learning (spot check)

The standards are judged to be: Met Partially Met Not Met NA

Comments

SSBM has several suitable staff to ensure the successful delivery of online learning. Teachers are appropriately trained and have a clear understanding of the requirements of online delivery.

Learning is appropriately supported by teachers' use of the Institution's chosen delivery platform and the LMS.

Lesson observations show that teachers have a good understanding of the challenges and demands of online, distance and blended learning (ODBL) that meets the needs and interests of the students.

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

4.8 Compliance Declaration

Declaration of compliance has been signed and dated. Yes No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

STRENGTHS

Leaders provide a clear strategic direction, ensuring that the curriculum offer continues to meet the needs of students.

A clear management and committee structure provides a systemic and effective monitoring and oversight framework, ensuring that academic and administrative management is very effective.

Students benefit from very well-qualified and highly experienced teachers who help them develop the knowledge, understanding and skills they need in order to progress and achieve.

Leaders and managers have fostered an effective ethos and culture of review, evaluation and action-planning to ensure that the standard of education is maintained and enhanced.

ACTIONS REQUIRED

None

High Medium Low

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

None

COMPLIANCE WITH STATUTORY REQUIREMENTS – FURTHER COMMENTS, IF APPLICABLE

<u>BAC OFFICE USE ONLY:</u>	THE INSPECTION WAS CARRIED OUT BY:	
	Nigel Chambers	Lead Inspector