

# BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

## Independent Higher Education (IHE) Full Inspection

**NAME OF INSTITUTION:** SBS Swiss Business School

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

**HEAD OF INSTITUTION:** Dr Bert Wolfs

**DATE OF INSPECTION:** 13 & 14 July 2018

**ACCREDITATION STATUS AT INSPECTION:** Unaccredited

### DECISION ON ACCREDITATION:

- Accreditation awarded for the full four-year period
- Probation accreditation
- Decision on accreditation deferred
- Award of accreditation

DATE: 27 September 2018

## **PART A – INTRODUCTION**

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

SBS Swiss Business School (SBS/the Institution) is a privately-owned institution providing bachelor, master and doctoral degrees in business. It is based in Kloten-Zurich, Switzerland, close to Zurich Airport. It has designed its educational offer as a mixture of American and European education, adapted to the Swiss legal educational requirements.

SBS has been incorporated as a private limited company, with the legal structure of a limited liability company, since its foundation in December 1998.

The Institution is governed by a Board of Directors, which meets several times a year. The daily management of the Institution is provided by the Vice-President and the Academic Dean, who are also the shareholders. The major role of the Board is to oversee the overall strategy of the school and the sustainability of its operations. The senior management team, which consists of the Vice-President, Academic Dean, Registrar/Quality Manager, Recruitment Manager and Programme Managers (PMs), is responsible for the direct interaction with all stakeholders. SBS also has a Faculty Board, consisting of the Head of Faculty, the Dean and the PMs.

In addition, SBS has a Research Board, which takes an overview of the applied research articles of SBS, proposes a research strategy and is responsible for the Journal of Applied Business Research (JABR). There is also a Business Advisory Board, made up of representatives from different industries and educational specialists. This board advises on the gap between industry requirements and the curriculum.

The mission of SBS is to provide students with a strong academic foundation and access to various specialised knowledge fields, so they become productive, competent professionals and responsible global citizens. The Institution aims to deliver flexible programmes, tailor-made around the timetable of the students, that are quality driven and supported by efficient and effective administrative services.

Four weeks prior to the inspection, SBS had relocated to new, purpose-built accommodation, within walking distance of its previous base.

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

Currently, the Institution offers a range of educational programmes at undergraduate level. These are a Bachelor of Business Administration (BBA), with different majors, including International Management, Marketing, Entrepreneurship and Accelerated Adult Education (AAE).

At graduate level, the Institution offers a full-time Master of Business Administration (MBA) with different majors, including International Management, Marketing, Entrepreneurship, Finance and Banking and Human Resources Management (HRM). It also offers an Executive MBA (EMBA) programme with International Management as a major. The MBA majors are also offered as an online MBA. The Institution also offers a Doctorate of Business Administration (DBA) degree.

The programmes are recognised by the specialist business accreditation agencies Accreditation Council for Business Schools and Programs (ACBSP) and International Accreditation Council for Business Education (IACBE). For quality and licensing purposes, the Institution is licensed by the Swiss body Eduqua. SBS has a number of strategic partnerships with institutions abroad, to offer degrees or dual degree programmes.

For the MBA programmes, applicants are expected to have a minimum of two years, full-time, work experience. For the EMBA, the requirement is five years' full-time work experience. Applicants who do not have any work experience can be considered for the Master of Science programme in International Business. A Flex-MBA route is available. This is a part-time version of the full-time MBA.

During the 2017 to 2018 academic year, the Institution has had 21 full time students, on the BBA or MSc, and 84 part-time students, on the MBA, EMBA, Flex-MBA or DBA. The largest groups of students are from Switzerland and Germany, which together represent a minority of the overall intake. In total, there are 44 nationalities represented in the current cohort, with students from countries such as the Lebanon, United Arab Emirates, Russia, China, India and Qatar. Among the international intake at Bachelors level, many students are recruited from international schools in Switzerland. As a result, they are already familiar with the country. All students are at least 18 years of age.

At the time of the inspection, ten part-time students on either the EMBA or Flex-MBA were at the Institution for modules on Entrepreneurship and Corporate Venturing and on Financial Accounting and Theory respectively.

### **3. Inspection process**

The inspection was carried out by one inspector and one student inspector over two days. Meetings were held with the Honorary President, Dean, Vice-President for Business Development, Programme Managers for Bachelors and Masters courses, academic staff, administrative staff, BBA, MBA and EMBA students and members of the Business Advisory Board. A full range of documentation was reviewed. The new building was also inspected. The inspection also included a number of teaching observations. The inspectors were welcomed in a collegiate manner and meetings were open, friendly and very informative.

## PART B - JUDGMENT AND EVIDENCE

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

### INSPECTION AREA - GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

#### 1. The institution is effectively and responsibly governed

1.1	The overall organisational structure, including the role and extent of authority of any owners, directors or governing body, is clearly defined, documented and effectively communicated to stakeholders, including governors, management, staff and students.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
1.2	There is an identified senior committee, with decision-making authority on academic matters, in order to protect the integrity of academic freedom.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
1.3	The link between governance and management is clearly articulated and documented.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
1.4	Internal stakeholders develop and implement policy through appropriate structures and processes while involving external stakeholders	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.5	An explicit procedure for risk assessment is implemented, producing a risk assessment statement, which is regularly reviewed and updated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.6	Effective action is taken, by the governing body and senior managers, in response to the outcomes of regular risk assessments.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.7	All relationships with other educational organisations are defined formally and are fully transparent with those organisations' requirements.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
1.8	There are clear channels of communication between the governing body, the executive, academic management, staff, including those working remotely, students and other stakeholders.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met  Partially Met  Not Met

#### Comments

SBS is a growing organisation, led by a team of people who have been working together for a number of years. They collaborate effectively through informal channels and a number of more structured meetings.

1.1 The formal operational separation between the role of the shareholders, who are currently the two most senior members of staff, and the academic management of the Institution is not articulated.

1.2 There are no terms of reference for the Academic Advisory Board, the Business Advisory Board and the Faculty meeting. The group that is referred to as a Board of Trustees does not have that status, rather it is an Advisory Board with external and internal membership. Ultimate decision-making on academic matters rests with the Academic Dean, rather than with a senior committee. As a result, there are no measures in place to protect the integrity of academic freedom.

1.3 As the Institution has grown, structures of governance and management have evolved, but have not been formalised, leading to a lack of explicit clarity about roles and responsibilities.

The Institution actively seeks input from external stakeholders to ensure that its programmes are relevant to current developments in business and industry. It gains this through the input of the Honorary President and the members of the Business Advisory Board. This helps it to design and deliver course content that students can readily apply in a working environment.

The outputs of the risk management processes are reviewed regularly. The risk register is limited in scope, with some risks, such as the loss of key personnel within the small team, potentially understated. Effective action plans are in place for other operational risks.

SBS has a number of international partners which are selected on the basis of their quality and fit. These relationships are mainly with educational organisations both in Europe and further afield. All arrangements are monitored regularly and agreements all include a six-month notice period, subject to teaching out considerations.

## 2. The institution has a clear and achievable strategy

- |     |   |   |                             |
|-----|---|---|-----------------------------|
| 2.1 | The institution has a clear strategy for the development of its higher education provision, which is supported by appropriate implementation plans and financial management and takes into account the quality of the student experience. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.2 | There is provision for stakeholder input, including governors, management, staff and students, to inform the strategic direction of the institution.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.3 | The strategy is well communicated to all stakeholders within and outside the institution.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.4 | The governing body and senior management conduct a regular and systematic review of their own performance and the institution's overall performance and each are measured against strategic targets.                                      | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met     Partially Met     Not Met

### Comments

The Institution is currently working to a Strategic Plan which runs until 2019. It is in the process of renewing this and will be updating it through a well-structured process which will include input from internal and external stakeholders.

The Plan contains targets and performance against these targets is effectively monitored by the Institution's senior team, on a regular basis, using an approach that balances consideration of strategic and financial objectives. This gives a clear framework for regular and systematic review of the Institution's operations and achievements.

## 3. Financial management is open, honest and effective

- |     |  |   |                             |
|-----|--|---|-----------------------------|
| 3.1 | The institution conducts its financial matters professionally, transparently and with appropriate probity. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3.2 | The institution's finances are subject to regular independent external audit.                              | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met     Partially Met     Not Met

### Comments

The Institution is subject to standard national company accounting and audit requirements.

Finances are overseen, on a day-to-day basis, by the Vice-President for Business Development, working within a budget that is set at the beginning of each year. A prudent approach is taken to ensuring an annual surplus and this has enabled reserves to be built up that have covered the costs associated with the move to the new premises.

## INSPECTION AREA – GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

### 4. The institution is effectively managed

4.1	The management structure is clearly defined, documented and understood by all stakeholder groups including governors, management, staff and students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
4.2	There are clearly delineated responsibilities and reporting arrangements at institutional, faculty, departmental, programme and course levels.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
4.3	There is an appropriate and effective committee structure, with appropriate reporting lines to inform management decision making.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
4.4	Committees have clear and appropriate terms of reference and meet regularly. The meetings are accurately recorded with clear action planning.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
4.5	The institution has formal mechanisms to monitor the information it provides internally and externally and to make any enhancements deemed necessary to ensure that it is accurate and fit-for-purpose.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met  Partially Met  Not Met

#### Comments

SBS operates collaboratively with defined but mainly undocumented management structures, which have worked well to date. Individuals understand who to approach to raise different issues and get responses promptly. However, responsibilities are not, in a minority of cases, formally delineated. In practice, this method of operating places significant reliance on two key individuals and is therefore potentially unsustainable as the Institution grows.

The Academic Advisory Board, Business Advisory Board and Faculty meeting meet regularly and those involved have a clear understanding of the role of each group. Minutes are taken and action plans developed where appropriate.

4.4 There are no formal terms of reference for the committees or boards.

Information provided by the Institution to internal and external stakeholders including applicants, students, partner institutions and potential employers is accurate and fit for purpose.

### 5. The institution is administered effectively

5.1	The size of the administrative team is sufficient to ensure the effective day-to-day running of the institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.2	The administrative support available to the management is clearly defined, documented and understood and appropriately focused to support its activities.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.3	Administrative policies, procedures and systems are well documented and disseminated effectively across the institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.4	Classes are timetabled and rooms allocated appropriately for the courses offered.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.5	Data collection and collation systems are well documented, accurate and effectively disseminated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.6	Comprehensive administrative records are organised and stored efficiently, easily accessed and used effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.7	Students' records are sufficient, accurately maintained and up-to-date.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.8	Staff records are sufficient, accurately maintained and up-to-date.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

5.9	The institution has a robust security system and policies in place for protecting the data of its students and staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.10	The institution has processes, through which the institution verifies the student who registers on the programme is the same student who participates on and completes and receives the credit.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.11	There are secure and efficient procedures for the administration of examinations and other means of assessment.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.12	There are effective procedures for internal and external moderation at pre- and post-assessment stages.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.13	The institution makes student records and transcripts available to its students in a timely manner.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.14	There is a policy on the collection of and refund of students' fees which implemented effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

In addition to the Executive Dean and Vice-President for Business Development, the core team of full-time staff includes a Head of Masters Programmes and a Head of Bachelors Programmes. These two posts are supported by a registry function and a specialist in recruitment and admissions processes. The front desk team provide general administrative support and act as an effective first point of call for queries from students. This administrative function is sufficient to support the day-to-day running and longer-term planning of the Institution.

The new premises have been designed specifically to meet the requirements for teaching the smaller and larger groups on the different courses offered. The scheduling used for the MBA sessions that are intensive long weekends on a topic, is designed to meet the needs of students who are in full-time work while they study and is welcomed by participants.

To increase the security of data, records of assessment are maintained on a different system from the core student records system. Outcomes, that can be used on transcripts, are transferred from the assessment system to the student's record, so that they can access their own records of progress, should they need them. Similarly, it is straightforward for the Institution to provide formal transcripts when requested.

Staff records are maintained in hard copy and retained securely. These cover information on application, verification of qualifications, remuneration, annual appraisals and personal development. The Institution works within Swiss data protection laws to ensure security of personal data. It works closely with an independent Information Technology (IT) specialist who supports its systems and processes to ensure they are up-to-date and robust.

The admissions office maintains regular contact with applicants throughout the admissions process and therefore is familiar with applicants before they arrive to register. All students, whether studying remotely or not, are required to attend SBS for the defence of the thesis element of their qualification in an oral examination, ensuring that the identities of distance learning students are also verified.

There is a transparent policy on fee refunds which is implemented fairly.

**6. The institution employs and continues to support appropriately qualified and experienced staff**

6.1	There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff, which is designed to ensure the safety of the learners.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.2	All staff are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.3	There are clear and appropriate job specifications for all staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

6.4	There are effective procedures for the induction of all staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.5	All staff are treated fairly and according to a published equality and diversity policy.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.6	Staff have access to an appropriate complaints and appeals procedure.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.7	Management monitors and reviews the performance of all staff, through a clearly documented and transparent appraisal system which includes regular classroom observations of teaching staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.8	The professional development needs of staff are identified through appraisal and other means, and measures taken to support staff to address these and gain additional qualifications, where relevant.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

Job descriptions are clear, covering the responsibilities and expectations associated with each post. These form the basis around which recruitment of administrative staff is structured. When a vacancy occurs, consideration will be given to the possibility of an internal transfer or promotion before a recruitment exercise is conducted. Evidence of qualifications is checked and retained as part of comprehensive individual staff files which are clear and up-to-date. This ensures that suitable staff are recruited.

All but three faculty members are part-time and employed on annual contracts. They bring significant levels of experience from the wider academic community, business and industry, which they use in their teaching and the development of course content.

The annual appraisal system used is collaborative, with both the member of staff and their manager identifying themes and potential priorities to consider. Records of the appraisal discussion are kept on file and progress against actions considered in the next cycle.

Appropriate policies are in place to support equality and diversity and there is a well-structured complaints procedure that staff can use if necessary.

The professional development of staff is actively encouraged and supported financially, including for part-time faculty members. If appropriate, training opportunities are identified during the annual review process and ad hoc requests may also be considered.

**7. Academic management is effective**

7.1	There are appropriate procedures for the proposal, design and validation of programmes of study, which take account of the mission of the institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.2	Intended learning outcomes for all programmes are clearly articulated, understood by students and are publicly available.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.3	There are regularly scheduled and recorded meetings of academic staff where academic programmes are reviewed.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.4	There is an appropriate policy and effective procedures for the acquisition of academic resources to support programmes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.5	Commissioning of course materials is managed effectively and materials and the budget are checked to ensure standardisation and consistency across the provision.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.6	Students are encouraged to take an active role in the development of the academic provision to ensure student centred learning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA

This standard is judged to be:

Met  Partially Met  Not Met

### Comments

Faculty are clear about the procedure to follow for proposing new or modified course content. In developing these proposals, they draw on their wider professional practice and input from the Business Advisory Board. Questions of validation are ultimately taken to the Executive Dean for a final decision. Courses have a coherent structure, with learning outcomes identified for component parts.

Formal faculty meetings are complemented by more informal social gatherings, so that the teaching staff, who would not meet in other circumstances due to timetabling, can get to know each other and build a sense of a professional community.

The library has a limited range of resources, but the Institution subscribes to key online resources that its students can access on and off site. The Institution generally responds positively when a case is made, by staff or students, for the acquisition of new teaching materials, software or database subscriptions to support the students' learning.

### 8. The institution takes reasonable care to recruit and enrol suitable students for its courses

8.1	Entry requirements for each programme are set at an appropriate level and are clearly stated in the programme descriptions seen by prospective students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.2	Students are informed as to the necessary language requirements for entry on to programmes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.3	A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.4	All students' application enquiries are responded to promptly and appropriately.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.5	Prospective students are properly briefed on the nature and requirements of the programme(s) in which they are interested and provided with advice on choosing their programme.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.6	Students receive a proper initial assessment, which includes language ability, to confirm their capability to complete the programmes on which they are enrolling.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.7	The institution makes it clear to applicants that they are responsible for checking that they have the skills and knowledge required to study on the chosen course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.8	The institution has a clear policy on the accreditation of prior learning and prior experiential learning, which is brought to the attention of prospective students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
8.9	Any recruitment agents are properly selected, briefed, monitored and evaluated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA

This standard is judged to be:

Met  Partially Met  Not Met

### Comments

Online and printed course materials are clear and up-to-date, including information on entry requirements, application processes and programme content. Application is through a clear online form. This is supported by personalised responses to individual queries and prompt processing.

Course requirements are explained clearly on the website. If an applicant does not have standard prior qualifications, they may be asked to sit some or all of SBS's own entrance examination. For example, a candidate without the appropriate level of mathematics will sit the mathematics section. Applicants are interviewed in person, or via an online meeting facility, by the Dean, to ensure a good fit for the course applied for. Accreditation of Prior Learning is done on a case by case basis, using international benchmarks of equivalence, but also with consideration of the detailed syllabus previously studied, to ensure its fit to SBS's programmes.

The large majority of BBA applicants come from schools which teach and sit examinations in English and a similar proportion of students on other courses are working in international environments using English regularly. Where this is not the case, English language proficiency is assessed appropriately through the various stages of the selection process, by assessment of written materials and at interview.

Where agents are used, they are briefed fully on SBS programmes and then only appointed formally once they have applicants for consideration by the Institution. Agents are provided with up-to-date information on programmes as appropriate and may be visited by a member of SBS staff during initial negotiations.

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

- |     |  |   |                             |  |
|-----|--|---|-----------------------------|--|
| 9.1 | The institution encourages academic staff to undertake research in relevant fields and to publish their findings.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA            |
| 9.2 | Academic staff are encouraged to engage in research and/or scholarship which informs their teaching.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA            |
| 9.3 | There is a fair and transparent procedure for staff to seek financial support for their research and other professional development activities.            | <input type="checkbox"/> Yes            | <input type="checkbox"/> No | <input checked="" type="checkbox"/> NA |
| 9.4 | The institution provides time for staff to meet regularly to share and discuss current research activities and, if appropriate, invites external speakers. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA            |

**This standard is judged to be:**  Met  Partially Met  Not Met  NA

**Comments**

SBS has recently established a Research Committee, which seeks to identify opportunities for members of the faculty to conduct research and publish findings. As faculty are part-time and on teaching-only contracts, any research or writing is conducted outside contract hours with the Institution. This does, however, create a supportive context in which members of the faculty conduct work that they would have wished to do anyway. As research is not conducted in Institution time, there is no financial support offered for it.

External speaker sessions, potentially of interest to staff as well as to students, are arranged on a regular basis and serve as a catalyst for discussion of wider topics beyond the core syllabus offered.

**10. Publicity material, both printed and electronic, gives a comprehensive, up-to-date and accurate description of the institution and its curriculum**

- |      |   |   |                             |
|------|---|---|-----------------------------|
| 10.1 | Text and images provide an accurate depiction of the institution's location, premises, facilities and the range and nature of resources and services offered. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10.2 | Information on the programmes available, their assessment and progression is comprehensive, accurate, readily accessible and up-to-date.                      | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10.3 | There are effective procedures to update information on a regular basis to ensure its relevance and accuracy.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10.4 | The information provided ensures students are well informed of the status of the qualifications offered, including the awarding body and level of award.      | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 10.5 | Students are informed of the full cost of all programmes, including costs of assessments, activities and any required materials.                              | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

**This standard is judged to be:**  Met  Partially Met  Not Met

**Comments**

The Institution operates a Public Information Policy, to ensure that recruitment and other publicity materials are updated as and when necessary.

The website includes clear information about accrediting bodies.

There is clear published information on costs and policies in relation to fees. Fees include core text books, which are issued to students at the start of the academic year.

## INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

### 11. Academic staff are effective in facilitating student learning

- |      |  |   |                             |
|------|--|---|-----------------------------|
| 11.1 | Lecturers have the required subject knowledge, pedagogic and communicative skills and experience to teach both the course content and level of course to which they are allocated.                                   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 11.2 | The allocation of teaching staff to courses provides for a consistent learning experience and delivery is monitored to ensure consistency.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 11.3 | The programmes and their constituent courses are delivered and assessed in ways that enable students to succeed by developing the knowledge and skills which will be required for final examinations or assessments. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 11.4 | Teaching sessions are appropriately informed by module descriptors and relate to defined intended learning outcomes.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 11.5 | Academic staff are effective in recognising individual learning needs and preferred learning styles and adapting their delivery to meet these.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 11.6 | Academic staff use a mixture of group and individual activities, to encourage the active participation of all students and support their learning.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 11.7 | Students are encouraged and enabled to develop independent learning skills.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 11.8 | Students and academic staff have access to appropriate learning and study materials as well as other resources and the institution encourages and supports their use.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met     Partially Met     Not Met

### Comments

All faculty members are qualified to at least master's level in the area in which they teach. Classroom observations are conducted by senior colleagues, such as the Executive Dean or Head of Faculty, and feedback is given to ensure consistency. Opportunities are provided for staff to participate in training offered by the International Management Training Academy (IMTA) and those who have report that its programmes are worthwhile and very well suited to the development needs of those working in business schools.

Students have mid-term assessments, on which they get feedback which is designed to help them prepare for their main summative assessment at the end of a module of study. If a student is having difficulty with a particular part of a course, the member of faculty leading that topic is accessible, either to provide additional support themselves, or to direct the student to appropriate external support materials and resources. Students find that this support is readily accessible and responsive to their individual needs.

Teaching is in small groups, or via blended or online learning. With students ranging from full-time undergraduates to part time MBA or DBA candidates, academic staff are alert to the range of learning styles they can expect to encounter and shape their teaching practice accordingly. Courses are structured to include work that is designed to encourage independent learning skills.

**12. Assessment is fair and appropriate for the level and nature of the courses, and students receive timely and supportive feedback on their work**

12.1	Students are provided with an assessment schedule, in which required coursework and revision periods are detailed in advance with clear submission dates.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
12.2	Assessment strategies are relevant to the content and nature of the courses and focused on measuring students' achievement of the intended learning outcomes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
12.3	Assessment tasks are clearly written, indicating what students need to do to meet stipulated levels of achievement.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
12.4	Students receive detailed and supportive verbal and written feedback on their assessments and overall performance and progress, which are effectively monitored.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
12.5	The institution takes appropriate steps to identify and discourage cheating, including plagiarism and other misdemeanours, and to penalise offenders.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
12.6	There are clear policies and procedures for students to claim mitigating circumstances and to appeal against marks awarded.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

**This standard is judged to be:**  Met  Partially Met  Not Met

**Comments**

All assessments are summative, although those early in a module, which are designed to be developmental, will contribute no more than ten per cent to overall marks. Grades and qualitative feedback are provided on all work other than multiple choice papers, which may be marked automatically within the Virtual Learning Environment (VLE). Where students have queries about this feedback, or additional support is needed to achieve the required standard, they can contact the relevant member of faculty who will either offer guidance or advise on sources of guidance.

12.6 The Institution is responsive to requests for consideration of mitigating circumstances and deals with these as they arise. While this can result in a highly personalised outcome for the individual student, it introduces the potential for inconsistent treatment of different cases.

**13. Student materials are appropriate to the medium of delivery and are effective**

13.1	Course materials are designed for a specific and clearly stated level of study.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
13.2	Course materials are appropriately presented and sufficiently comprehensive to enable students to achieve the programmes' objectives.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
13.3	Course materials are accurate and reflect current knowledge and practice and are regularly reviewed and revised.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
13.4	Programme designers make effective use of appropriate teaching aids and learning resources.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
13.5	The institution makes effective provision for students to access all resources.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

**This standard is judged to be:**  Met  Partially Met  Not Met

**Comments**

Members of faculty bring significant experience of teaching in higher education and this informs their development of course materials. A wide range of pedagogic approaches are used, from lecturing through to small group working, and presentations by students. Case studies are used to ensure that courses are relevant to current issues in business and management. Students are given course text books on registration, ensuring that they have ready access to this core information.

Teaching spaces are equipped with the latest audio-visual aids, and these are used where appropriate to support learning.

The Institution uses a VLE and materials for higher degrees are consistently posted there. The use of this system is only partial among lecturers on the BBA. The BBA Programme Manager is strongly encouraging its use for all courses and this initiative is welcome as it will simplify access to course materials for the students.

## INSPECTION AREA - STUDENT SUPPORT, GUIDANCE AND PROGRESSION

### 14. Students receive pastoral support appropriate to their age, background and circumstances

14.1	There are appropriate staff members responsible for student welfare, who are accessible to all students and available to provide advice and counselling.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.2	Students are given an induction to the institution, their programme of study and guidance on the use of facilities such as the library and IT provision.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.3	Students receive appropriate information on the pastoral support available to them, including for the provision of emergency support.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.4	The institution has policies to avoid discrimination and a published procedure for dealing with any abusive behaviour.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
14.5	Staff are available to assist students to resolve issues of a general and/or technological nature. All enquiries from students are handled promptly and sympathetically.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.6	There are effective systems to communicate with students out of class hours.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
14.7	Effective safeguarding arrangements are in place and are regularly reviewed to keep all participants safe.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
14.8	Effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism.	<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

The Institution has an open and supportive atmosphere. Staff are accessible and responsive to issues raised by students. An induction week is held for all first year students before the start of term covering social, practical and academic matters. Students are given their handbook and text books and must sign to say that they have read and understood the policies including those on attendance and discipline.

14.4 The Institution has a published commitment to avoid discrimination, but no published policy on how it would deal with any complaints related to discrimination or abusive behaviour.

The front desk staff are an initial point of contact for any queries that the students have and they can also readily access their programme manager. Staff can put students in touch with their IT support officer if necessary.

**15. Students receive appropriate academic support and guidance**

15.1	Students have appropriate access to teaching staff outside teaching and learning sessions.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
15.2	Students have access to appropriate support to enable the regular review of their academic progress.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
15.3	Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and prompt intervention is made, where appropriate.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
15.4	Academic support, advice and guidance on alternative programmes are provided to students who are judged not to be making sufficient progress and/or who wish to change their pattern of study.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
15.5	Students have access to appropriate advice and guidance on careers and further study and any professional body exemptions that may be available.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
15.6	The institution has a fair complaints procedure that includes an external adjudicator, for example, the Office of the Independent Adjudicator (OIA) in the UK, and students are informed of how to submit a complaint.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
15.7	Instructions and suggestions on how to study are made available to assist students to learn effectively and efficiently.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
15.8	Students with special educational needs and disabilities (SEND) are identified so that appropriate support can be provided.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

**This standard is judged to be:**
 Met     Partially Met     Not Met
**Comments**

Students can access their records on the central system used by the Institution, to monitor their own progress. They contact the faculty for additional assistance. Members of the faculty may offer additional support or direct students to additional online resources. Mid-term assignments are graded promptly, providing an initial indication of a student's performance on a course, prior to the final assessment. This allows time for additional support to be offered, if necessary.

15.4 The Institution does not offer a wide range of courses and therefore it is unlikely that alternative pathways will be available to any student who is not progressing on their course. The Institution is open to discussion about patterns of study at MBA level, where it offers several routes through the programme, and will consider requests for changes, should a student's personal or professional circumstances change.

SBS offers its students coaching to prepare for their careers. This is provided at no cost to the student, on a one-to-one basis. Speakers are invited from major sectors of industry and an annual job fair is arranged. This service is provided through a specialist external agency. The renewal of this contract was under negotiation at the time of the inspection.

The complaints procedure is well structured and fair and includes an independent adjudicator. However, in practice, any complaints are generally resolved informally and promptly. The procedure does not include maximum deadlines for each stage of the process.

15.8 The Institution supports those with special educational needs and disabilities when an applicant or student alerts them to these but does not ask directly about this. It is good practice to offer this opportunity as part of the application process.

**16. International students are provided with specific advice and assistance**

16.1	Before their arrival, international students receive appropriate advice on travelling to and living in their chosen country of study.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
16.2	On arrival, international students receive an appropriate induction on issues specific to the local area.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA

16.3	Information and advice, which is specific to international students, continues to be available throughout their time at the institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
16.4	Provision of support takes into account cultural and religious considerations.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
16.5	Where possible, students have access to speakers of their own first language.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA

**This standard is judged to be:**

Met     Partially Met     Not Met     NA

**Comments**

During the application process, SBS staff build good relationships with incoming students. This is supported by comprehensive pre-arrival information that is sent to the students on practical matters such as banking, accommodation and living in Switzerland.

The students at SBS are a highly international group with 44 nationalities currently represented. Many on the BBA have already studied at an international school in Switzerland, so issues of assimilation into a new culture are less pronounced for them. Students on the Masters and Doctoral programmes are mainly professionals, with experience of living in different cultures. The information and advice provided meets the needs of these students.

**17. Student attendance is measured and recorded regularly and effective remedial action taken where necessary**

17.1	There is an appropriate, clear and published policy on required student attendance and punctuality.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
17.2	There are effective procedures and systems to enforce attendance and punctuality.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
17.3	Accurate and secure records of attendance and punctuality, at each session, are kept for all students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
17.4	Data on attendance and punctuality is collated centrally and reviewed regularly and absences followed up promptly.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

For face-to-face courses, full attendance is expected, unless a medical certificate or other evidence of unavoidable absence is provided. No more than two unexplained absences per module are permitted.

There are processes in place to monitor lateness and non-attendance. Such instances are followed up appropriately with contact from the Programme Manager, to seek to identify any underlying issue, as part of the Programme Manager's responsibility for the collation and monitoring of these records.

For those on the online MBA, equivalent policies exist for distance learning engagement.

**18. Where residential accommodation is offered, it is fit-for-purpose, well maintained and appropriately supervised**

18.1	Any residential accommodation is clean, safe and of a standard which is adequate for the needs of students.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
18.2	Any residential accommodation is open to inspection by the appropriate authorities.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
18.3	A level of supervision is provided, that is appropriate to the needs of students.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
18.4	Students are provided with advice on suitable private accommodation.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA

This standard is judged to be:

Met  Partially Met  Not Met  NA

#### Comments

The Institution's provision is non-residential. However, it offers information on its website, and in response to individual queries, about places for students to rent in Zurich, including short term rentals that are suitable for those who want to wait until they arrive to choose longer term accommodation. There is a good choice of properties available to rent that are readily accessible to the Institution.

#### 19. The institution provides an appropriate social programme for students and information on activities in the locality

- |      |   |   |
|------|---|---|
| 19.1 | Students are provided with appropriate information on opportunities for participation in social events and other leisure activities which may be of interest.                 | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 19.2 | The social programme is responsive to the needs and wishes of students and activities have been chosen with consideration of their affordability.                             | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 19.3 | Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and/or experience.                                    | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 19.4 | Students are encouraged to develop and participate in extramural activities and, when studying remotely, the activities include appropriate use of online forums or channels. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 19.5 | The institution supports and encourages peer interaction through a variety of channels, e.g. social network forums and channels.  | <input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |

This standard is judged to be:

Met  Partially Met  Not Met  NA

#### Comments

The induction week for first year students combines teambuilding and social activities with information about the course and what will be expected of students during their studies. Final year BBA students arrange a tour of Zurich for the first year students in their second week. A small number of other appropriate social activities are arranged for the students during term. The students are adults and living independently in Zurich. Therefore, this constitutes an appropriate level of extra curricular activities.

#### INSPECTION AREA - PREMISES, FACILITIES AND LEARNING RESOURCES

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

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

The Institution has recently signed a ten-year lease for new premises, which it moved into in June 2018.

**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 type="checkbox"/> Yes	<input checked="" 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**

The new building is of a high specification and standard of cleanliness and is well fitted-out to suit its use as a higher education institution.

There are adequate circulation spaces and toilet facilities and the heating and ventilation systems are flexible and effective. The building is generally well-maintained. However, there were, at the time of the inspection, some minor faults that needed to be rectified. SBS was in the process of actively resolving these with the building's owners.

21.4 As yet, in the new premises there is no standard information provided about health and safety other than that in staff and student handbooks.

**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 checked="" 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 which allows for the effective delivery of each programme.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
22.3	There are facilities suitable for conducting assessments such as examinations.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA

**This standard is judged to be:**
 Met     Partially Met     Not Met     NA
**Comments**

Teaching rooms have desks and seating that can easily be arranged in different layouts, to suit the nature of the session planned. All rooms are equipped with electronic whiteboards and there is good wireless access throughout the building.

There is also a lecture theatre, which is used for keynote lectures from outside speakers. The spaces available offer a varied and flexible set of well-equipped learning areas, suited to a range of pedagogical approaches, from formal lectures to seminars and small group working.

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

23.1	Students have access to sufficient space and suitable facilities for private individual study and group work.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
23.2	Academic staff have access to sufficient personal space for preparing lessons, marking work and consultations with students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input 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 checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input 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**

There are separate, suitably equipped spaces for staff and students to spend time between classes and lockers are provided for staff and for students.

There are limited facilities on site for refreshments. These include a drinks machine for students and a small kitchen for staff. However, this is adequate given that the surrounding area is well served by food and drink outlets.

The Institution's new premises include a suitable mix of individual and shared space for both academic and administrative staff. Administrative staff are co-located with colleagues to increase the ease of collaboration across the team.

**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 checked="" type="checkbox"/> No	
24.5	The library is adequately staffed with appropriately qualified and experienced staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input 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**

The library space is sufficiently large for the number of students who will be at the Institution at any one time and holds a number of specialist texts. Students are given their own copies of core text books as part of their course materials at the start of term. Online subscriptions are in place to core journals and databases, and students can access these on or off-site. This ensures that they all have ready access to key readings from the outset and gives them greater flexibility in their choice of place to study. As a result, they do not need to work in the library and most choose to work at home. Group working may be carried out in the library, or in other areas of the Institution.

The faculty reports that the Institution is highly responsive to requests for additional teaching materials such as extra

subscriptions and books. Inspection findings confirm this view.

24.4 Students can only borrow books when the front desk of the Institution is staffed, which is not throughout the opening hours of the building. This is particularly limiting for students attending on a weekend programme.

**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 which 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**

The Institution has the retained services of an independent IT officer, with whom they have worked for a number of years. Working with the infrastructure that SBS has invested in, he has put a reliable wireless network and other IT facilities in place in the new premises. Although he is freelance, he is readily available to address issues when they arise, and students will be put in touch with him if other routes to solve their problems are not successful. As a result, the IT resources are well managed and effective.

Zurich-based students have ready access to key online resources and those studying remotely do so via the VLE.

**INSPECTION AREA - QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT**

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

26.1	The views of all stakeholders are canvassed and recorded regularly, considered objectively, analysed and evaluated thoroughly and, where necessary, appropriate action is taken.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
26.2	Student feedback is obtained through appropriate formal student representation mechanisms.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
26.3	The institution has appropriate formal feedback mechanisms to inform all stakeholders of any action taken as a result of their views.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

**This standard is judged to be:**  Met  Partially Met  Not Met

**Comments**

The Institution has strong links with industry and business through its Business Advisory Board, Honorary President and the informal contacts of its faculty. It uses the feedback from these contacts effectively in developing programmes that have high employability outcomes and to identify internships and other opportunities to enhance the student experience.

Students are surveyed regarding their satisfaction with aspects of the Institution's provision and this information is reviewed by senior staff. Student representatives attend the open business session of the Academic Advisory Board, where their views are provided.

26.3 There is no formal mechanism to ensure that information about any actions taken resulting from comments or survey data from students is fed back to the representatives or to the student body more widely.

**27. The institution has effective systems to review its own standards and assess its own performance**

27.1	All quality management policies and procedures are clearly documented and are brought to the attention of staff and, where appropriate, students and other stakeholders.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
27.2	The institution's quality assurance policies and procedures appropriately inform its strategic management.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.3	The principles of quality assurance are embedded throughout the institution to ensure a quality ethos.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.4	The institution undertakes regular and systematic monitoring of its operations and reviews all aspects of its performance against clearly specified and appropriate performance indicators.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.5	Management compiles regular reports that present the results of the institution's reviews and incorporate action plans.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.6	Particular attention is paid to the quality of the student learning experience and to ensuring that there is fair treatment of all students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.7	The nominated course leader produces an end-of-session, end-of-semester or end-of-year course report that includes measures of student satisfaction, completion rates and achievement levels.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.8	The nominated programme leader, drawing upon reports from its constituent courses, produces an annual programme report, which includes analysis of year-on-year results on student satisfaction, achievement levels, completion rates and progression to further study or employment.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.9	Key performance indicators include an analysis of student outcomes in terms of year-on-year performance, which highlights any significant variations.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.10	General performance reports include an analysis of year-on-year data, including on student satisfaction, retention and achievement, staff performance (including research and other forms of scholarship) and a review of resourcing issues.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.11	Review and revalidation of programmes on a regular basis involves external assessors as appropriate.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.12	Institutional systems ensure the effective consideration of programme reports and that appropriate actions are incorporated into action planning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

**This standard is judged to be:**  Met  Partially Met  Not Met

**Comments**

The quality management procedures, in relation to the development and approval of programmes, are well understood by the staff involved. Members of the faculty are encouraged to suggest ideas for the improvement and updating of content and may consult colleagues and external contacts as part of this process. This helps to keep content up-to-date in terms of published research in the field and evolving business practices. Input from the Business Advisory Board also informs discussions on the relevance of syllabuses and may identify potential for modifications to reflect changing professional practice.

27.1 Final approval of any proposals in relation to course content rests with the Academic Dean rather than with a senior academic committee to ensure greater formality.

The commitment of faculty and senior managers to design and deliver high quality course content is evident, with the Academic Dean and Head of Faculty both actively involved in peer review and teaching observations.

In line with the reporting requirements of its degree awarding powers, Programme Managers compile annual reports on programmes and outcomes for their students. These are also used as the basis for internal review, the identification of trends and possible issues for attention and resulting action planning by the Institution.

The Institution is strongly committed to quality and to the fair treatment of its students and deals with any concerns promptly as they arise.

External perspectives are introduced to the review of programmes through the wider experience of faculty members and through the Business Advisory Board. External assessment in connection with the revalidation of programmes is arranged in line with the reporting requirements of the accrediting body, the Accreditation Council for Business Schools and Programmes.

The Programme Manager for the bachelor's programme and the Head of Master's Programmes are responsible for the operation and oversight of course delivery. This includes monitoring of student satisfaction, progression and outcomes. In addition, key performance indicators from the Strategic Plan are monitored and any actions required identified through plans developed as part of routine institutional systems.

**28. The institution has a strong commitment to, and procedures that facilitate, continuing enhancement of its provision**

- |      |  |   |                             |
|------|--|---|-----------------------------|
| 28.1 | Good practice is effectively identified and disseminated across the institution.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 28.2 | End-of session course and annual programme reports include improvement and ongoing developments made and identify further areas requiring enhancement. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 28.3 | Action plans for enhancement are implemented and reviewed regularly within the institution's committee structure.                                      | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

**This standard is judged to be:**  Met  Partially Met  Not Met

**Comments**

There is a culture of peer support among the faculty which effectively fosters the dissemination of good practice.

Course outcomes are reviewed internally on an annual basis and possible areas for action are identified. Any resulting plans developed are relevant and achievable. Recently, for example, this process resulted in the replacement of an older module by one in Digital Marketing, in line with feedback from internal and external stakeholders.

## INSPECTION AREA – ONLINE, DISTANCE AND BLENDED LEARNING

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

29.1	Staff have an understanding of the specific requirements of online, distance and blended learning.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
29.2	Academic staff are properly and continuously trained with respect to provider policies, student needs, instructional approaches and techniques and the use of appropriate instructional technology	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
29.3	Tutors have an understanding of the special challenges and demands of online, distance and blended learning.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
29.4	Staff ensure students are made aware of the necessary level of digital literacy required to follow the stated programmes.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
29.5	Instructions and suggestions on how to study and how to use the online tutorial materials are made available to assist students to learn effectively and efficiently.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

This standard is judged to be:

Met  Partially Met  Not Met  NA

#### Comments

The faculty regularly works with students who study through a variety of modes such as online, distance and blended learning. Support is available to faculty for professional development, including in pedagogic methods and the faculty shares its knowledge and experience with colleagues through opportunities such as Faculty Meetings.

All tutors have video meetings with students who are studying remotely, which serves as an effective medium through which they can assess progress and answer questions. Most staff use online video conference facilities rather than the VLE, through which the video of the meeting can be saved so that students can revisit it at any time.

Online and campus taught course students submit work either on the VLE or through e-mail depending on the preferred working methods of individual members of faculty. Whichever method is used, students receive feedback which they consider helpful. However, consistent use of the VLE would have the advantage of building up a record of work done and feedback given in a single location, where it could be easily accessed by students and their lecturers as necessary.

## COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated

Yes  No

## PART C - SUMMARY OF STRENGTHS AND ACTION POINTS

*Numbering of action points aligns with that of the minimum standards*

### GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

#### Institution's Strengths

SBS is run by a small team, which draws on expertise from external sources, external networks of faculty and the support of the Honorary President. It has a clear strategy and is developing this through a programme of managed growth.

A prudent approach is taken to financial management.

Actions Required	Priority H/M/L
1.1 The role of the shareholders must be specified.	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
1.2 A senior committee or group must be identified through which decision-making on academic matters is carried out.	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
1.3 The Institution must draw up terms of reference for its various committees, which clarify responsibilities, reporting lines and other accountabilities so that the link between governance and management is clearly articulated and documented.	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

### GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

#### Institution's Strengths

The management team works well together and operates efficiently to provide a good learning environment for the students.

Student recruitment and admissions processes operate efficiently and provide a personalised service for applicants.

There is a formal process in place for annual performance reviews and staff are supported to undertake appropriate professional development.

Actions Required	Priority H/M/L
4.4 Terms of reference, including information on inter-relationships with other committees within SBS, must be drawn up for all committees.	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

### TEACHING, LEARNING AND ASSESSMENT

#### Institution's Strengths

Students value the small group teaching and the quality and accessibility of the faculty.

Course content is rigorous and relevant to the sectors in which graduates are likely to seek employment.

The various routes through the MBA programmes are designed to recognise the other commitments that students are likely to have and the Institution will work with individuals to accommodate changes in their external circumstances where possible, so that they can continue their studies.

Actions Required	Priority H/M/L
12.6 To ensure consistency and fairness for all students, a formal policy must be drawn up on the process for, and consideration of, appeals by students for consideration of mitigating circumstances in relation to assessments.	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

## STUDENT SUPPORT, GUIDANCE AND PROGRESSION

### Institution's Strengths

Recruitment, pre-arrival and induction processes ensure that the students receive all the information they need to feel welcome and know what is expected of them.

Students undergo regular assessment and receive prompt and constructive feedback.

Faculty are available to offer or suggest routes to obtain any required additional support.

Actions Required	Priority H/M/L
14.4 The Institution must publish a clear policy on processes for dealing with complaints of abusive behaviour.	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
15.4 The Institution must seek to identify options for alternative programmes of study elsewhere that might be appropriate for students who are not progressing satisfactorily.	<input type="checkbox"/> High <input type="checkbox"/> Medium <input checked="" type="checkbox"/> Low
15.8 The Institution must include an explicit question about whether the applicant wishes to declare any special education needs or disabilities on its application form.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

## PREMISES, FACILITIES AND LEARNING RESOURCES

### Institution's Strengths

The new premises are very well suited to the Institution's activities.

Rooms are well-equipped and wireless access works well throughout the building.

Comfortable break out spaces and lockers are provided for staff and students.

Actions Required	Priority H/M/L
21.4 Appropriate health and safety information must be displayed prominently in the building.	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
24.4 A simple system for recording books loaned, that does not rely on front desk staff being present, must be introduced to increase the hours at which signing out of library materials can take place.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

## QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

### Institution's Strengths

The members of the faculty bring considerable relevant experience to the Institution, which is updated regularly through their professional networks.

Actions Required	Priority H/M/L
26.3 The Institution must establish formal procedures to report back to students on actions taken in relation to issues raised by their representatives.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
27.1 SBS must introduce formal procedures for consideration and approval of proposals for programme content. These should fall within the terms of reference of its committees that are to be drawn up.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

## ONLINE, DISTANCE AND BLENDED LEARNING

### Institution's Strengths

Actions Required	Priority H/M/L
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

### RECOMMENDED AREAS FOR IMPROVEMENT

Current management structures place significant reliance on two key individuals and it is recommended that consideration is given to contingency and succession planning, as part of the risk management process.

The Institution should consider ways in which it can appropriately support and encourage staff in the area of research.

It is recommended that a suitable replacement for the specialist service, which has been providing personalised careers advice and guidance sessions to the students, is put in place.

To increase transparency, it is recommended that the Institution includes maximum times for each stage of its complaints policy to be completed.

The Institution should ensure that the minor issues relating to the new premises are resolved by the landlord in a timely fashion.

The Institution should encourage the comprehensive use of the VLE as the medium for the submission of assessed coursework and for maintaining the video meetings held with students who are studying remotely so that it provides a single and readily-accessible record of the work and assessment of individual students.

### COMPLIANCE WITH STATUTORY REQUIREMENTS

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