BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Independent Higher Education (IHE)

Re-accreditation Inspection

NAME OF INSTITUTION: International Burch University

ADDRESS: Francuske revolucije bb
                                      Ilidža
                                      Sarajevo
                                      71210
                                      Bosnia and Herzegovina

HEAD OF INSTITUTION: Dr Mersid Poturak

DATE OF INSPECTION: 7–9 May 2024

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☐ Award of accreditation to be withdrawn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: 25 July 2024

PART A – INTRODUCTION

1. Background to the institution

International Burch University (IBU/the Institution), officially known as Higher Education Institution International Burch University, is a private university that was established in 2008. IBU provides a range of undergraduate and postgraduate degrees at Levels 6 to 8 in a range of subjects. IBU also offers students a Certificate in English Language Competency programme at different levels.

IBU operates as an independent institution and is registered with the court in the Sarajevo Canton of Bosnia. IBU offers its own degrees, which are approved by the Agency for Development of Higher Education and Quality Assurance.

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

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

The Board of Trustees is the body responsible for the governance of the Institution. The Board of Trustees has nine members, four of whom are appointed by the Proprietor, while the remaining five institutional representatives are appointed by the University Senate as the senior academic body of IBU.

The Rector is supported by the Vice-Rector for Education and Student Affairs and the Vice-Rector for Planning and Development, as well as two advisers, the Talent Manager, the Quality Manager and the Head of the Office for International Co-operation and Projects. The Senate appoints the Rector on the basis of open competition.

Since 2018, Stirling Education, based in the United Kingdom (UK), has owned the Institution. Stirling Education is part of the wider RPS group, comprising twelve educational organisations, including primary and secondary schools and IBU. Since the previous inspection, IBU has developed a Department of Dentistry, part of the Faculty of Engineering and Natural and Medical Sciences.

2. Brief description of the current provision

The Institution offers a wide range of undergraduate and postgraduate degree programmes in a wide range of subjects across its three faculties. For example, the Faculty of Engineering and Natural and Medical Sciences offers Bachelor's, Master's and Doctorate programmes in Information Technology (IT), Architecture, Electronics Engineering, Genetics and Bioengineering.

The Faculty of Economics and Social Sciences provides a range of undergraduate and postgraduate degree courses in subjects such as Management, Business Administration, International Relations and European Studies, and Banking and Finance. The Faculty of Education and Humanities also offers a range of degree courses at different levels in areas such as Graphic Design and Multimedia, Digital Communications and Public Relations, Film and Video Production, and Game and Interaction Design.

All programmes are delivered in English and are validated by IBU. All undergraduate programmes and most postgraduate programmes are delivered in person. The Master of Business Administration (MBA), Master of International Relations and European Studies, Master of Information Technologies, Master of Architecture, Master of Electrical and Electronics Engineering, and Master of Civil Engineering programmes are also offered online. At the time of the inspection, recruitment to the new Bachelor of Dentistry programme was ongoing, but no students

had started their studies. The Bachelor of English Language and Literature is currently being taught out, and no new students are being recruited onto that programme.

In addition to undergraduate and postgraduate degrees, IBU also has a Continuing Education Centre, a Social Sciences Research Centre, an Innovation Centre and an Institute for Engineering and Applied Sciences. The Institution also offers a Certificate in English Language Competency at various levels as a foundation course for those students who need to develop their applied English language skills before enrolling on a degree programme.

At the time of the inspection, 2,130 students were enrolled. The Institution has a capacity for around 9,000 students. Most students are from Bosnia and Herzegovina. The majority of students are male. International students are drawn from 40 countries, with the majority from Turkey, Egypt, Libya, Kazakhstan and the Republic of Serbia. All students are over 18 years old and enrolled on full-time programmes.

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

3. Inspection process

The inspection was undertaken over three days by three inspectors, including a student inspector. The inspection was carried out using a hybrid methodology, with a mix of inspection activities carried out both on site and online. Inspectors held meetings with the Rector, Vice-Rectors, Deans of Faculty, Quality Manager, and other senior managers. Meetings were held with groups of undergraduate and postgraduate students and with academic and administrative staff. Inspectors observed lessons and undertook an on-site tour of the premises. A wide range of documentation was provided electronically for scrutiny. The Institution co-operated fully with inspectors before and during the inspection.

4. Inspection history

Inspection type	Date
Full Accreditation	28–29 October 2019
Interim	21 December 2020

PART B – JUDGEMENT AND EVIDENCE

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

INSPECTION AREA – GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

1.   The institution is effectively and responsibly governed

1.1	The 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

IBU is effectively and responsibly governed. Discussions with leaders, managers and staff and a review of the organisational chart demonstrate that the Institution has a clearly documented and defined organisational structure that all relevant stakeholders understand. The Institution is logically organised into three main faculties, plus additional academic and research departments.

The Board of Trustees supports the Senior Leadership Team (SLT) in providing effective overall governance and oversight of the Institution. It is the highest authority in the Institution's organisational and management structure. The Board is made up of nine members who meet regularly to review reports summarising the Institution's strengths and any areas for development. This ensures that Trustees are well informed and can hold senior managers to account to ensure that a high standard of education is maintained.

The University Senate is the senior academic body of the Institution, convened and chaired by the Rector. It has 13 members, including three student representatives. The Rector leads the work of IBU and reports to the Board of Trustees on the business side of the Institution and to the Senate on the academic side. The Senate protects the integrity of academic freedom effectively.

The link between governance and management is clearly articulated and documented in the University statute, organisational structure and on the website.

Internal stakeholders, through faculty councils and the University Senate, effectively develop and implement the Institution's policies and procedures. Where applicable, this includes the involvement of relevant external stakeholders, such as the Ministry of Higher Education and the Agency for Higher Education Development and Quality Assurance.

The strategic plan and business plan identify a range of relevant business risks that are regularly reviewed and updated through SLT meetings and the committee structure. Leaders and managers respond to risks as these emerge, for example through the development of new programmes and by providing financial scholarships to widen access and participation. Senior leaders have also implemented a clear crisis management and risk reduction strategy. These arrangements ensure that risks to the Institution are implemented effectively and regularly reviewed.

Scrutiny of collaboration agreements and memorandums of understanding demonstrates that the Institution has formal and transparent agreements in place with a broad range of educational partners.

The Institution has a range of effective communication channels between all stakeholders, including formal committee and faculty meetings, a student parliament, 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 very effective. 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 Institution has a clear and specific five-year strategic development plan in place, which clearly sets out IBU's strategic goals, measures, projects and activities. A detailed implementation action plan sets out a broad range of achievable success measures and criteria to ensure students and managers can measure and monitor progress towards each of the key goals.

Senior leaders have implemented effective mechanisms for different stakeholder groups to formally contribute to the development of the Institution's strategic direction through the co-construction of the strategic development plan. A dedicated strategic development committee includes representatives from different stakeholder groups, including staff and students. This ensures that stakeholders have good opportunities to inform the strategic direction of the Institution.

There are clear and effective arrangements for sharing the strategic development plan with key stakeholders, including through the committee structure, formal consultation events and the student parliament, including through the use of online communication platforms. Asa result, key stakeholders understand IBU's strategic goals and priorities. In meetings with inspectors, stakeholders confirmed they are aware of the strategic priorities of the Institution.

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

The Institution conducts its financial matters professionally, transparently and with appropriate probity.

The Institution has clear mechanisms for financial management, with effective oversight from the Board of Trustees.

Senior leaders confirm the Institution's finances are subject to regular independent external audits. Inspection findings support this view.		

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 and meet regularly. The meetings are accurately recorded with clear action-planning.	☒ Yes ☐ No

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

Comments

IBU is effectively managed. A review of Curricula Vitae (CVs) and discussions with senior leaders demonstrate that the Rector, Vice-Rector, and Secretary General are all well qualified and have substantial, relevant experience of teaching and management. Senior managers have a very clear understanding of their specific responsibilities and are effective in carrying these out.

There is a comprehensive committee structure at senior management, faculty, departmental and course levels. These are supported by a student parliament, which provides an effective mechanism for student involvement. These structures ensure effective communications both to and from senior management.

The roles of all committees and their members are clearly defined in the University Statute. The terms of reference are clear. Committees keep appropriate minutes so that their decisions are accurately recorded. The records of committee meetings include action planning. The minutes are not set out in a standard format. As a result, actions to be taken are not always easily identifiable in the general record of discussions, which potentially weakens how easily they can be 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 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

IBU is administered effectively. A review of the organisation chart and discussions with staff and students demonstrate that the size and structure of the administrative team ensure that the Institution is administered effectively. Central administration services, along with faculty-specific administrators, ensure the effective day-to-day running of the Institution.

The administrative support available is clearly documented in policy documents, the Statute and organisational charts. In meetings with inspectors, staff and students confirmed they were fully aware of the administrative support available. Inspection findings confirm this view.

The Institution has a broad range of appropriate administrative policies in place. These are published in various documents at institutional and faculty levels, including the staff and student handbooks and separate guidance documents. Detailed policy guidance is contained in the University Statute. It is not always fully clear, from the procedural documents and handbooks, how the University Statute requirements are implemented in practice, so that all staff are clear about this.

Observations of teaching sessions, a review of published schedules and meetings with students confirm that teaching sessions are effectively timetabled and that rooms are allocated appropriately for the courses offered. Students can access accurate timetables on the Learning Management System (LMS) and via the university website. Students confirm that any changes to published timetables are communicated and managed effectively and inspection findings support this view.

The Institution has effective data collection and collation systems, which are suitably documented in policy documents and rulebooks. Student and staff records are systemically maintained in both hard copy and secure online information management systems. They are up to date and very well organised.

IBU has suitable data protection policies and procedures in place to protect the data of students and staff. Physical records are maintained in secure, locked cabinets. Online systems are password protected, and managers confirm that back-up systems and data safeguards are in place.

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

Students complete a broad range of different assessments on their programmes. The Institution has effective arrangements in place to ensure that all assessments are securely and effectively administered. These arrangements ensure that the student who registers on the programme is the same student who participates and completes and receives the credit.

5.10 External moderation arrangements are not yet in place for all undergraduate courses at the pre- and post-assessment stages.

Students can request their records and transcripts from the student affairs office. A review of student record systems confirms that there are professional and efficient mechanisms for producing official transcripts. Students confirmed that their enquiries and requests are dealt with very promptly and efficiently.

The Institution has a suitable policy for collecting and refunding student fees. Information is communicated effectively to students during the application and enrolment processes and through formal, written study agreements. 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

IBU employs and supports appropriately qualified and experienced staff. The University Statute describes the basis of all recruitment policies and processes. This is the legal basis for the operation of the Institution, as approved by the Ministry of Higher Education. Appropriate procedures for the appointment and employment of all staff support the University Statute.

A review of the CVs of academic and administration staff demonstrates that they are well qualified and experienced in their roles. Inspection meetings with a wide range of staff demonstrate that staff understand their specific roles and responsibilities well.

Job specifications for all academic and administrative posts are clear and appropriate. This ensures all staff are clear about their role in the Institution.

Staff receive an appropriate induction. The Human Resources (HR) department provides a detailed induction, which provides a suitable and useful overview of the Institution and its values, structures and operations. This is followed by a departmental induction by the relevant department head. A mentoring system provides ongoing support to newly appointed staff. This approach is appropriate in ensuring that new staff have an overview of the Institution as well as a discipline-specific induction and support.

IBU has a suitable equality and diversity policy that applies to staff and students. Discussions with staff confirmed that they are aware of the policy and their consequent responsibilities. Staff confirmed that they are able to implement the policies effectively. Inspection findings confirm this view.

All staff have access to a well-documented grievance procedure. Specific procedures for allegations of bullying or discrimination also exist. Together, these provide suitable mechanisms for all staff to have grievances properly considered and resolved.

Managers monitor and review the performance of all staff effectively through a clearly documented and transparent appraisal system. All staff must complete an annual self-evaluation to reflect on their strengths and areas for development. For academic staff, the approval process is clearly defined by the quality assurance rulebook. The rulebook shows how peer-to-peer teaching observations and student feedback are part of the appraisal system. Each head of department considers appraisals for academic staff, and the Secretary General for administrative staff. Documents for both academic and administrative staff show that the process is well recorded and identifies development needs. The appraisal system is well designed and effective in supporting staff development.

The annual appraisal system identifies the Continuing Professional Development (CPD) needs of academic and administrative staff. In inspection meetings, staff confirmed that the process is effective and that they are well supported with their individual CPD needs and requests. Inspection findings confirm this view.

Relevant examples of staff CPD activities were reviewed during the inspection, including the provision of financial support for obtaining relevant qualifications. As a result, 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, which 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. There is a clear and documented process for the proposal, design and validation of new programmes, in line with the vision and mission of the Institution. The process involves the use of an expert panel of key stakeholders. This ensures that new programmes meet the Institution's requirements and the needs of students. The validation processed is well supported by documentation, which is suitably considered and approved. As a result, programme proposals are carefully developed to meet the needs of all stakeholders.

The intended learning outcomes of all courses are publicly available on the Institution's website. In inspection meetings, students confirmed they are aware of the learning outcomes and that staff use these outcomes to support students' progress and achievement. As a result, all stakeholders are well informed.

Appropriate staff meetings occur regularly, during which various academic and non-academic issues are discussed and recorded effectively. Meetings provide the opportunity for staff to review academic programmes and discuss and resolve academic issues associated with programme delivery. Meeting records ensure that actions taken are noted for effective monitoring and resolution.

The Institution implements an effective policy and procedure for acquiring academic resources. In inspection meetings, staff demonstrated a clear understanding of the processes to follow to acquire additional academic resources. Heads of department consider proposals, and appropriate action is taken as required. As a result, academic programmes are suitably resourced to meet the needs of staff and students.

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 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 implements effective arrangements to recruit and enrol suitable students for its courses. IBU has a clear and well-organised website and student handbook that clearly outline the entry requirements for all courses. In inspection meetings, students confirm that the entry requirements are set at a suitable level and that they had received all the necessary pre-course information and entry requirements before applying. As a result, they were well informed. Inspection findings confirm this view.

The Institution implements an effective formal application process. The website features an easy-to-read and accessible application form. The application form clearly outlines the English language requirement for all courses. The application process ensures that any claimed qualifications and language competency requirements are checked and verified. This ensures that students are suitable for the courses on which they enrol.

Students confirmed to inspectors that the Institution was very prompt and helpful in addressing their application enquiries. Students confirm that they felt very well supported throughout the application process.

Prospective students are provided with clear information to enable them to judge the suitability of the courses. For example, students receive personalised guidance from student administrators to discuss the delivery methods and answer any specific questions. Students confirmed to inspectors that they felt that they had the correct information given to them prior to enrolment, and inspection findings support this view.

The Institution implements effective processes to confirm that students meet published entry requirements. Interviews take place with all prospective students and student advisers complete suitable checks. This ensures that students have the capability to complete the programmes on which they are enrolling.

The Institution has a clear policy on the accreditation of prior learning. This is highlighted to students during the application and enrolment process and explained in more detail, as required, during contact with enrolment staff and student advisers. This ensures that students understand how any prior experience may be used or credited.

The Institution makes use of recruitment agencies. Agents are appropriately selected and monitored. They are provided with suitable training to ensure they are fully briefed on the enrolment processes and requirements.

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

9.1	The institution encourages academic staff to undertake 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

Leaders and managers encourage and support staff to undertake research and other forms of scholarship that informs their teaching.

The research support arrangements are set out in a clear and detailed policy, which details what activities will be supported and the basis on which funds will be allocated. The policy also covers CPD for administration staff. The policy is appropriate and supports staff to apply for funding, including to support the publication of papers.

A useful flowchart clearly illustrates the procedure for seeking financial support for research. It indicates the full process and the different stages involved. The Office for International Co-operation and Projects manages all applications effectively, ensuring equity between applications.

Research at the Institution is well structured, with four research groups focusing on specific discipline areas. The research groups invite external speakers to support the development of research activities. This structure works well and provides a robust framework for developing research at 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

IBU's printed and electronic publicity materials accurately depict the Institution's facilities, location and resources. The publicity information is comprehensive, providing accurate details of the range and nature of resources and services offered. In meetings with inspectors, students confirmed that they receive comprehensive, accurate and up-to-date information on their programmes, including module handbooks and assessment requirements. Inspection findings confirm this view.

The Institution has effective arrangements in place to ensure that publicity materials are accurate and updated when required. The marketing team regularly reviews publicity materials in all formats. Where updates are required, these changes are dealt with promptly.

In inspection meetings, tutors confirm that if they wish to make any changes to programme information, this is updated effectively through the marketing team. As a result, students clearly understand the status of their qualifications, the level of study and the role of the awarding body.

The full costs of study programme fees and assessment are clearly identified in programme brochures and on the website. In meetings with inspectors, students confirmed that they were very clear about the costs of their studies, and inspection findings support this view.

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

A review of CVs, observations of teaching and meetings with academic staff, managers and students confirm that lecturers have the necessary pedagogic and communication skills to teach their courses. The Institution recruits full-time and visiting lecturers with high levels of subject expertise. Many staff have extensive and current vocational experience, which they use well in their planning and implementation of teaching. This ensures that students receive up-to-date advice and guidance, reflecting the contemporary issues influencing their subject areas.

Teaching staff are allocated to suitable courses, providing students with a consistent learning experience. In meetings with inspectors, students confirmed that lecturers are experts in their fields. They help them to develop the knowledge and practical skills they need to be successful in their final assessments and to progress to higher level study or into employment. Inspection findings confirm this view.

Observations of teaching sessions demonstrate that courses are appropriately informed by module descriptors and relate to defined intended learning outcomes. Teaching sessions are delivered to help students develop the necessary knowledge and understanding to meet their final assessment requirements. This includes developing students' understanding of how skills may be applied in a workplace setting. For example, students learn about professional graphic design techniques to work on live client briefs and to apply their skills to meet the client's specific requirements.

Lecturers understand their students' needs well. Most adapt their approach and use a range of effective learning strategies to meet students' needs. For example, lecturers use topical case studies to encourage discussion and debate around current issues. At in-person teaching sessions, lecturers respond very effectively to students' questions. They use a range of strategies to check students' understanding. In some online sessions, strategies to encourage and measure student engagement are limited.

Students are actively encouraged to develop independent learning skills through the completion of applied vocational projects and tasks and internship placements. This helps them to develop the practical skills and confidence they need to progress.

Lecturers and students have access to a comprehensive range of learning and study materials that are shared via the Virtual Learning Environment (VLE). In meetings with inspectors, students confirmed they found the VLE a very valuable tool in supporting their learning. Inspection findings support this view.

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

The Institution implements effective assessment arrangements. An assessment schedule is presented to all students at the start of the semester via the LMS. Additionally, this is reinforced by staff during teaching sessions. Students confirmed to inspectors that they were clear about assessments and the deadlines. This allows them to plan their studies effectively.

Assessments are appropriate for each programme. Assessments are set by individual academic staff in line with the comprehensive assessment guidance provided to lecturers through the teaching practice document. Assessments are well designed to test students in relation to the intended learning outcomes.

Assessments provide students with clear information on how marks are allocated and are aligned with academic regulations that state the overall marks to be achieved. This ensures that students are clear about what they must achieve to succeed.

Students receive detailed and supportive feedback on their assessments. A review of marked assessments demonstrates that lecturers provide annotations to give students specific performance feedback. Additional feedback is provided in the classroom environment, and all students are invited to consult staff for individual feedback outside classroom time.

An examination insight service is available to all students. This enables students to undertake a review of their performance in a specific examination so that they can understand what they did well and what could be improved. Together, these mechanisms ensure that all students are well informed about their performance and progress, and how to improve in future assessments.

The Institution takes appropriate steps to identify and discourage academic malpractice. Students are made aware of the specific rules and regulations on the penalties associated with cheating and plagiarism. Students are provided with specific training on research methods and clear guidance on referencing and how to avoid plagiarism.

For significant assessments, the publications office provides a service to staff where student submissions are compared against an external database to highlight where plagiarism might be occurring. There are clear disciplinary procedures to manage alleged misconduct where applicable. These mechanisms are appropriate and provide confidence that malpractice is discouraged, identified and penalised.

The student petition policy provides an appropriate route for students to have any academic or personal issues considered as mitigating circumstances. Any requests are considered by the academic staff member or by the student's adviser. Decisions are based on clear guidance that is set out in the criteria for the evaluation of student petitions. This ensures the equity of decisions made in different departments so that all students are treated equally.

Students can submit an assessment appeal via the student petition process, which is well documented and understood by students. A grade correction form is used to document any approved amendments and to update the student record system. As a result, students have access to a well-defined and effective route for appealing against marks awarded.

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

Students have access to high-quality and effective course materials that are hosted on the online LMS. Materials are appropriate to the level of study.

All students are made aware of the course materials during their programme induction. They are provided with course handbooks with clear learning outcomes for each respective course. A review of course materials demonstrates that these are appropriately presented and sufficiently comprehensive to enable students to achieve the programme objectives.

Course materials are comprehensive and accurate. Lecturers regularly review all course materials, informed by student feedback received throughout the course and at the end of the semester. In meetings with inspectors, students confirmed that course materials reflect current subject knowledge and practice. Inspection findings confirm this assessment.

Lesson observations and a review of the LMS confirm that programme designers use a range of teaching aids and learning resources effectively to support students in developing their knowledge, understanding and skills.

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 and 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 benefit from highly effective pastoral support from a dedicated team of student advisers. This ensures that all students receive the information, advice and guidance they need. Once enrolled, students are allocated to a specific student adviser who is their main point of contact for any problems or queries.

Student advisers are well trained to ensure they are able to provide effective pastoral and welfare support to students. In meetings with inspectors, students were very complimentary about the high levels of support they receive from their student advisers. Inspection findings support this view.

Students are given a suitable induction to the Institution and their programme of study and guidance on the use of facilities. A week-long induction is organised for all students to introduce them to their programme of study and to provide campus tours and information on the student union, health and safety, career guidance and social activities. This ensures students can settle into student life quickly.

The Institution provides a counselling service for students to support their mental health and well-being. Students receive suitable guidance on the emergency support available. In meetings with inspectors, students confirmed they felt their pastoral needs were well supported, and inspection findings support this view.

The staff and student handbooks clearly document the policies and procedures associated with discrimination, bullying and harassment. This ensures there are appropriate practices in place to ensure the fair treatment of students.

Effective systems exist to communicate with students outside class hours, including e-mail, the LMS and text messages. These ensure that students are kept informed and updated.

The Institution has no students under 18 years of age.

The Institution has effective arrangements in place to protect students from the risks associated with radicalisation and extremism. These include a clear and relevant policy and risk assessment. All staff complete appropriate training annually to ensure they understand their roles and responsibilities in respect of keeping students safe.

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 an open-door policy through which students can seek support and guidance from lecturers outside teaching and learning sessions. In addition, students can book specific support sessions if required. In inspection meetings, students confirmed that they value the high levels of academic support their receive from their lecturers. Inspections findings confirm this view.

Scrutiny of feedback and meetings with students and academic staff demonstrate that students benefit from regular and prompt spoken and written feedback. Feedback is personalised and specific, ensuring that students understand their progress and how to improve in the future.

Academic staff monitor students' progress and academic outcomes and take appropriate action where required. Students benefit from small class sizes where lecturers are able to monitor their progress closely. Where necessary, lecturers work with student advisers to ensure students receive the necessary academic support where required. As a result, students are well supported to catch up where necessary.

Students benefit from a dedicated careers advice service. They can get help with CV writing, job applications and general employability skills. Students also complete internships as part of their programme to help them apply and develop their work-related skills and competencies. In meetings with inspectors, students confirmed they were very well supported in progressing to higher level studies or employment. Inspection findings support this view.

The Institution has a fair complaints procedure, which is clearly outlined in the student handbook and on the VLE. Students are also informed of the complaints process during induction. The policy includes an escalation and appeals process. External members of the Board of Trustees can provide external adjudication if required.

Details of the BAC complaints procedures are shared with students via the LMS. These arrangements ensure that students understand what action they can take in the event of a formal complaint. In inspection meetings, students confirmed that they have a range of mechanisms through which to make an informal or formal complaint. They confirmed that any complaints are taken seriously by the Institution and responded to appropriately. Inspection findings support this view.

Students benefit from appropriate information, advice and guidance to develop their study skills. The library offers bespoke study skills sessions for all students on request. This ensures that students have the necessary support to develop their skills at the appropriate level.

Students are encouraged to disclose any specific needs or disabilities on their application form to ensure that the necessary support arrangements are put in place. While on programmes, students are actively encouraged to speak to their advisers or lecturers to highlight any support needs. In meetings with inspectors, students confirmed that any specific support needs had been met effectively with the help of their student adviser. Inspection findings support this to be the case.

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

IBU has effective arrangements in place to support international students. All international students receive specific support from the Institution's dedicated international team to ensure that they have the relevant advice and guidance on travelling to and living in Sarajevo.

As well as the standard student induction, international students receive specific advice and guidance on visa information and issues specific to Bosnia and the local area. International students are encouraged to attend specific welcome events to help them meet and integrate with other international students.

International students benefit from the support of dedicated staff to ensure their needs are being met. They have regular check-in support sessions to ensure any questions or concerns are identified and dealt with swiftly. As a result, international students confirmed to inspectors that they feel well supported at IBU. Inspection findings confirm this view.

IBU welcomes students from over 40 different countries. Their cultural and religious needs are catered for wherever possible, including support from the student union. In meetings with inspectors, students confirmed that the Institution considers their religious holidays when scheduling teaching sessions and assessments and approving leave requests.

17. Student attendance is measured and recorded regularly, and effective remedial action 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 is collated centrally and reviewed regularly, and absences are followed up promptly.	☒ Yes ☐ No ☐ NA

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

Comments

Student attendance is measured and recorded effectively. Attendance and punctuality requirements are outlined clearly in the student rulebooks. Staff confirmed in inspection meetings that they follow clear guidelines on recording and monitoring student attendance. As a result, attendance requirements are clearly understood.

A review of attendance logs demonstrates that accurate records of student attendance and punctuality are maintained. In addition to maintaining signing-in sheets, the Institution implements an efficient, quick response code mechanism to ensure attendance is accurately recorded. A demonstration of the system confirmed to inspectors that it is robust and ensures that only students who attend a class can obtain an attendance mark.

Managers ensure that attendance data is collated centrally and reviewed regularly. A colour-coded system helps managers quickly identify where students are not meeting attendance requirements. Student advisers promptly follow up on persistent attendance issues. This ensures that low attendance is quickly identified and addressed to support students' engagement with their studies.

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

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| |

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

IBU's students benefit from a diverse social programme. Students are provided with detailed information on the range of social events, clubs and activities available, including the Diplomacy Club, sports clubs and the student ambassador programme.

Prior to enrolment, students can access information on student clubs and societies on the IBU website. During induction, students are provided with more specific guidance on how to participate in social events. The Institution uses social media effectively to inform students about social events and activities throughout their studies.

The social activities provided meet the needs of students well. Students can request specific activities and events through their student advisers. In meetings with inspectors, students confirmed they have access to a broad range of opportunities that meet their needs and interests and are affordable. Inspection findings confirm this view.

All social events must first be approved by staff. Appropriate oversight and supervision are in place where necessary. This helps to ensure that events organised directly by IBU are well run and managed.

Students are actively encouraged to develop and participate in a range of extramural and programme-related activities, such as using the dedicated podcast suite. The library includes an event space where students can participate in guest speaker events and book readings. The student parliament offers students an opportunity to engage with their peers. The VLE and social media platforms allow online students to interact and communicate with other students. As a result, students have a good range of opportunities to participate in course-related and non-course-related activities.

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 rights to use the two university buildings that are owned by IBU's parent company, RPS.

The Institution is approved to use the premises for the delivery of higher education from the Agency for the Development of Higher Education and Quality Assurance in Bosnia and Herzegovina.

The Institution has no requirement to access external premises for academic or non-academic purposes.

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 campus is appropriately secured. A tour of the premises demonstrates that security personnel monitor access. Barriers restrict vehicular access. The University shares two floors of one building with a high school, and access between the different parts of the building is suitably restricted.

The premises are clean, very well maintained and decorated to a high standard, providing staff and students with a comfortable learning and working environment.

A good range of clear health and safety guidance is shared effectively with staff, students and visitors via notice boards, online systems, and in staff and student handbooks. Emergency exits and first-aid equipment are signposted clearly. Laboratories have their own safety signage and equipment in place. Meetings with staff confirm that students receive a safety induction to ensure they are aware of the specific hazards in practical areas.

The premises are sufficient in size for the current number of students and staff, with appropriate general spaces for circulation and socialising. Each campus has a reception and visitor waiting area.

Washrooms are clean, suitably maintained and sufficient in number. All premises have air conditioning and appropriate heating and ventilation.

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

Classrooms, studios, laboratories and computer rooms are spacious and easily accommodate the maximum number of students permitted in a class.

Classrooms are suitably furnished and equipped with audio and visual equipment. Lecturers make effective use of projection and computer facilities to display resources. Students benefit from access to a range of specialist equipment that helps them develop the necessary practical skills, such as photography studios, genetics laboratories and professional graphics and design technologies.

The Institution has invested significantly in an impressive real-work environment for learning dentistry skills. A range of modern and professional dentistry equipment and resources will support students enrolling in the next academic year.

The Institution has a range of suitable facilities for conducting examinations and other assessments, including large lecture theatres and auditoriums.

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

Students benefit from access to a good range of meetings rooms and spaces for individual or group study. The Institution has recently remodelled the facilities to provide students with a range of spaces and options to work collaboratively, making use of the wide corridor areas, as well as dedicated and flexible workspaces.

Academic staff have access to modern, flexible workrooms and desks to prepare materials and mark students' work. Lecturers can book meeting rooms to consult with students and hold private meetings when needed.

Students have access to a large on-site restaurant that provides clean and suitable areas for relaxation and the consumption of refreshments. Staff have access to a comfortable cafeteria and terrace area to purchase and consume food and drink and to socialise with colleagues.

Administration offices and open-plan workspaces are adequate in size and well resourced.

24. **Library, learning and information services provide a fit-for-purpose learning resource 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

The Institution recently updated and re-opened the university library, which is modern, comfortable and well managed. Students now have access to a range of books and journals that support their studies.

The library has a suitable process in place for managing the lending of library resources to students. A suitable library catalogue is maintained. Students and staff can access the catalogue online to search for the full range of resources and request books for loan.

The librarian is suitably experienced and qualified. They effectively liaise with academic staff to ensure the adequacy and currency of library stock in accordance with module reading lists for each programme. This ensures that students have access to the learning resources they need.

At the time of the inspection, students could access the library during standard office hours. As well as physical book stock, the Institution subscribes to major electronic books, journals and research databases to provide students with an excellent range of learning resources and online materials that effectively support students' independent learning.

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 well managed technology. Staff and students confirm they have 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 LMS is effective and fit for purpose. Staff use it as a key element of their delivery and to support administration. Both staff and students confirmed to inspectors how useful the LMS is in supporting effective learning. A review of the LMs confirms this view.

The Institution's IT support office has a clear strategy covering resources for the next three years. This provides clarity on vision, goals and projects, as well as evaluation and review arrangements. The strategy includes an annual plan for

hardware and software upgrading. Together, these ensure that hardware and software are up to date and meet the needs of students and staff.

The IT office is responsible for providing technology support to students and staff. It has a well-designed system based around a helpdesk and ticketing support system. A team of technicians monitor the IT systems, ensuring 24-hour availability both on- and off campus. Students studying online are well supported by academic staff, with additional support available from the IT team where necessary. In meetings with inspectors, students and staff confirmed that IT support was both timely and effective. Inspection findings support this view.

INSPECTION AREA – QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

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

26.1	The views of all stakeholders are canvassed and recorded regularly, considered objectively, analysed and evaluated thoroughly, and 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 has a range of effective mechanisms for regularly obtaining and recording feedback from students and other stakeholders. A range of surveys gathers the view of staff and students. Stakeholders such as employers and providers of internships are formally consulted, and the outcomes are recorded.

The feedback is reviewed and analysed, and stakeholders' views are incorporated effectively into the plans for the Institution's future development. This ensures that appropriate action is taken to improve the student learning experience.

The student parliament is a key mechanism by which students' views are represented. Elections take place for members of the student parliament annually, with representatives at each academic level of learning from each faculty. Student representatives are also full members of the Faculty Council and hence are effective in representing students' views. Minutes from the student parliament demonstrate that student issues are considered, appropriate action plans are developed and feedback is provided to the students on the actions taken in response to their feedback.

The Institution also has regular meetings with external stakeholders, providing an effective forum for feeding back to stakeholders on the actions taken in response to their views. As a result, all stakeholders are well informed about actions taken and plans developed.

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

Leaders and managers implement effective and systematic internal and external quality assurance systems to review standards and assess performance. The mechanisms for quality management are fully described in the rulebook on quality assurance. This provides a clear overview of the role and structure of the quality system and the role of each committee. Guidance is clearly written, appropriate and available to all staff via the LMS. This ensures that staff and other stakeholders have a clear understanding of quality processes.

The Institution has effective arrangements in place to review performance at the faculty and departmental level. Managers produce a range of annual self-evaluations that provide an analysis of performance based on data collected on all relevant activities. Self-evaluations contain a useful summary of strengths, weaknesses, opportunities and threats, as well as a review of Key Performance Indicators (KPIs). This helps leaders and managers to review performance against clear targets.

The student parliament is the primary mechanism for encouraging student engagement with course development and review. Minutes of meetings demonstrate that students have systemic opportunities to contribute to the process. As a result, leaders and managers are able to collect and respond to students' views.

Managers compile regular reports presenting performance review results and action plans. For example, the Rector's work report provides an overview of the Institution's performance, including the achievement of key targets and KPIs. The report includes setting clear and relevant annual objectives. This allows leaders and managers to monitor the Institution's progress effectively.

Each academic staff member produces a single report covering all the courses they have delivered. These reports contain relevant student satisfaction data. Evaluation reports are considered by the relevant head of department, who uses them to produce a departmental self-evaluation report. These reports are comprehensive and include a detailed analysis of appropriate data that informs an action plan for the following year.

Departmental reports are submitted to the Deans of Faculty, who discuss them with the Board for Quality Assurance. Reports are systematically reviewed alongside student satisfaction reviews. Areas for improvement are then identified and passed back to the Dean and heads of department to complete. This ensures that actions for improvement are well monitored.

Leaders and managers produce an institution-wide pass rate and average grade analysis report, which provides a detailed breakdown and analysis of year-on-year results on completion rates, achievement levels and progression data. This approach ensures quality monitoring and action-planning are informed by data and take place at course, programme and institutional levels. As a result, leaders and managers have the reports and data they need to review standards, assess performance and set appropriate actions for ongoing enhancement of the provision.

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

Leaders and managers are committed to the ongoing enhancement of provision at IBU. The Rector's work report is comprehensive and provides a retrospective review of the Institution's performance. This review is based on relevant data and information from committees and boards, ensuring that committees review the Institution's performance systemically.

Good practice is effectively identified and disseminated. For example, at the start of the academic year, there is an academic preparatory week and departmental meetings. Together, these are used to disseminate best practice across the Institution and across different departments. In meetings with inspectors, staff confirmed that these arrangements work well to showcase examples of best practice.

Leaders and managers set annual institutional objectives that clearly link to the strategic plan. The Rector's annual work report reviews the achievement of these during the following year. These mechanisms are clear and effective and allow the Board of Trustees and University Senate to assess the enhancement of provision effectively.

Enhancement objectives are set annually and disseminated to faculties and their departments. Meeting minutes demonstrate that objectives are carefully considered, actioned and monitored. This process is appropriate and effective in supporting institutional enhancement over time.

INSPECTION AREA – ONLINE, DISTANCE AND BLENDED LEARNING (if applicable)

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

29.1	Staff have an understanding of the specific requirements of online, distance and blended learning.	☒ Yes ☐ No
29.2	Academic staff receive effective training and support to ensure the successful delivery of online and distance learning that meets the needs and interests of students.	☒ Yes ☐ No
29.3	Staff ensure students are made aware of the necessary level of digital literacy required to follow the stated programmes.	☒ Yes ☐ No
29.4	Students receive appropriate guidance and support to ensure they are able to study effectively though online and distance learning.	☒ Yes ☐ No

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

Comments

The Institution provides relevant workshops and training sessions covering both the technology and best pedagogical practice for online teaching and learning. This is supported by online training materials, including guides and video demonstrations. Together these provide a sound and effective basis for staff to deliver online learning successfully.

Students considering a course that includes online study are counselled as to their level of digital literacy prior to their enrolment. This is effective and appropriate and ensures all students have the necessary digital literacy to undertake the course.

Students receive appropriate ongoing support and guidance from academic staff and the IT support centre, which ensures they can study effectively through online learning. In meetings with inspectors, students confirmed they were well supported to study online, and any technical issues were resolved promptly. As a result, all students undertaking online study have the necessary support to study successfully.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated ☒ Yes ☐ No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards

GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

Institution's strengths

Senior leaders have implemented effective mechanisms to ensure that stakeholders have good opportunities to inform the strategic direction of the Institution.	
Actions required	**Priority H/M/L**
None	☐ High ☐ Medium ☐ Low

GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

Institution's strengths

Senior leaders provide highly effective general and academic management to ensure students benefit from a high standard of education and care.	
Actions required	**Priority H/M/L**
5.10 The Institution must implement external moderation arrangements for all undergraduate courses at the pre- and post-assessment stage.	☒ High ☐ Medium ☐ Low

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

Lecturers have high levels of subject expertise to ensure students develop the knowledge, skills and understanding they need to be successful. Courses are well designed to reflect employers' needs and to help students develop the independent learning skills they need to progress in their chosen vocational area. Students benefit from a good range of high-quality learning resources and materials that support their studies and progression well.	
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 well met. Effective careers and progression support ensures that students are well prepared for their next steps.	
Actions required	**Priority H/M/L**
None	☐ High ☐ Medium ☐ Low

PREMISES, FACILITIES AND LEARNING RESOURCES

Institution's strengths

Students benefit from professional and well-equipped learning facilities that support their studies and independent learning very well.
The Institution provides staff and students with a range of flexible working and learning spaces that meet their needs well.

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

QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

Institution's strengths

The student parliament ensures that student feedback is very effectively collected and reviewed to continually improve the student learning experience.

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

ONLINE, DISTANCE AND BLENDED LEARNING

Institution's strengths

The Institution has suitable staff, technical support and training resources, which ensures the successful delivery of online and distance learning.

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

RECOMMENDED AREAS FOR IMPROVEMENT

The Institution should consider implementing a standardised proforma to record the outcomes of committee meetings.
Leaders and managers should review and update procedural documents and handbooks to clarify for staff how the University Statute requirements are implemented in practice.
It is recommended that the Institution support lecturers in incorporating more techniques to check student understanding in online teaching sessions.

COMPLIANCE WITH STATUTORY REQUIREMENTS

THE INSPECTION WAS CARRIED OUT BY:

Steve Ingle	Lead Inspector
Bob Harris	Team Inspector
Afshan Khan	Student Inspector