



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

INTERIM INSPECTION (Independent Higher Education)

INSTITUTION: International Institute in Geneva

ADDRESS: 20 Route de Pre-Bois
Geneva
1215
Switzerland

HEAD OF INSTITUTION: Eric Willumsen

ACCREDITATION STATUS: Accredited

DATE OF INSPECTION: 22–23 April 2025

ACCREDITATION COMMITTEE DECISION AND DATE: Continued accreditation, 31 July 2025

PART A – INTRODUCTION

1. Background to the institution

The International Institute in Geneva (IIG/the Institution) is a non-profit Swiss foundation of higher education. IIG offers undergraduate and postgraduate programmes in Business Administration, International Relations, Digital Media, Computer Science and International Trade. The Institution was established in 1997 and changed its name to the International Institute in Geneva in 2022.

The Institution is located in a suburb of Geneva, close to the airport. Its premises are situated on the ground floor of a large, modern convention centre, the International Center Cointrin (ICC).

IIG aims to provide high-quality education for students who wish to study international business and management subjects, and to develop professionals to serve a sustainable society.

Overall governance of the Institution is provided by the trustees, who form the Foundation Board. The Chief Executive Officer (CEO), who also acts as the IIG President, is the Secretary of the Foundation Board. The CEO is supported by the Chancellor, Advisory Board, Academic Dean and Senior Management Team (SMT).

IIG has exchange agreements with a range of international Higher Education Institutions (HEIs), giving students the opportunity to spend a term or a year studying abroad. Since 2018, the Institution has had a partnership with the University of Plymouth (UoP) in the United Kingdom (UK), where students have the option to study for a dual degree, graduating from IIG and with a degree from UoP.

The Institution also offers doctoral programmes in Business Administration and Public Administration, which are delivered and managed by UoP. Since September 2020, the Institution has partnered with Boston University in the United States of America (USA) to offer IIG students the opportunity to gain dual Master's degrees.

Since the previous inspection, there has been a change of Registrar. New positions have been created for a Director of Research and a Quality Manager. Minor modifications, including updates, have been made to the title and content of three of the Master's programmes. IIG has recently reorganised its existing courses and modules into an executive education suite of programmes of different sizes and durations. These programmes were not running at the time of this inspection.

2. Brief description of the current provision

IIG offers five undergraduate and seven postgraduate programmes. At the undergraduate level, it delivers a Bachelor of Business Administration (BBA), together with a range of Bachelor of Arts (BA) awards in International Relations, Management, Media Communications and Computer Science.

Since 2019, as part of a special agreement, UoP has been accepting students from the five undergraduate programmes at IIG to allow them to graduate with two degrees, one in their programme of study from IIG and the other, a Bachelor of Science (BSc) with Honours in Business Management, from UoP in three years. This is subject to students meeting the minimum criteria set by UoP.

At the postgraduate level, IIG delivers a Master in Business Administration (MBA) degree and a range of other Master's awards in Business Analytics and Artificial Intelligence, Management, Trade and Finance, and Digital Marketing and Communication.

Students on the Master in International Relations and Diplomacy programme have the option to extend their studies to include an individual research dissertation in order to gain the award of Master of Arts in International Relations or Master of Arts in Global Security and Development at UoP.

Students are taught in Geneva by IIG staff. Postgraduate students also have the option to extend their studies with Boston University to achieve a Master's degree from Boston University, as well as their IIG Master's degree.

All students are studying on a full-time basis. Students attend their studies in person.

At the time of the inspection, 186 students were enrolled, a small majority of whom are female. The current capacity of the Institution is for 200 students. Postgraduate students are from a wide range of locations, such as the USA and European countries. The majority of undergraduates are from Russia, Ukraine and various Eastern European countries. Three students were under the age of 18 at the time of the inspection.

Applications are open for undergraduate students twice a year, in September and February. Applications for postgraduate programmes are open three times a year, in September, February and May. Academic years at IIG run from September to August. Enrolment is on the basis that prospective students meet minimum levels of prior attainment, language proficiency and vocational experience.

3. Inspection process

The on-site inspection was undertaken over two days by one inspector. Meetings were held with the President, Academic Dean, Quality Assurance Manager, Registrar and other senior managers. Meetings were held with students and with academic and administrative staff. Observations of teaching were conducted. A tour of the premises was carried out. A wide range of documentation was provided for scrutiny. The Institution co-operated fully with the inspection process.

4. Inspection history

Inspection type	Date
Full Accreditation	25–26 May 2016
Supplementary	2 October 2017
Interim	8 November 2018
Re-accreditation	11–13 April 2022

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 Institution was previously known as the International University in Geneva (IUG). In November 2022, the Institution changed its name to the International Institute in Geneva due to regulatory changes by the Swiss authorities relating to private HEIs.

Since the previous inspection, there has been a change of Registrar. Leaders have also created new positions for a Director of Research and a Quality Manager. Discussions with staff and scrutiny of Curricula Vitae (CVs) demonstrate that staff appointed to all three roles are appropriately qualified and suitably experienced and have a clear understanding of their roles and responsibilities.

Academic managers have made minor modifications to the title and content of three of the Master's degree programmes to ensure these are up to date and continue to meet the needs of students and employers. For example, course documentation confirms that courses include a suitable focus on sustainable working practices, where relevant. This ensures that students' knowledge and understanding of contemporary issues in their subject specialism are well developed.

To meet the demand from employers, leaders have identified a range of existing course modules that can be marketed as executive education programmes. Discussions with staff and a review of course literature confirm that these options provide prospective corporate clients with a broad range of short programmes that are tailored to their specific needs and objectives.

2. Response to action points in last report

5.12 Effective procedures for external moderation at the pre- and post-assessment stages for all programmes must be introduced.

This action has been met. Managers have engaged the services of a range of suitably experienced academic subject experts to act as external moderators on all programmes. External moderators have completed clear pre-moderation reports, providing constructive feedback on module specifications, indicative content, and assessment design and modality.

External moderators complete post-assessment moderation activities to ensure that assessment grades are valid and reliable and that teachers' feedback is accurate and helpful. New moderation procedures have been put in place that require external moderators to provide formal written feedback highlighting areas of good assessment practice and recommendations for further development.

6.7 The Institution must fully implement and complete a clearly documented, formal appraisal process for all teaching staff.

This action has been met. Academic managers have fully implemented a formal appraisal process for academic staff. Academics complete a self-evaluation of their teaching, research and other scholarly activity. The self-evaluation is followed by discussions with line managers so that future opportunities and developments can be identified and supported. Scrutiny of the faculty appraisal forms and discussions with teachers demonstrate that the appraisal process is clearly documented.

10.2 Managers must ensure that all programme information is comprehensive, accurate, readily accessible and up to date.

This action has been met. A review of programme information on the IIG website demonstrates that it has been updated and now provides accurate and accessible information that indicates how students can progress to achieve the dual-degree option with partner universities at both undergraduate and postgraduate levels.

3. Response to recommended areas for improvement in last report

The Institution should make the required level of prior achievement for entry to undergraduate programmes more specific on the website.

The recommendation has been met. A review of the website guidance confirms that information now includes the required Grade Point Average (GPA) to be achieved and the necessary modules to be completed to extend the award to meet the dual-degree partner's assessment requirements.

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 and responsibly governed. The respective roles of the President and the Foundation Board are clearly defined. IIG's updated organisational structure is accurately documented in organisational charts and reflected in policy documents and committee papers. Discussions with managers, staff and students confirm that the updated structure is well understood by all relevant stakeholders.

The well-established senior academic committee, which includes the academic Heads of Department and the Academic Dean, has overall decision-making authority on academic matters and is effective in ensuring the integrity of academic freedom.

IIG has maintained its professional partnerships and agreements with a variety of well-respected international organisations and HEIs. These relationships are formally defined and fully transparent.

Discussions with students and staff and a review of online information portals and e-mail communications confirm that the Institution uses a wide range of communication channels effectively to ensure that all stakeholders are kept updated and informed.

Leaders have a very clear strategy that is aligned to the Institution's key goals. The strategic vision is well supported by detailed planning documents that include clear targets for the next two years. Leaders regularly update the plans to demonstrate progress. Discussions with staff and a review of meeting records confirm that the updated strategy is shared with relevant staff through the meeting structure and an annual strategy day.

With oversight from the trustees, senior leaders ensure that the Institution's financial matters are conducted professionally, transparently and with appropriate probity.

4.2 General and Academic Management and Administration (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

IIG is effectively managed. The revised management structure is clear, well defined and documented in the organisational chart. Roles and responsibilities are clearly laid out in comprehensive job descriptions.

Meetings with staff and students and a review of information systems and policy documents confirm that the Institution has robust and effective administrative processes in place. The size of the administration team is sufficient to ensure the Institution is effectively run. Administration policies, procedures and

systems are well documented and understood and are shared with key stakeholders across the Institution online.

IIG has effective data collection and collation systems. Management Information Systems (MIS) are well maintained. A review of paper-based and digital administrative systems demonstrates that staff and student records are held securely and kept up to date.

Relevant data protection and privacy policies and procedures are in place to ensure the security of personal information. Meetings with students confirm that they have timely access to their academic transcripts and assessment results on completion of their programme.

The Institution has clear and effective internal and external moderation processes for all programmes. A review of external moderator reports confirms that these provide academic managers with clear and detailed feedback on the accuracy of assessment outcomes and the quality of feedback to students.

External moderators have the expertise and insight to make useful recommendations to further raise academic standards and these are taken on board by the Institution's staff. However, managers have not yet established a mechanism to respond formally to external moderators about their comments, or to share the external moderator's report findings with students.

Leaders have implemented effective recruitment and employment policies and procedures to ensure that staff are suitably experienced and qualified for their roles. Meetings with academic staff and a review of CVs confirm that teachers have relevant professional, technical and industry expertise for their teaching roles. A review of completed performance review documentation and meetings with staff and managers confirm that a formal, transparent and clearly documented appraisal system is fully implemented.

A review of training records and resources demonstrates that staff have access to high-quality Continuing Professional Development (CPD) opportunities to enhance their pedagogical skills and expertise. For example, partners at UoP have delivered engaging practical workshops to support academic staff in the use of student-centred learning to engage students and check their understanding.

Meetings with students and a review of course documentation and programme handbooks confirm that learning outcomes and entry requirements for each course are clearly documented and shared effectively with prospective students. This ensures applicants have sufficient information to make an informed choice about the most suitable course for them, and that current students are clear about the aims and objectives of the curriculum they are following.

Discussions with leaders and managers demonstrate that the Institution has a clear emphasis on enhancing its research profile and broadening the range of its scholarly activities. Academic staff are encouraged and supported to undertake research and publish their findings.

The IIG website provides a clear list of recent publications by academic staff. IIG's in-house peer-reviewed journal provides a useful way for staff to disseminate their research. The Institution organises and hosts research conferences and events on contemporary issues, such as sustainable finance, Artificial Intelligence (AI) and data analytics.

Text and images on the Institution's website and in other published materials accurately depict its location, premises and facilities and the range and nature of resources and services offered. Students have access to accurate programme information, which is made available in the course brochure and on the Institution's website.

4.3 Teaching, Learning and Assessment (spot check)

The standards are judged to be:

Met

Partially Met

Not Met

Comments

Academic staff are effective in facilitating student learning. Meetings with staff and students and a review of CVs confirm that teachers are well qualified and have the appropriate subject, vocational and professional expertise to teach the courses to which they are allocated.

Observations of teaching confirm that teachers use an effective range of teaching methods and approaches to help students develop the knowledge, understanding and skills they need to meet the learning outcomes of their courses. Teachers use case studies effectively to promote critical discussion and encourage peer debate.

Students and staff have access to a wide range of high-quality learning resources and study materials. For example, students have access to physical and e-books for each course module and supplementary materials through an online learning environment.

Meetings with students and a review of assessment documentation demonstrate that assessments are fair and appropriate for the level of study. Students receive timely and supportive written and verbal feedback on their work, which helps them understand their strengths and areas for development.

Students have access to clear and appropriate policies for claiming mitigating circumstances and for appealing their academic grades.

A review of the well-designed course materials confirms that these are appropriate for the style of delivery and are effective in promoting student engagement and learning. Students at all levels have convenient access to learning resources to support their studies, including access to the online resources provided by UoP where relevant.

4.4 Student Support, Guidance and Progression (spot check)

The standards are judged to be:

Met

Partially Met

Not Met

Comments

Students receive a good level of pastoral support that is appropriate to their age, background and circumstances. Discussions with students, welfare officers and the student counsellor confirm that students have access to a range of support services and guidance to support their well-being.

A review of policy documents and student handbooks confirms that the Institution has relevant policies and procedures in place to promote diversity, equity and inclusion.

Leaders have implemented effective safeguarding arrangements to keep all students safe, including the few students who are aged under 18. Staff responsible for safeguarding have completed relevant safeguarding training at the appropriate level to help them understand their roles and responsibilities.

Meetings with staff and managers and a review of staff files and training records confirm that staff who regularly come into contact with students aged under 18 have had police background checks and suitable safeguarding awareness training. Leaders and managers ensure that safeguarding policies, procedures and practices are regularly reviewed and updated where necessary.

The Institution has a relevant policy, risk assessment and action plan for reducing the risks posed by radicalisation and extremism. Staff have completed relevant online training and fully understand their roles and responsibilities in reducing the risks associated with radicalisation and extremism.

Students receive appropriate academic support and guidance. Meetings with staff and students and a scrutiny of student records together demonstrate that students receive regular individual reviews of their academic progress. This ensures that they make the expected levels of progress on their courses.

Meetings with students and a review of student information booklets confirm that international students receive a detailed induction that provides them with comprehensive advice and assistance to help them quickly settle into their studies and life in Geneva.

Administrators maintain accurate and secure records of attendance and punctuality for all students, including at each teaching session. Attendance recording systems provide leaders and managers with an excellent range of data to track attendance patterns and trends and to provide support where required. Where students miss classes, relevant staff promptly follow up on their absences.

Discussions with students and staff, as well as a review of student information booklets and online information, confirm that students benefit from a comprehensive programme of social activities, including sporting activities, academic societies and social events. Student Council members confirm that they organise a range of local, national and international trips to meet students' needs and preferences.

4.5 Premises, Facilities and Learning Resources (spot check)

The standards are judged to be:

Met

Partially Met

Not Met

Comments

IIG has a secure lease on its premises, which are located within the ICC building in Geneva. These premises are suitable for the provision of higher education.

A tour of the Institution confirms that the premises provide a clean, safe and very well-maintained environment for students and staff that is conducive to work and study. Access to the ICC building is secure and appropriately restricted via a range of appropriate measures. The premises are fully accessible, with a lift to all floors.

Health and safety guidance is clearly displayed in all necessary areas, including evacuation routes for fire and other emergencies. Classrooms and other learning areas are appropriate for the programmes offered. They are large, bright and well-furnished and suitable for the size and number of classes held.

Students have access to a good range of spaces and facilities suitable for private study and groupwork. Students benefit from a lounge with games, relaxed seating and vending machines for snacks and drinks. Academic staff, managers and administrators have access to a good range of professional and well-furnished office spaces for individual work and group meetings. Toilets and washrooms are clean and appropriate in number.

The library is appropriately stocked and provides students with a wide range of books and hard-copy and online journals, which are professionally organised and catalogued. Meetings with library staff and academic managers confirm that there are effective procedures in place to ensure that the physical and e-book stock reflects the current curriculum.

IIG has well-managed and effective Information Technology (IT) resources and an online learning environment that supports learning well. Students and staff have access to the required hardware and software, which are regularly updated. A highly experienced IT technician is available to ensure that the Institution's IT systems are working effectively. These arrangements ensure that staff and students have good access to up-to-date and well-maintained IT resources to support their work and studies.

4.6 Quality Management, Assurance and Enhancement (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

Leaders and managers have a good range of quality assurance mechanisms in place to ensure that students receive a high standard of education and care. Discussions with the Quality Manager, academic staff and students demonstrate that the Institution regularly obtains and records feedback from students and other stakeholders and takes appropriate action where necessary.

A review of survey feedback and detailed summary reports confirms that leaders and managers review and evaluate feedback at faculty, departmental and senior academic committee meetings. Where necessary, leaders and managers take the necessary actions to respond swiftly to any areas identified for improvement and enhancement.

Discussions with managers and staff and a review of communications demonstrate that suitable arrangements are in place to ensure that stakeholders are informed of any actions taken as a result of their feedback.

The Institution has a range of effective systems to review its standards and assess its performance. The detailed quality assurance strategy is linked well to the Institution's strategic goals to ensure students benefit from a high standard of education and care. The comprehensive quality management overview provides a summary of the quality assurance processes that inform the operational and strategic management of the Institution.

Annual programme reviews are comprehensive and based on a thorough review of student and staff feedback. IIG's annual strategy day formally considers self-evaluations of performance and quality matters, taking into account current and projected trends in international higher education provision. As a result, leaders and managers make informed decisions on which to base their revisions of the Institution's strategic plans.

The Institution has an effective process for reviewing and revalidating its programmes. Programme design and revalidation involve a programme committee with external assessors and advisers.

4.7 Online, Distance and Blended Learning (spot check)

The standards are judged to be:

Met Partially Met Not Met NA

Comments

The Institution has suitable staff to ensure the successful delivery of online and distance learning. Discussions with academic staff and a review of training records confirm that staff understand the requirements of online, distance and blended learning delivery.

Training workshops support staff in using the technology and provide guidance on effective online teaching, learning and assessment techniques and approaches. As a result, teachers are well supported in meeting students' needs when accessing learning online.

Students receive appropriate guidance on effective online study. This guidance is available to students on their learning platform and in the Institution's remote learning policy.

4.8 Compliance Declaration

Declaration of compliance has been signed and dated.

Yes No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

STRENGTHS

Leaders have a clear strategic vision, supported by specific goals and targets that are closely monitored, to ensure that the Institution continues to meet the needs of students and other stakeholders.

Academic staff are well supported to develop their research profiles and engage in a range of scholarly activities to ensure students benefit from research-based teaching.

The detailed quality assurance strategy is linked well to the Institution’s strategic goals to ensure that students receive a high standard of education and care.

ACTIONS REQUIRED

None

High Medium Low

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

It is recommended that managers provide a formal written response to the recommendations made by external moderators.

It is recommended that the findings from external moderators’ reports are shared with students.

COMPLIANCE WITH STATUTORY REQUIREMENTS – FURTHER COMMENTS, IF APPLICABLE

BAC OFFICE USE ONLY:	THE INSPECTION WAS CARRIED OUT BY:	
	Steve Ingle	Lead Inspector