



## **BRITISH ACCREDITATION COUNCIL INSPECTION REPORT**

### **INTERIM INSPECTION (Independent Higher Education)**

**INSTITUTION:** SBS Swiss Business School

**ADDRESS:** Flughafenstrasse 3  
8302 Kloten-Zurich  
Switzerland

**HEAD OF INSTITUTION:** Dr Bert Wolfs

**ACCREDITATION STATUS:** Accredited

**DATE OF INSPECTION:** 21 November 2025

**ACCREDITATION COMMITTEE DECISION AND DATE:** Confirmed accreditation, 2 March 2026

## **PART A – INTRODUCTION**

---

### **1. Background to the institution**

---

SBS Swiss Business School (SBS/the Institution) is a Swiss Federal Accredited University of Applied Sciences. It was founded in 1998 as a private limited-liability company and is licensed by the Swiss Ministry of Education.

The Institution offers a full suite of accredited programmes at Bachelor's, Master's and Doctoral levels, ensuring compliance with Swiss legal and academic standards. SBS is located in Kloten-Zurich, Switzerland.

SBS aims to be recognised by both internal and external stakeholders as Switzerland's foremost university of applied sciences for international business administration. Its mission is to equip students with the knowledge and skills required for leadership and management roles in a global context, while advancing applied research and contributing to the development of business administration practices at regional, national and international levels.

The Board of Trustees safeguards shareholder interests and provides strategic direction to the Supervisory Board, which is chaired by the President. The Supervisory Board oversees academic and operational strategy and is supported by several specialist boards, including the Business Advisory Board, Alumni Board, Faculty and Academic Board, Research Advisory Board, Student Council and Quality Education Board.

Day-to-day operations are delegated to the Academic Dean and the Dean of Administration and Finance, with the former overseeing all academic affairs and the latter managing financial and administrative functions. They are supported by a dedicated management team, including a Head of Faculty, Head of Research, Programme Managers, Registrar, Head of Quality Education, Head of Human Resources, and a Student Administration Manager.

The programmes are accredited by internationally recognised business education bodies, including the Accreditation Council for Business Schools and Programs (ACBSP) and the International Accreditation Council for Business Education (IACBE). The Institution also maintains strategic partnerships with organisations outside Switzerland, such as the Dubai-based ATMS Education Group and the Eurasia Business School in Kazakhstan, which enable it to offer franchised and dual-degree qualifications.

### **2. Brief description of the current provision**

---

SBS delivers its programmes through in-person, blended, and distance-learning modes that combine interactive, flexible online study via the Institution's virtual learning environment with additional in-person or synchronous support sessions. The Institution offers a comprehensive portfolio of undergraduate and postgraduate programmes, taught in English, and designed to meet the needs of a global business environment. At undergraduate level, students may enrol in the Bachelor of Business Administration (BBA), choosing from a range of majors including International Management, Marketing, and Entrepreneurship.

At postgraduate level, SBS offers a Master of Science (MSc) in International Business and a Master of Business Administration (MBA), both available with a range of specialisations, such as International Management, Marketing, Entrepreneurship, Global Finance and Banking, Human Resource Management, and Artificial Intelligence/Big Data.

The Institution also provides an Executive MBA (EMBA) with a focus on International Management. All MBA majors are available in both on-campus and online formats, offering flexibility for working professionals. In addition, SBS offers a Doctorate of Business Administration (DBA) for advanced academic and professional development.

The Institution's student recruitment activity is directed towards part-time students.

At the time of the inspection, SBS had 162 enrolled part-time students. They come from a wide range of countries, including Switzerland, Germany, Lebanon, the United Arab Emirates, China, India and Qatar. All students are aged over 18 years, and the cohort includes a slightly higher proportion of male students.

Enrolment for the BBA and MSc programmes takes place twice annually, in September and January. For the MBA and DBA programmes, admissions are run on a rolling basis, with monthly start dates that offer flexibility for working professionals.

Entry requirements reflect the professional orientation of SBS's programmes. MBA applicants must have at least two years of full-time work experience, while EMBA candidates require a minimum of five years' work experience. Applicants without professional experience may be considered for the MSc in International Business.

### **3. Inspection process**

---

The inspection was conducted online over one day by one inspector. Meetings took place with members of the leadership and operational teams, including the President of the Supervisory Board, Academic Dean, Dean of Administration and Finance, Head of Faculty, Head of Research, Programme Managers, Registrar, Head of Quality Education, Head of Human Resources, and the Student Administration Manager. Additional discussions were held with members of the quality assurance and enhancement team, as well as representatives from the library, and student support and welfare services. The inspector also met with representative groups of programme leaders, teachers and students. Teaching sessions were observed and a virtual tour of the campus was conducted. SBS co-operated well with the inspector throughout the inspection process.

### **4. Inspection history**

<b>Inspection type</b>	<b>Date</b>
Full Accreditation	13–14 July 2018
Interim	31 October 2019
Re-accreditation	10–12 May 2023

## **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**

Since the last inspection, the administrative capacity has been strengthened through the appointment of two additional Registrar roles in April 2024 and February 2025.

### **2. Response to action points in last report**

There were no action points identified in the previous inspection report.

### **3. Response to recommended areas for improvement in last report**

*The Institution should ensure that the BAC complaints policy is made available on its VLE so students can access it throughout their learning journey at SBS.*

This recommendation has been met.

The BAC complaints policy is now incorporated into the student handbook and is readily accessible via the Institution's Virtual Learning Environment (VLE). In addition, the policy is explicitly highlighted during the student orientation programme to ensure all students are aware of the procedures and their rights from the outset.

### **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**

SBS operates within a robust governance framework, supported by a clearly defined organisational structure. The Supervisory Board maintains strong oversight, while senior managers have delegated authority for financial and academic decisions. The organisation chart clarifies roles and reporting lines and is communicated to staff during the induction process. This ensures effective decision-making and consistent implementation of policies, which supports operational stability and institutional cohesion.

The link between governance and management is well documented. The Supervisory Board meets regularly to monitor performance and address risks promptly. Regular risk reviews and independent audits allow the Institution to identify emerging issues early, reducing potential disruption to both academic delivery and financial sustainability.

Senior managers are highly experienced and have well-defined roles, helping to ensure decisions are made efficiently and that teams work well together. This strengthens consistency across the Institution and builds staff confidence.

The Executive Committee reports to the Business Advisory Board and shareholders, while academic quality is safeguarded by the Quality Education Board. Policies are developed collaboratively and ratified by senior committees, with risk reviews, including for finances and IT, embedded in governance practice. Meeting records and policy documentation confirm the presence of effective oversight and risk management.

All programme partnerships are regulated through formal agreements, which ensure transparency and alignment with partner expectations.

Effective communication is central to the Institution's approach. The senior managers meet twice a week, and staff receive regular updates through operational meetings and a weekly newsletter. Together, these mechanisms promote transparency, strengthen collaboration and keep staff aligned with institutional goals.

The Institution's strategic planning is thorough and forward looking, aligning its goals with educational needs at regional, national and international levels. Stakeholder engagement informs strategy and increases the relevance and responsiveness of programmes, supporting long-term competitiveness. The strategy is communicated through the website and promotional materials. Regular reviews of performance against strategic targets and rigorous self-evaluation ensure continuous improvement.

Financial governance is transparent, professionally managed and subject to annual independent audits under Swiss law. Oversight by the Business Advisory Board ensures responsible resource allocation. Audit reports and financial statements confirm that there are strong controls and accountability. Risk assessments are regularly reviewed, with timely action taken to mitigate risk.

SBS's educational strategy is supported by an annual implementation plan and informed by stakeholder feedback. Regular reviews against strategic targets reinforce adaptability and responsiveness in a dynamic higher education environment.

---

#### 4.2 General and Academic Management and Administration (spot check)

---

**The standards are judged to be:**

Met

Partially Met

Not Met

**Comments**

SBS operates within a clear governance and management framework, where roles, responsibilities and reporting lines are well defined and understood throughout the Institution. This enables staff to work efficiently, reducing administrative errors and strengthening accountability. Committees meet regularly and maintain accurate records, helping to ensure decisions are well informed and communication remains effective.

Administrative systems are robust, documented and routinely audited. They ensure secure record-keeping, compliance with data protection requirements, reliable timetabling and well-managed assessment, moderation and fee processes. Student and staff records are stored securely in accordance with Swiss legislation, while still being accessible to authorised users.

Robust recruitment and induction processes ensure that staff quickly become effective in their roles, supporting high-quality delivery and operational continuity. Staff recruitment processes are fair, transparent and fully compliant with Swiss legislative requirements.

New staff benefit from a structured induction that familiarises them with institutional policies and systems, while ongoing appraisal, classroom observations and professional development opportunities ensure they are well supported and equipped to fulfil their roles effectively.

Academic management is strong and well structured, supported by rigorous programme validation processes, clearly articulated learning outcomes and systematic review mechanisms. Active student representation further ensures that academic decision-making remains responsive to student needs and is appropriately aligned with institutional standards.

Student recruitment is well managed through transparent entry criteria, efficient and timely processing of applications, and thorough verification of qualifications. The Institution also has clear procedures for recognising and accrediting prior learning. The use of recruitment agents is carefully controlled to ensure accuracy, compliance and a high-quality experience for applicants.

The organisational structure is well communicated across the Institution, with clarity provided through induction, detailed job documentation and the website. Roles and reporting lines are clearly reinforced through accessible documentation, helping staff understand responsibilities and decision-making pathways. An established committee framework further strengthens oversight, with each committee operating to defined remits, maintaining accurate records of decisions and ensuring regular follow-up on agreed actions.

A well-resourced administrative team provides strong operational support across key functions, including assessment management, student well-being services, careers advice and IT support. This ensures that both staff and students receive timely and reliable assistance.

Administrative policies and procedures are comprehensive and subject to regular review, promoting consistency, accuracy and operational integrity. Class timetabling is effectively aligned with programme requirements, made available online for ease of access, and supported by appropriate facilities to ensure the smooth delivery of teaching and learning.

Electronic systems effectively support the full student lifecycle, including recruitment, enrolment and ongoing records management, ensuring accuracy and efficiency in these matters. Assessment processes are well administered, with robust arrangements for identity verification, external moderation and timely release of transcripts. These processes are complemented by a transparent and consistently applied refund policy, which promotes fairness and clarity for students.

Newly appointed staff have a clear understanding of their roles, supported by detailed job descriptions and a thorough induction process that provides them with a good understanding of institutional expectations and procedures.

Ongoing staff performance is monitored through structured appraisal process and classroom observations, enabling managers to identify strengths and areas for development. Staff are further supported through access to professional development opportunities, including additional study, research activity and targeted training, which collectively enhance capability and sustain high-quality provision.

Programme design and validation processes align with SBS's mission, with published learning outcomes and assessment requirements giving students clarity about their studies. Regular review ensures that programmes remain fit for purpose. These systematic programme validation and review processes safeguard academic standards and ensure that curricula remain current and aligned with sector expectations.

Entry requirements, including language proficiency expectations, are accessible, and applicants receive prompt guidance to support their informed choices.

Research is actively encouraged and well supported, with staff benefiting from allocated time, funding and opportunities to disseminate their work through conferences and publications. Research activity is monitored systematically and shared internally, ensuring that scholarly output contributes meaningfully to teaching quality and enhances the academic credibility of programmes.

Publicity materials accurately reflect the Institution and are reviewed regularly. Students report that the information they require about programmes, assessment and costs is comprehensive and easy to access through handbooks, programme specifications and the online learning environment. Inspection findings confirm that SBS maintains effective communication, strong academic standards and well-managed institutional processes.

---

#### 4.3 Teaching, Learning and Assessment (spot check)

---

**The standards are judged to be:**

Met     Partially Met     Not Met

## Comments

Lecturers are highly qualified and bring substantial professional and academic experience to their roles, with teaching allocations carefully matched to their specialist expertise to ensure high-quality delivery, directly contributing to high student achievement rates.

Teaching standards are monitored through regular classroom observations conducted by managers, supporting consistency and continual improvement. These arrangements create a culture of continuous improvement, thus ensuring that the quality of teaching remains consistently high.

Lessons align closely with module requirements and the intended learning outcomes, and the overall programme design supports student achievement effectively. This is reflected in high achievement rates.

Lesson planning is detailed and tailored to individual student needs and learning styles. Teaching takes place in small groups or online, using a mix of individual and group activities to engage students and promote independent study skills through class tasks and research activities to personalise learning and improve students' confidence and engagement.

Students and staff benefit from access to a wide range of high-quality learning materials through the Institution's VLE, which is actively promoted and regularly updated to ensure relevance and accuracy. Comprehensive assessment schedules are also published on the VLE, providing clear information on submission deadlines and examination periods. Students confirm that assessment expectations are well communicated and easy to understand.

Assessment strategies are well aligned with the course content and intended learning outcomes, supporting fairness and consistency. Assignment briefs are clear, detailed and explicitly linked to grading criteria, enabling students to understand their progression and improve their performance over time.

The feedback provided to students is timely, constructive and developmental, helping students to improve their performance. Student progress is monitored closely, with staff providing prompt intervention when additional support is needed.

Academic integrity is strongly safeguarded through robust policies on misconduct and systematic plagiarism checks. This ensures that assessment processes remain fair and credible and protect the authenticity of qualifications, fostering a culture of ethical scholarship.

Students receive clear guidance on academic regulations, including appeals and mitigating circumstances, through handbooks and policy documents that promote transparency and understanding.

Course materials are high quality, appropriately pitched to the level of study, and subject to regular review to maintain accuracy and relevance. Teaching aids and digital resources are used effectively to enhance learning, with the VLE providing excellent access to materials that support both in-class and independent study.

---

### 4.4 Student Support, Guidance and Progression (spot check)

---

**The standards are judged to be:**

Met

Partially Met

Not Met

#### Comments

SBS provides an open and supportive learning environment in which qualified staff are readily accessible to provide academic guidance, pastoral care and welfare support. Students consistently report high levels of satisfaction with this provision.

A comprehensive induction programme supports early engagement, helping students settle quickly and reducing the risk of early withdrawal. The programme also ensures that new students understand IT

systems, programme and assessment expectations, key staff roles and the full range of available support services, helping them feel well prepared as they begin their studies.

Clear and comprehensive policies are in place to address discrimination and unacceptable behaviour, ensuring a safe and respectful environment for all students. General enquiries and IT-related issues are handled promptly, with staff providing timely assistance to minimise disruption to students' learning and enhancing their overall experience.

Students confirm that academic staff are approachable, supportive and responsive to their queries, including outside scheduled teaching hours, which contributes positively to their overall learning experience.

Robust policies, risk assessments and appropriate staff training are in place to protect against the risks such relating to radicalisation and extremism.

Effective monitoring of attendance and engagement ensures early intervention, supporting improved retention and completion rates. Students who are struggling academically or considering changes to their programme receive tailored advice and guidance, ensuring they are supported to make informed decisions.

Careers and progression services are well established and provide effective support for students planning their next steps in further study or employment. Students consistently report feeling very well supported throughout their time at the Institution.

Clear complaints and appeals processes build trust and transparency, empowering students to raise any concerns and contributing to a positive institutional culture. Students are informed about their recourse to BAC complaints processes during induction to ensure they understand their rights and the steps involved should they wish to raise a complaint.

Study skills guidance is readily available, and additional support is provided where Special Educational Needs and/or Disabilities (SEND) are identified or declared. Strong SEND and international student support ensures equitable access to learning, promoting inclusion and academic success.

International students benefit from extensive pre-arrival and ongoing support, including clear information on visa requirements, accommodation options, travel arrangements and embassy processes, helping them to settle confidently into their studies.

Attendance expectations are clearly communicated through a published policy. The procedures to record, monitor and enforce attendance are effective. Data is regularly reviewed, and unauthorised absences are followed up promptly. Consequently, minimum attendance requirements are upheld. Full attendance is expected for in-person programmes unless supported by valid evidence of unavoidable absence, while equivalent policies govern engagement with online provision.

The Institution provides an appropriate and varied social programme designed to meet the needs of adult students who live independently in Zurich or the surrounding areas. Activities are affordable, well organised and delivered safely by trained and competent staff.

Students are actively encouraged to take part in peer interaction and a wide range of extracurricular opportunities, including digital forums, social events and course-related activities. These opportunities help build a sense of community, support well-being and enrich the overall student experience.

---

#### 4.5 Premises, Facilities and Learning Resources (spot check)

---

**The standards are judged to be:**  
**Comments**

Met     Partially Met     Not Met

SBS operates from secure and professionally designed premises for the delivery of its programmes, with additional suitable external sites available if needed. The facilities are of an excellent quality, well maintained, clean and secure through key card access, providing a safe and professional learning environment.

Health and safety information is clearly displayed throughout the premises and reinforced through staff and student induction processes, handbooks and signage, ensuring that all users understand the procedures in place.

The facilities are well resourced and provide comfortable, purpose-designed spaces for studying, working, socialising and hosting guests. Toilets are clean, well maintained and sufficient in number. Staff and students confirm that heating, ventilation and air conditioning systems operate effectively, a finding supported by the inspection, and contributing to a safe and comfortable environment.

Modern, well-equipped learning spaces enhance the quality of teaching delivery and support varied learning styles, improving overall student engagement. Teaching and learning spaces are modern, appropriately sized and well equipped with high-quality furniture, IT equipment and reliable internet connectivity. Suitable examination areas are available, and there is ample space for private study or group work, including a well-appointed library and multiple seating zones.

Staff have access to appropriate office space for administrative duties and student consultations. There are dedicated social areas where students and staff can relax, eat and store personal belongings, with larger rooms such as the lecture theatre being available for meetings and events.

Learning resources are well matched to the needs of students and support effective engagement across programmes. Course materials and programme-related resources are easily accessible through the VLE, ensuring students can study flexibly and revisit content as required.

The library provides a wide-ranging collection of books, journals and periodicals, all professionally catalogued to support independent study and research skills and so contributing to academic success. The library stock is regularly reviewed to maintain its relevance and quality.

Qualified library staff are available to assist students, and the library environment is comfortable and well designed for both independent and collaborative study. Clear lending arrangements and opening hours aligned to student demand further enhance accessibility and usability.

The Institution provides a robust and well-supported technological environment that enables uninterrupted learning, particularly as required for online and blended delivery. High-quality internet connectivity allows students to study flexibly and communicate easily with staff and peers. Software systems and the VLE are routinely updated so that they continue to meet programme and user needs.

IT support is responsive and the support includes the provision of guidance and training where required, helping to ensure systems operate smoothly. Staff and students have strong access to a wide range of digital tools alongside traditional resources, creating an effective blend that supports teaching, learning and research activity.

#### 4.6 Quality Management, Assurance and Enhancement (spot check)

**The standards are judged to be:**

Met

Partially Met

Not Met

**Comments**

Feedback from students and other stakeholders is collected regularly through module-end surveys and other mechanisms. This data is analysed and presented to relevant SBS boards. Regular analysis of feedback allows leaders to identify trends and implement improvements that directly enhance the student

experience. Students are updated on any actions resulting from their feedback through board-level representation and announcements on the VLE.

SBS has effective systems for reviewing standards and evaluating performance, which enables evidence-based decision-making and ensures that academic standards are consistently upheld. Policies and operating procedures are clearly documented, accessible through the VLE and understood by staff. Well-established quality assurance processes are overseen by senior leaders, with the Supervisory Board reviewing performance reports to inform strategic planning.

A comprehensive set of performance indicators is monitored routinely. Managers compile reports covering audit outcomes, student satisfaction, achievement, programme-level performance and progression. Action-planning with clear timelines drives accountability and ensures enhancements are implemented effectively across departments.

Each semester, boards and senior leaders review student experience data. Course co-ordinators and academic leads present summary reports that analyse satisfaction, retention, completion and progression trends year-on-year. These insights allow leaders to assess the quality of provision and align enhancement activity with institutional priorities.

Programme performance is evaluated through systematic review processes, resulting in action plans for improvement. Sharing good practice encourages consistency and builds a collaborative improvement culture among staff. Good practice is shared widely through newsletters, bulletins and informal staff networks.

End-of-session and annual programme reports highlight progress, note ongoing developments and identify further improvement needs. Specific action plans, with timelines and responsibilities, are produced and reviewed through the committee structure. The Supervisory Board meets regularly to monitor the outcomes of audits and performance reports and agrees actions to ensure continuous improvement across the Institution.

---

#### 4.7 Online, Distance and Blended Learning (spot check)

---

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

**Comments**

Lecturers are well trained and demonstrate a strong understanding of effective online delivery. Teaching is supported by confident use of the Institution's chosen platform and VLE.

Lesson observations confirm that staff recognise the demands of online learning and address these effectively.

Expectations for digital literacy are clearly communicated to students on relevant programmes, and practical guidance on study skills and the use of online materials is readily available to help students engage successfully.

---

#### 4.8 Compliance Declaration

---

**Declaration of compliance has been signed and dated.**  Yes  No

**PART C – SUMMARY OF STRENGTHS AND ACTION POINTS**

**STRENGTHS**

Strong strategic leadership, transparent governance and effective committee structures ensure clear direction, accountability and confidence among staff and students.

A highly qualified academic and professional team, supported by robust administrative systems and research-enabled practice, enhances teaching quality and strengthens institutional credibility.

High-quality teaching, well-designed curricula and effective learning resources enable strong student engagement, satisfaction and achievement.

Comprehensive student support, active feedback mechanisms, and modern digital and physical learning environments foster belonging, well-being and successful progression.

**ACTIONS REQUIRED**

None

High     Medium     Low

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

None

**COMPLIANCE WITH STATUTORY REQUIREMENTS – FURTHER COMMENTS, IF APPLICABLE**

<b>BAC OFFICE USE ONLY:</b>	<b>THE INSPECTION WAS CARRIED OUT BY:</b>	
	Melanie Smith	Lead Inspector