



## BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

### INTERIM AND SUPPLEMENTARY INSPECTION NEW / ADDITIONAL PREMISES (Independent Higher Education)

<b>INSTITUTION:</b>	Institut Brittany d'Enseignement Supérieur
<b>ADDRESS:</b>	250 BIS Boulevard Saint-Germain 75007 Paris France
<b>HEAD OF INSTITUTION:</b>	Colin Pereira
<b>ACCREDITATION STATUS:</b>	Accredited
<b>DATE OF INSPECTION:</b>	23–24 October 2025
<b>ACCREDITATION COMMITTEE DECISION AND DATE:</b>	Continued accreditation, 2 March 2026

## **PART A – INTRODUCTION**

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

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Institut Brittany d’Enseignement Supérieur (IBES/the Institution) is a privately owned institution that offers undergraduate and postgraduate degree programmes in Business, Education and Information Technology (IT).

The Institution was established in March 2019 and is registered with the French authorities to issue private certification for its programmes. While most of the qualifications that IBES offers are not state-recognised, it holds one nationally recognised credential, the professional certification titled Enseigner l’Anglais Langue Étrangère (TESOL), known as the Mastère TESOL under its academic title. The TESOL certification is registered in the Répertoire Spécifique of France Compétences.

The Institution is owned by ALZO Edutech Group Limited, which is a private limited company registered in the United Kingdom (UK). IBES is registered in France as a private limited company and as a provider of online training with the Department of Supervision and Vocation of Île-de-France and the Ministry of National Education.

IBES’s registered office is in Paris, while operations and administration are managed from its international office in Waltham Cross in the UK. IBES works with local centres outside France to provide in-person student support.

British Accreditation Council (BAC) accreditation applies only to IBES’s online distance learning provision and does not include the provision of in-person activities.

IBES aims to equip students with the skills and knowledge needed to navigate the current and future employment market.

The Board of Directors, the Executive Committee and the Academic Advisory Board provide governance of IBES. The Board of Directors, composed of two Directors, is responsible for compliance with French legal and taxation requirements. The Executive Committee oversees day-to-day operations, implements strategic policies, monitors academic standards, approves programmes and ensures alignment with IBES’s mission, vision and values.

Members of IBES’s management team are subcontracted from the London Examinations Board (LEB), which is an affiliate company within the ALZO Edutech Group. The senior managers include the General Manager, the Head of Operations, the Chief Academic Officer and the Deputy Chief Academic Officer. Certain administrative and academic support functions are outsourced to an education management company called WTO SDN.BHD., which is based in Selangor, Malaysia.

The Institution has validation agreements with two universities. These are the Universidad Católica de Murcia (UCAM) in Spain and VERN’ University in Croatia. On completion of their degree, students achieve either a single award from IBES alone, or a dual or triple award from IBES, plus one or both of the validating partner universities.

Since the previous inspection, there have been some changes. The Institution changed its name from Brittany Université to Institut Brittany d’Enseignement Supérieur and the Academic Board has changed its terms of reference, becoming an Academic Advisory Board. Various new programme staff have been recruited and two new undergraduate courses have been introduced.

There has also been a change in the Institution’s operations and administration premises in the UK.

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

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IBES delivers a range of undergraduate and postgraduate programmes from Levels 6 to 8, all offered on a full-time basis through online distance learning. At Level 6, IBES offers three undergraduate degrees in partnership

with UCAM. These include the Bachelor en Administration des Affaires (BA Honours in Business Administration), the Bachelor en Informatique (BSc Honours in Computer Science), and the Bachelor en Éducation (BA in Education). Each of these programmes is awarded as a dual qualification jointly by IBES and UCAM.

IBES also provides a range of postgraduate programmes in collaboration with UCAM and VERN' University. At Master's level, IBES offers the Mastère en Administration des Affaires (Master of Business Administration or MBA), which may be pursued as a dual award with either UCAM or VERN', or as a triple award with both universities.

In addition, IBES delivers the Mastère en Éducation (Master of Education or MEd) and the Mastère TESOL, both of which are offered as dual awards with UCAM. IBES also offers the nationally recognised TESOL award.

At Level 8, IBES, in partnership with VERN' University, offers the Docteur en Éducation (Doctor of Education) and the Docteur en Administration des Affaires (Doctor of Business Administration or DBA), each awarded as a dual qualification.

At the time of inspection, 725 students were enrolled. All are over the age of 18, with an approximately equal distribution of male and female students. The majority of students originate from Sri Lanka, Trinidad and Tobago, France, Hong Kong, Malaysia and Myanmar. IBES has the capacity to accommodate approximately 3,000 students at any one time.

Students can enrol on Level 6 and Level 7 programmes each month. Enrolment for the Level 8 doctoral programmes is every two months throughout the year. All students must meet the published entry criteria for each programme, including minimum levels of prior educational achievement and English language competence.

### **3. Inspection process**

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The online inspection was conducted over two days by a single inspector. The inspector held meetings with the Directors, the General Manager, the Head of Operations, the Chief Academic Officer, the Deputy Chief Academic Officer and other managers. Meetings were held with a group of students and with academic and administrative staff. The inspector observed lessons and undertook a virtual tour of the new UK premises. A wide range of documentation was provided electronically for scrutiny. The Institution co-operated fully before and during the inspection.

### **4. Background to the supplementary inspection**

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Since the previous inspection, there has been a change of premises for the Institution's operations and administrative team in the UK. As a result, a supplementary inspection was carried out to review the new premises.

### **5. Inspection history**

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<b>Inspection type</b>	<b>Date</b>
Full Accreditation	12–14 April 2023

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## **PART B – JUDGEMENTS AND EVIDENCE**

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*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**

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As of 1 January 2024, the Institution has changed its name from Brittany Université to Institut Brittany d'Enseignement Supérieur. Leaders have made changes to better reflect the Institution's mission and aims and to align with French educational standards and regulations. The updated name is accurately reflected on the website and in updated handbooks and policy documents.

The Academic Board has changed its terms of reference, becoming an Academic Advisory Board. The Academic Advisory Board, which includes external academic consultants, provides strategic academic advice to the Executive Committee, which oversees the day-to-day management of operations, implements strategic policies, monitors academic standards, approves programmes and ensures alignment with IBES's mission, vision and values.

A new programme leader has been recruited for the BSc in Computer Science programme, along with a new programme co-ordinator and two new programme administrators. Discussions with staff and a review of their Curricula Vitae (CVs) confirm that they have the appropriate qualifications and vocational experience to carry out their roles and responsibilities effectively, including first and higher degrees where required.

The two new undergraduate courses are a Bachelor of Science (BSc) in Computer Science and a Bachelor of Arts (BA) in Education. The Master of Arts (MA) in TESOL has evolved into the state-approved TESOL certification known as the Mastère TESOL.

There has been a change of the Institution's operations and administration premises in the UK. The administration office has moved within the same leased office building to a similar office space. The change in premises does not affect students' educational experience.

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

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*6.7 Leaders must implement a clearly documented and transparent appraisal system for teaching staff.*

This action has been met.

Leaders have devised and implemented an appropriate annual appraisal, review and development scheme for academic staff. The process is clearly documented in the staff handbook and on a clear and helpful flowchart. Various useful templates support the process, including a self-assessment, grading forms and appeals process.

A range of appropriate appraisal forms has been created for different academic roles, providing a comprehensive record of pre-appraisal meeting reflections, completed professional development activities and planned development areas. A review of completed appraisal forms confirms that the appraisal system is clearly documented and transparent.

*8.2 The English language requirements for entry to all programmes must be clearly stipulated.*

This action has been met.

Leaders have updated the programme specifications for each course to outline clearly the specific English language requirements for entry. The course information on the Institution's website has also been updated to display the English language requirements for each programme, for example a recognised English proficiency test score of band 5.0 or above in the International English Language Testing System (IELTS) or the equivalent, or achievement of an English test at Level B1 or above.

*8.6 Leaders must ensure that all students receive a proper initial assessment to confirm their capability and language ability to complete the programme on which they are enrolling.*

This action point has been met.

Leaders have updated the requirements for students to demonstrate they have the necessary English language capabilities to complete the programme in which they are enrolling. This is evidenced by an assessment of existing English language proficiency test achievements or by prior qualifications at Level 3 or above, completed and examined in English at Level 3. In the rare cases where students are unable to demonstrate the required language ability, they can complete a secure English language test through the LEB, the Institution's affiliate company.

*10.1 Publicity materials must be updated to provide prospective students with clear and accurate details of the mode of delivery.*

This action point has been met.

The Institution has updated its publicity materials, course brochures and website to clarify the delivery mode. Materials now state that delivery is fully online or blended, with some in-person classes conducted at study centres outside France. This ensures that students have the course information they require to make informed decisions about their studies.

*10.3 Effective procedures to update information to ensure its relevance and accuracy must be implemented.*

This action point has been met.

Leaders have implemented a new marketing and communications policy that sets out the process for approving and regularly monitoring marketing and publicity materials, including the Institution's website. Leaders have devised and implemented a suitable log to record all requests and updates made to publicity information. This allows managers to monitor the accuracy of publicity materials.

*14.1 Leaders must ensure that there are appropriate staff members responsible for student welfare who can provide advice and counselling.*

This action point has been met.

Leaders have appointed a suitable student welfare counsellor who provides confidential online counselling sessions on request. Students are also signposted to external counselling services if required. The Chief Accreditation Officer serves as the Institution's disability adviser, providing students with appropriate guidance on accessing support and any reasonable adjustments required to meet their specific needs.

Details of the advice and counselling services are clearly promoted to students through handbooks, the website and the Virtual Learning Environment (VLE). This ensures that students know how to access the advice and guidance they require.

*15.5 Students must have access to appropriate advice and guidance on careers and further study.*

This action point has been met.

Leaders have provided appropriate guidance to students, which is available on the website, in the student handbook and through posts on the VLE, to help them understand how to access support for careers and further study. For example, students can access online diagnostic tools to help assess their attributes and aptitudes for different career options. Guidance also directs students to programme leaders for subject-specific guidance on request.

*15.6 The complaints policy must include an external adjudicator.*

This action point has been met.

Leaders have updated the complaints policy to include the option to escalate unresolved complaints to an external adjudicator, which is a recognised certification body in France for training providers. Staff and student handbooks have been updated with the revised complaints policy guidance, including the contact details for the external adjudicator.

*26.2 An appropriate formal student representation mechanism must be introduced to obtain student feedback.*

This action point has been met.

Leaders have updated the terms of reference for programme committee meetings to confirm that student representatives now form part of the committee's membership. A review of committee meeting minutes demonstrates that feedback from student representatives is collected, reviewed and responded to.

Students also provide feedback directly through module evaluations and graduate exit surveys. Discussions with programme leaders and students confirm that the feedback is reviewed and responded to in order to improve the student experience.

*27.8 Programme leaders' reports must include an analysis of year-on-year results on student satisfaction and progression to further study or employment.*

This action point has been met.

Scrutiny of the detailed annual programme monitoring of standards and quality reports demonstrates that programme leaders are considering an analysis of year-on-year results on student satisfaction and progression to further study or employment in their monitoring reports.

The review of data allows programme leaders to accurately evaluate the strengths of each programme and to identify trends in performance and areas for development. Programme leader reports include a clear, specific action plan to further enhance the quality of programme delivery and assessment.

*27.10 General performance reports must include an analysis of year-on-year data on staff performance, including research and other forms of scholarship.*

This action point has been met.

Leaders have implemented new mechanisms to collate year-on-year data on staff performance, research and scholarship for inclusion in general performance reports. For example, a new documented appraisal system for academic staff includes a yearly performance assessment and a review of professional development activities.

Leaders have also introduced a survey for academic staff, which provides feedback on their experience with the Institution. The analysis of staff performance and feedback data is captured in the academic insight reports, annual monitoring reports and the institutional review report. Together, these performance reports enable leaders to assess the Institution's strengths and areas for improvement accurately.

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

*The Institution should consider providing students with more advanced notice of the timetables for live lectures and seminars.*

The recommendation has been met.

Discussions with staff and students and a review of the VLE demonstrate that students are now provided with more advanced notice of the timetables for live lectures and seminars. Information is shared via the VLE, enabling students to manage and plan their time in order to attend the live sessions.

*It is recommended that students are routinely interviewed as part of the application process for doctoral programmes.*

The recommendation has not been met.

Leaders have reviewed the application processes for doctoral programmes and have not introduced routine interviews for all applicants. Students are only interviewed in exceptional circumstances when a review of their application and supporting evidence suggests they may not have the academic background and capabilities to cope with the demands of doctoral studies.

A further review of doctoral programme outcomes demonstrates that the existing application processes, without routine interviews, are effective in ensuring that students are recruited to appropriate programmes that meet their aptitudes and capabilities. Therefore, the Institution does not wish to introduce routine interviews for doctoral programmes. Inspection findings confirm this view.

*It is recommended that students have access to a greater range of opportunities to participate in live lectures in order to promote interaction with other students.*

The recommendation has been met.

Leaders have scheduled additional teaching sessions in the evenings and at weekends to better meet the needs of students who work during normal office hours. Discussions with students and a review of online materials demonstrate that online discussion forums are also available via the VLE to encourage student participation and interaction with their peers. Students are also invited to selected online development sessions, where they can contribute to debates and discussions with others on relevant topics.

*Leaders should develop and disseminate widely a detailed policy and procedure for students to claim mitigating circumstances.*

The recommendation has been met.

Leaders have enhanced the mitigating circumstances policy and procedure, which have been shared with students via the updated student handbook, policy documents and the VLE. Key policies are also highlighted to students during induction and course orientation. Discussions with students confirm that they are clear about the processes for claiming mitigating circumstances where applicable.

*Leaders should use analysis of student outcomes and performance data over time to highlight any significant variations in achievement rates, as part of IBES's reporting process.*

The recommendation has been met.

Discussions with staff and a review of performance reports confirm that leaders are analysing student outcomes and performance data over time to highlight any significant variations in achievement rates. The review and analysis of Key Performance Indicators (KPIs), completed by programme leaders, are incorporated into annual monitoring reports and presented to the Advisory Academic Board and at Executive Committee meetings. This ensures that leaders can systematically review performance trends and take appropriate action where required.

#### **4. Compliance with BAC accreditation requirements**

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##### **4.1 Governance, Strategy and Financial Management (spot check)**

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**The standards are judged to be:**

Met     Partially Met     Not Met

**Comments**

IBES is effectively and responsibly governed. The revised organisational structure is clearly defined and shared with relevant stakeholders through policy documents and the organisational chart, which highlight the roles of the Board of Directors, the Executive Committee and the Academic Advisory Board.

The Executive Committee, which includes the Chief Academic Officer and the Chief Accreditation Officer, is the senior committee with overall decision-making authority on academic matters. The committee is supported by the Academic Advisory Board, which includes external academic consultants and the Chair, who has significant academic expertise. This ensures that the Academic Advisory Board is independent of the Board of Directors, thereby protecting the integrity of academic freedom.

IBES has a comprehensive range of detailed policies and procedures that have been developed by the Executive Committee and the Academic Advisory Board, with involvement from external stakeholders, including external academic consultants. Policies have been updated to reflect changes since the last inspection and are shared with staff and students in detailed handbooks and on the VLE. This ensures that staff and students are clear about the Institution's working practices and processes.

A review of partnership agreements confirms that the Institution has formally defined and transparent agreements in place with its partner universities. These agreements are shared with external stakeholders via the IBES website and accurately confirm the dual- and triple-awarding arrangements in place for selected courses. This ensures that students understand the awarding arrangements for their courses.

There are clear and effective channels of communication in place between the Academic Advisory Board, the Executive Committee and the subcontracted management and administrative teams, including those working remotely overseas, and the students. These include formally recorded Board and committee meetings, as well as communications through the VLE and via the IBES website. These arrangements ensure that staff and students are kept updated and informed.

The Institution has a clear and achievable four-year strategy for the development of its higher education provision, supported by appropriate implementation plans that help to enhance the quality of the student experience.

The strategic plan has been shared and disseminated effectively to internal and external stakeholders via the IBES website, enabling prospective students to understand the Institution's strategic goals and direction.

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4.2 General and Academic Management and Administration (spot check)

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**The standards are judged to be:**

Met     Partially Met     Not Met

**Comments**

The Institution is effectively managed. Leaders have implemented clear reporting arrangements for the Board of Directors, the Executive Committee and the Academic Advisory Board. Committees have appropriate terms of reference. Records and action plans are professionally maintained, supporting effective management decision-making.

Policy documents are reviewed, revised and updated as required to ensure they are accurate and fit for purpose, reflecting the current structure and management arrangements.

The Institution is administered effectively. Discussions with staff and students and a review of the organisational chart demonstrate that there is sufficient administrative support to ensure the effective day-to-day running of the Institution. The available administrative support is well documented in staff and student handbooks and is understood by students and staff at all levels. Administrative policies are well documented and suitably shared with staff via the VLE.

A review of data collection systems, such as the VLE and online databases, indicates that these are secure and well maintained. Scrutiny of digital student files shows that they are well organised, with a clear audit trail of checks on previous qualifications and English language capabilities.

The Institution has appropriate data protection arrangements in place, including secure passwords, data back-ups and relevant policies, to protect the data of its students and staff.

Leaders are undertaking a review of internal file-sharing properties to ensure access to staff is appropriately restricted. It has been found that a small minority of shared folders on the Institution's secure servers could be further restricted to limit internal information-sharing to relevant staff only.

A review of policy documents, programme specifications, module handbooks, and internal and external moderation reports demonstrates that effective procedures are in place for the internal and external moderation of coursework. These arrangements help to ensure that assessment decisions are reliable.

The Institution employs and supports appropriately qualified and experienced staff. Discussions with staff and reviews of CVs, staff appraisal records, peer reviews and supervisor evaluation reports confirm that staff have the necessary professional qualifications and vocational experience to carry out their roles and responsibilities effectively.

The professional development needs of staff are identified through appraisal and peer review, and effective measures are taken to support staff in addressing these needs.

Academic management is effective. Leaders ensure that detailed and effective procedures for the proposal, design and validation of programmes are fully implemented. Two new undergraduate programmes have been introduced following the last inspection, and these have been validated internally and by IBES's validating partner universities.

A review of validation documents and programme specifications demonstrates that learning outcomes for all modules and programmes are clearly set out and available to students to help them understand what they will be studying.

There are regularly scheduled, systematically recorded meetings of academic staff at which academic programmes are reviewed. Programme Committee meetings, which include programme staff and student representatives, take place at least twice a year, ensuring that each course is monitored, reviewed and enhanced as required.

IBES takes reasonable care to recruit and enrol suitable students for its courses. The entry criteria for each course are appropriate and available to students via the IBES website and in accurate promotional material produced by the Institution's agents.

A review of the website and discussion with students confirm that they are fully informed of the necessary language requirements for entry onto courses.

The Institution has robust arrangements in place to respond to application enquiries and to provide prospective students with accurate guidance on the nature and requirements of the available programmes. In inspection meetings, students confirmed that their enquiries were responded to promptly by the Institution and that they were given appropriate advice on choosing their programme. Inspection findings confirm this view.

Leaders encourage and support staff in undertaking research and other forms of scholarship, as well as engaging in other professional activities.

A review of marketing materials and the website demonstrates that information is comprehensive, up to date and provides an accurate description of the Institution and the curriculum.

#### 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. A review of CVs and discussions with leaders and academic staff demonstrate that lecturers are suitably qualified and experienced to teach the courses and content to which they are allocated.

Discussions with academic leaders, observations of teaching sessions and a review of student assessments demonstrate that courses are delivered and assessed in alignment with the learning outcomes outlined in clear programme specifications. This ensures that students develop the knowledge and skills they need for their final assessments.

Students can attend online lectures and seminars live, with some classes scheduled in the evenings and at weekends to increase accessibility for those working during office hours. Students can also listen to recordings at a time that suits them. In inspection meetings, students valued the flexibility of the study modes, which helped them fit their studies around their other commitments.

Lecturers monitor students' progress through their participation in online discussion forums and through formative and summative assessments. A minority of lectures are overly tutor-led, and the understanding of all students in attendance is not always systematically checked.

Discussions with students and a review of course materials on the VLE demonstrate that students benefit from high-quality, comprehensive study materials and resources that support their progress well. For example, module briefing videos are now recorded to supplement printed resources, providing students with comprehensive advice and guidance at the start of each module. This helps students to understand the aims and objectives of their learning and provides clarity on the assessment requirements.

Students are provided with a clear assessment schedule at the start of the programme, including a timetable for each module and assignment submission dates. This helps students to manage their workload.

Assessment is fair and appropriate for the level and nature of the courses. A review of assessment tasks demonstrates that these are clearly written and provide specific guidance to students on what they need to do to meet the stipulated levels of achievement.

A review of internal and external moderation records demonstrates that IBES has appropriate processes in place to confirm the validity and reliability of the grades awarded to students. A review of written assessment feedback and discussions with academic staff and students confirm that students receive timely, supportive feedback on their work that helps them improve over time.

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

**The standards are judged to be:**

Met  Partially Met  Not Met

**Comments**

Students receive appropriate pastoral support from academic staff, the disability adviser and the student welfare counsellor. In the inspection meeting, students confirmed that they felt well supported and received advice, guidance and support that was appropriate to their age, background and circumstances. Inspection findings confirm this to be the case.

Discussions with students and a review of handbooks and induction materials confirm that students receive a comprehensive online induction that enables them to access the resources they need for their studies quickly.

Students can contact staff outside normal hours via the VLE and e-mail whenever required to request pastoral support.

A review of policy documents and handbooks demonstrates that the Institution has an appropriate equality and diversity policy that covers discrimination, harassment and victimisation.

The Institution benefits from highly responsive IT support, ensuring that students' access issues and queries are addressed swiftly and reliably.

The Institution has suitable policies, risk assessments and training in place to protect students from the risks associated with radicalisation and extremism.

Students have access to appropriate advice and guidance on careers, available through the website, student handbook and posts on the VLE. This helps students to understand their progression options and how to prepare for their next steps.

Students can access online diagnostic tools that help them to assess their attributes and aptitudes for different career options. Guidance also directs students to programme leaders for subject-specific advice on request.

A review of policy documents confirms that the Institution has a clear complaints procedure in place, including indicative timescales for the resolution of initial complaints and the option to escalate unresolved complaints to an external adjudicator.

IBES provides students with a range of useful learning and research guides that offer helpful and comprehensive instructions on how to learn effectively and efficiently and how to use the various learning resources available. Students receive good levels of study skills support, which helps them develop their academic referencing and information literacy skills.

Individual student attendance is regularly measured and recorded, and serious attendance issues are followed up by academic staff. However, the reporting on students' overall attendance levels is not always carried out sufficiently regularly in order to ensure that any non-attendance trends are investigated and tackled quickly.

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#### 4.5 Premises, Facilities and Learning Resources (supplementary inspection)

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*The numbers below refer to the standards as presented in the Independent Higher Education scheme document and main full inspection report.*

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

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20.1	The institution has secure tenure on its premises.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
20.2	The institution has the legal right to use these premises for the delivery of higher education.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
20.3	Where required, the institution has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA

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**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

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IBES has an appropriate lease in place for its administrative and operational premises in Waltham Cross in the UK.

The administrative and operational premises are not used for the delivery of higher education. All delivery takes place online, facilitated by the Institution's delivery partner in Malaysia.

The Institution does not require access to external premises.

**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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.2	The premises are maintained in an adequate state of repair, decoration and cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.3	There are specific safety rules in areas of particular hazard (e.g. science laboratories) which are brought to the attention of students, staff and visitors.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
21.4	General guidance on health and safety is made available to students, staff and visitors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.5	There is adequate signage inside and outside the premises and general information is displayed effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.6	There is adequate circulation space for the number of students and staff accommodated and a suitable area in which to receive visitors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.7	There are toilet and hand-washing facilities of an appropriate number and acceptable level of cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.8	There is adequate air conditioning, heating and ventilation in all rooms.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

**This standard is judged to be:**

Met  Partially Met  Not Met  NA

**Comments**

A virtual tour of the premises confirms that the UK administrative office is suitably secured and restricted.

The premises are maintained in a good state of repair, decoration and cleanliness.

There are no areas of particular hazard. Relevant general health and safety guidance is provided for staff and visitors. Students do not visit the premises.

There is adequate signage inside and outside the premises. The address of the international office is clearly signed so that staff and visitors can easily locate the premises.

There is adequate circulation space for the number of staff accommodated and a suitable area in which to receive visitors. There is also suitable space to accommodate members of the Executive Committee when required. The size of the premises and their facilities are sufficient for the current numbers of staff using the office space.

There are toilet and hand-washing facilities of an appropriate number and acceptable level of cleanliness. Heating and ventilation are appropriate. As a result, the office premises provide a clean and comfortable working environment for senior leaders.

**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 classes (e.g. lectures, seminars, tutorials) allocated to them.                       | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 22.2 | Classrooms and/or any specialised learning areas (e.g. laboratories, clinics, workshops, studios) are equipped to a level that allows for the effective delivery of each programme. | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 22.3 | There are facilities suitable for conducting assessments such as examinations.  | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

**This standard is judged to be:**

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- Met
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- Partially Met
- 
- Not Met
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- NA

**Comments****23. There are appropriate additional facilities for students and staff**

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|------|---|---|-----------------------------|--|
| 23.1 | Students have access to sufficient space and suitable facilities for private individual study and group work.   | <input type="checkbox"/> Yes            | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |
| 23.2 | Academic staff have access to sufficient personal space for preparing lessons, marking work and consultations with students.  | <input type="checkbox"/> Yes            | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |
| 23.3 | Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate.                             | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA            |
| 23.4 | Students and staff have access to secure storage for personal possessions where appropriate.  | <input type="checkbox"/> Yes            | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |
| 23.5 | 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA            |
| 23.6 | Administrative offices are adequate in size and suitably resourced for the effective administration of the institution.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |  |

**This standard is judged to be:**

- 
- Met
- 
- Partially Met
- 
- Not Met

**Comments**

No students attend the UK office premises and the academic staff work remotely.

Staff have access to space and facilities suitable for relaxation and the consumption of food and drink. A virtual tour of the premises confirms that members of the Executive Committee and staff have access to suitable relaxation areas and a small kitchen for preparing food and drinks.

Staff working on the premises keep their belongings with them and do not require storage for personal possessions.

The administrative premises have suitable space in which senior management can hold private meetings and staff meetings. Staff have access to a large, shared office that is suitable for all required meetings.

The administrative office is of a suitable size and well-resourced for the effective administration of the Institution. The shared office is sufficient to accommodate members of the Executive Committee and for any additional administrative activities that may be required.

**24. The library is appropriately stocked and provides a fit-for-purpose learning resource for the student body**

24.1	There is sufficient provision of learning materials including books, journals and periodicals and online materials.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
24.2	There are clear, systematic and effective means of ensuring the adequacy and currency of library stock to reflect staff and student needs.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
24.3	The library has sufficient space for student independent study and group working.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
24.4	There is a well-organised lending policy.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
24.5	The library is adequately staffed with appropriately qualified and experienced staff.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
24.6	Library opening times are sufficient to encourage and support students' independent learning.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

A review of online library resources and discussions with students and staff demonstrate that students have access to a good range of online learning materials to support their studies, including electronic books, journals and research databases.

Academic managers monitor the availability of online learning resources to ensure students and teaching staff have access to adequate resources that meet their needs.

As all learning takes place online, there is no physical library space that requires a lending policy or dedicated staff.

**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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.2	Students have effective online resources that assist with their learning, optimise interaction between the institution and the student and enhance instructional and educational services.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
25.3	There is provision of appropriate, up-to-date software and virtual learning environments that reflect the needs of the programmes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
25.4	There is an effective means of ensuring the renewal of hardware and software to ensure efficiency and currency.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.5	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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.6	The institution makes effective provision for students to access conventional and online resources.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

Students have access to well-managed, effective and fit-for-purpose information technologies that effectively support their flexible learning. Discussions with students and a review of the VLE demonstrate that students benefit from effective online resources and up-to-date software and hardware that meet their needs and the requirements of their courses.

Students have effective online resources that assist with their learning, optimise interaction between the Institution and the student and enhance instructional and educational services. Online discussion forums help students interact with their peers and their lecturers.

Clear and up-to-date course materials and recorded lectures support students' progress well. Students use the reliable VLE to upload their assignments, access feedback and review their progress and grades. This allows students to manage their programme online effectively and independently.

The Institution contracts the services of an external IT service provider, which ensures that online systems remain operational at all times and provides the necessary technical support to students and academic staff working remotely.

In inspection meetings, students and staff confirmed that their access to IT systems is reliable, and that any technical queries are dealt with promptly and effectively. Inspection findings confirm this view.

IBES provides students with access to a range of relevant online resources, such as videos, resource guides and handbooks, to support their learning and progression.

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

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

**Comments**

Leaders regularly obtain and record feedback from students and other stakeholders, such as external academic consultants, and take appropriate action where necessary.

Student representatives serve on programme committees, and a review of committee meeting records demonstrate that feedback from student representatives is reviewed and responded to.

Students also provide feedback directly through module evaluations and graduate exit surveys. Discussions with programme leaders and students confirm that feedback is reviewed and responded to in order to improve the student experience.

The Institution has effective systems for reviewing its standards and assessing its performance. Scrutiny of detailed annual programme monitoring of standards and quality reports demonstrates that programme leaders analyse year-on-year results on student satisfaction and progression to further study or employment.

The review of data allows programme leaders to evaluate accurately the strengths of each programme and to identify trends in performance and areas for development. Programme leader reports include a clear and specific action plan to further enhance the quality of programme delivery and assessment.

Senior leaders complete general performance reports that include a year-on-year review of staff performance and research and scholarship. The analysis of staff performance and feedback data is captured in academic insight reports, annual monitoring reports and the institutional review report.

These performance reports enable senior leaders to assess accurately the Institution's strengths and areas for improvement.

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

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

**Comments**

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The Institution has suitable staff to ensure the successful delivery of online and distance learning. Staff have relevant experience and skills in online learning, as demonstrated through observations of teaching and discussions with students and academic staff.

Lecturers present new knowledge in online lectures, upload study materials, assess students' work and provide effective feedback online through the VLE. Academic support staff are effective in managing the online learning environment and provide prompt assistance where required.

Academic staff receive relevant training from the Chief Academic Officer on using online learning systems and implementing effective online learning. Lecturers have sufficient understanding of the demands of online learning.

In inspection meetings, students were very clear about the level of digital literacy required to access their learning online. They felt well supported, with clear written and video guidance on how to study online and access and use online learning systems and platforms. Inspection findings confirm this view.

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#### 4.8 Compliance Declaration

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**Declaration of compliance has been signed and dated.**

Yes     No

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

**STRENGTHS**

Leaders have a clear strategy for the development of the Institution’s higher education provision, supported by appropriate implementation plans that help to enhance the quality of the student experience.

Staff ensure that students’ queries are addressed promptly, providing effective, responsive communication at all stages of the student journey.

Students benefit from a good range of high-quality learning resources and flexible study materials that support their development and progression well.

Online library resources and study guides support students well in their independent learning and study skills.

**ACTIONS REQUIRED**

None	<input type="checkbox"/> High	<input type="checkbox"/> Medium	<input type="checkbox"/> Low
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**RECOMMENDED AREAS FOR IMPROVEMENT (to be reviewed at the next inspection)**

It is recommended that leaders complete the review of internal file-sharing properties to ensure access to staff is appropriately restricted.

The Institution should consider supporting lecturers in using a broader range of methods to assess the understanding of all students.

Leaders should consider introducing more regular reporting on students’ overall online attendance levels.

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

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