



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Independent Higher Education (IHE) Re-accreditation Inspection

NAME OF INSTITUTION: International University in Geneva

ADDRESS: 20 Route de Pre-Bois
Geneva
1215
Switzerland

HEAD OF INSTITUTION: Mr Eric Willumsen

DATE OF INSPECTION: 11–12 April 2022

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

- Re-accreditation awarded for the full four-year period
- Probation accreditation
- Decision on accreditation deferred

DATE: 21 July 2022

PART A – INTRODUCTION

1. Background to the institution

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

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

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

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

IUG has exchange agreements with a range of international higher education institutions around the world, where students have the opportunity to spend a term or a year abroad. Since 2018, the Institution has had a partnership with the University of Plymouth (UoP) in the United Kingdom (UK), where students have the option to study for a dual degree, graduating from IUG and with a degree from UoP.

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

2. Brief description of the current provision

IUG offers five undergraduate and seven postgraduate programmes. At undergraduate level, it delivers a Bachelor of Business Administration, together with a range of Bachelor of Arts awards in Business, Management and Media Communications. At postgraduate level, it delivers a Master of Business Administration degree and a range of other Master's awards in Business and Management, Trade and Finance, and Digital and Media.

Students on the Master of International Relations and Diplomacy programme have the option to extend their studies to include an individual research dissertation in order to gain the award of Master of Arts in International Relations at UoP. Postgraduate students also have the option to extend their studies with Boston University to achieve a specialised Master's degree from Boston University, as well as their IUG Master's degree.

All students are studying on a full-time basis. At the time of the inspection, delivery of postgraduate programmes was through a hybrid approach, with students able to attend classes in person or online.

At the time of the inspection, 156 students were enrolled. The current capacity for the Institution is 200. There is a slight majority of male over female students enrolled. At postgraduate level, students come from a wide range of countries. At undergraduate level, the majority of students are from Russia, Azerbaijan and various Eastern European countries. One student is under the age of 18.

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

3. Inspection process

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

4. Inspection history

Inspection type	Date
Full Accreditation	25 & 26 May 2016
Supplementary	2 & 3 October 2017
Interim	8 November 2018

PART B – JUDGEMENT AND EVIDENCE

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

INSPECTION AREA – GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

1. The institution is effectively and responsibly governed

1.1	The 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 checked="" type="checkbox"/> Yes	<input 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 checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.3	The link between governance and management is clearly articulated and documented.	<input checked="" type="checkbox"/> Yes	<input 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

IUG's organisational structure is clearly defined and understood. The structure is well communicated to stakeholders through the organisational chart, policy documents and information shared through the staff, faculty and student online information portals.

The senior academic committee, which includes the academic Heads of Department and the Academic Dean, has overall decision-making authority on academic matters. This structure helps to ensure the integrity of academic freedom.

The link between governance and management is clearly articulated and documented. The CEO, acting as the Institution's President, is the Secretary of the Foundation Board, composed of six trustees, including a Chair and Vice-Chair. Board members have a broad range of expertise in finance, human resources, risk assessment and legal matters, which helps them to challenge and support senior leaders. The Board meets once a year to approve the annual audited accounts, the budget and the activity report of the CEO.

Internal stakeholders develop institutional policies through the faculty board meeting structure and the annual strategy day. For example, faculty members are regularly consulted to inform them of changes to policies and procedures. External stakeholders, such as partner universities, employers and members of the advisory council, are also consulted to inform them about the development of policy.

The Institution has a documented risk management framework that outlines the procedure for regularly assessing business risk. The Foundation Board and Senior Management Team regularly review potential risks and take appropriate actions to mitigate these, for example by making changes to the strategic plan. The Strategic Planning Committee meets regularly to consider business opportunities and threats, including an assessment of risk.

IUG has a range of mature professional partnerships and agreements with a variety of international organisations and universities. These include agreements to offer students exchange programmes in over 22 different international institutions, as well as validation agreements for undergraduate and postgraduate programmes. These are formally defined and transparent.

The Institution has effective channels of communication to ensure all stakeholders are kept updated and informed. These include a formal and regular meeting structure, staff, faculty and student online information portals, newsletters, and email communication.

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 is 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 has a clear, three-year strategic plan in place, which outlines a range of appropriate short- and medium-term goals. Senior leaders regularly review implementation plans to monitor progress and to ensure sufficient investment and financial resources are in place. The strategy is influenced by the desire to continually enhance the quality of the student experience.

All stakeholders have opportunities to contribute to the Institution's strategic goals through formal and informal mechanisms. For example, the annual strategy day brings together senior managers from across the Institution to evaluate performance and update strategic plans. Students, staff and faculty are invited to share their views through regular surveys, evaluations and meetings, which senior managers and leaders consider when setting and updating the strategic vision.

A strategy statement is available on the Institution's website. The strategy is shared with relevant staff through the meeting structure and the annual strategy day.

The Senior Academic Committee conducts a systematic review of performance measured against key strategic targets. This process is formally recorded through the annual strategy. The annual strategy meeting reviews the outcomes of the annual programme review meeting, with the results from the staff and student surveys. This process allows the Senior Academic Committee to make informed decisions, measured against strategic targets.

3. Financial management is open, honest and effective

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|-----|--|---|-----------------------------|
| 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

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

IUG's finances are subject to annual independent audit by external auditors.

The Foundation Board has appropriate oversight of the outcomes of external audits and it approves the annual audited accounts and budget.

INSPECTION AREA – GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

4. The institution is effectively managed

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|-----|---|---|-----------------------------|
| 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 checked="" type="checkbox"/> Yes | <input 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

The Institution's management structure is clear, well defined and documented, as set out in the organisational chart and within job descriptions. The structure is effectively communicated to all stakeholders via various mechanisms, such as the online information portals. This helps to ensure all stakeholders understand how the Institution is managed at different levels.

Very clear, effective and systematic reporting arrangements are in place and understood by stakeholders. For example, faculty lecturers report to their Head of Department, who report to the Academic Dean. Roles and responsibilities are clearly set out in job descriptions and in relevant handbooks and policy documents.

An effective and appropriate structure of committees is in place to ensure the smooth running of the Institution. For example, the Senior Academic Committee meets monthly to discuss and take appropriate actions on academic issues. This structure works well and ensures effective management decision-making.

Management committees have clear and suitable terms of reference, which are available online to committee members. Committee meetings are formally recorded, with a clear record of any actions taken or set. Meeting records are professionally formatted and produced by the meeting recorder.

The Institution has formal mechanisms in place for ensuring information is accurate. The Senior Academic Committee regularly monitors, updates and processes changes to information and documentation. Updates are ratified by senior leaders during the strategy day to ensure information is fit for purpose for internal and external stakeholders.

5. The institution is administered effectively

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|-----|---|---|-----------------------------|
| 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 type="checkbox"/> Yes	<input checked="" 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 that is implemented effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution has effective administrative processes in place. The size of the administrative team is sufficient to ensure the Institution is effectively run. Managers are well supported by clearly defined and documented administrative support processes. Administration policies, procedures and systems are well documented, understood and shared with key stakeholders across the Institution through the online information portals for staff, faculty and students. Students attend classes that are appropriately timetabled in suitable rooms.

IUG has effective data-collection and collation systems in place. At the time of the inspection, a new and enhanced student information system is in the final stages of implementation to improve the functionality and efficiency of administration processes. Managers oversee the implementation project systematically and diligently to ensure systems remain effective and accurate.

Administration records are clear and comprehensive and are stored securely online. Student records are held digitally and are accurate, secure, well maintained and up to date. Staff records are held securely in hard copies and are effectively maintained in well-organised files.

Relevant data protection and privacy policies and procedures are in place to ensure the security of personal information. Data protection arrangements include limiting access to those who need it and measures to prevent unauthorised access.

Student identification is checked on enrolment. All students are issued with an identification card and unique student number to ensure those registering for the programme are the same as those who participate on the programme. Appropriate arrangements for the administration of examinations and other types of assessment are in place, ensuring students receive proper credits for the programmes they have successfully completed.

The Institution has clear and effective internal moderation processes for all programmes at all levels. Limited external moderation processes are in place for students' final assessments in their last year of study. Students on UoP

programmes also have all their final-year modules double marked to ensure grades are appropriately moderated and validated.

5.12 There are no procedures in place for external moderation at the pre- and post-assessment stages for undergraduate students in the second year of study.

Students have timely access to their transcripts of academic results on completion of their programme. Interim transcripts can also be requested from the registry at any time. Managers have rightly made the decision to upgrade to an enhanced student information system, which will make the sharing of transcripts more accessible to students when fully implemented.

Undergraduate and postgraduate students have access to a clear policy on the collection and refund of fees.

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 students.	<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 that includes regular classroom observations of teaching staff.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
6.8	The professional development needs of staff are identified through appraisal and other means, and measures are 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

The Institution has effective recruitment and employment policies and procedures to ensure that staff are suitably experienced and qualified for their roles. Lecturers have higher degrees, and many have relevant postgraduate research experience. Lecturers also have relevant professional, technical and industry expertise in their academic subjects, with many continuing to work as practitioners in their vocational sector.

Staff understand their roles and how they interact with other roles within the Institution. Academic staff are required to complete a teaching session as part of the interview process, which helps managers to evaluate their expertise. All employees are required to have a Swiss State-issued certificate of good character to ensure students are protected.

Staff have clear job descriptions in place and benefit from a comprehensive induction to the Institution and their department. Staff have the support of experienced workplace mentors, who ensure that they settle quickly into their roles and are able to fully and effectively discharge their responsibilities.

The Institution has a suitable and comprehensive equality and diversity policy covering students, staff and faculty. This is available to all stakeholders via the appropriate information portal. Staff confirm that they are treated fairly and in line with the Institution's policy. Staff have access to an appropriate procedure for raising a complaint or grievance.

A clear and effective appraisal system is in place to annually review the performance of non-academic staff. Staff appraisal meetings are held annually, with staff invited to complete a formal process of self-review and reflection. The documented and transparent process identifies strengths, special accomplishments and areas for improvement.

Managers systematically and regularly collect and review feedback from students to evaluate the performance of teaching staff. Lecturers are provided with a summary of student feedback to help them make improvements where required. Lecturers' teaching skills are reviewed annually through a documented peer observation process.

6.7 A formal, transparent and clearly documented appraisal system is not currently completed for all teaching staff. Managers recognise the need to fully implement a previously used and suitable holistic review process to better support teaching colleagues in their development over time.

The professional development needs of non-academic staff are identified through the formal appraisal process. The development needs of teaching staff are identified through the peer observation process, as well as regular one-to-one and departmental meetings. Managers make sufficient resources available via a dedicated staff development fund to support professional development and training activities.

A programme of workshops is used to provide lecturers with information, advice and guidance to develop the effectiveness of their professional practice. For example, sessions covering types of assessment, independent learning and innovative teaching methods help lecturers to enhance their teaching and learning methods.

7. Academic management is effective

7.1	There are appropriate procedures for the proposal, design and validation of programmes of study that 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

IUG has well-described and suitable structures, processes and procedures for the development and review of programmes of study in line with the regulations of its validating partner universities. New programmes are developed in collaboration with expert external advisers to ensure that these accurately reflect the needs of industry.

The learning outcomes for all programmes are clearly documented and shared with students through documentation made available on the student information portal. Learning outcomes at individual module level are made available to students online once they start a module. Learning outcomes at the programme level are made publicly available via the Institution's website.

Academic staff meet regularly to review all learning programmes. For example, the Senior Academic Committee holds monthly meetings to discuss ongoing academic programme issues throughout the year. A formal process of annual programme review also takes place. This process is appropriately informed by relevant reports and data analysis.

There is an effective process in place for acquiring academic resources. Academic staff can raise requests for learning resources via their Head of Department for escalation to the Senior Academic Committee, with the President providing overall approval. This process is effective in ensuring appropriate resources are acquired as needed.

The commissioning of course materials is managed effectively. Lecturers take responsibility for developing their own course materials to meet the requirements of module specifications. Heads of Department review the materials produced by newly appointed teaching staff to ensure these are fit for purpose and in line with IUG's high expectations. This ensures that appropriate and consistent standards are met.

Students are invited to contribute to the development of academic provision via feedback formally provided at the end of each module, as well as completing student satisfaction surveys. Feedback is considered by the Senior Academic Committee and at the Institution's annual strategy day if appropriate. These mechanisms ensure that students can take an active role in developing IUG's academic provision.

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 programme(s) 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

The entry requirements for each programme are appropriate for the level of study and demands of each course. Entry requirements are communicated to prospective students through the website, for example the completion of secondary education and the level of language proficiency required. For postgraduate programmes, the specific standard of prior attainment required is explicitly stated for each course. For undergraduate programmes, prospective students receive detailed guidance on the specific entry requirements from course tutors and managers. The specific levels of prior attainment required for each undergraduate programme are not always clearly stated on the website.

A clear and suitable admissions policy and formal application process are in place. Prospective students complete an online application form that is reviewed and checked by admissions officers. The Institution makes use of international benchmarking guidelines and processes to ensure all students meet the minimum published entry requirements. Any qualifications and levels of English language competency claimed are also checked for validity.

Admissions officers organise monthly open days where prospective students can find out more about the courses on offer. Students confirm that their application and admissions queries are dealt with very efficiently, and inspection findings confirm this view.

Prospective students meet with admissions officers to discuss the specifics of each course and the practicalities of studying in Switzerland. This helps to ensure that students are properly briefed about the requirements of the learning programme and the minimum levels of language ability required, and in order for students to assess whether the

course is suitable to meet their needs and educational aspirations. Meetings are also used to stress to students that they are responsible for checking that they have the skills and knowledge required to study a chosen course.

The Institution has a suitable policy on the circumstances in which accreditation of prior learning and prior experiential learning can be considered, and the arrangements for accepting previously achieved credits.

IUG makes use of recruitment agents, who are effectively selected and monitored. Agents receive training and online resources to ensure they are clear about their roles and responsibilities.

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. Yes No NA

9.2 Academic staff are encouraged to engage in research and/or scholarship that informs their teaching. Yes No NA

9.3 There is a fair and transparent procedure for staff to seek financial support for their research and other professional development activities. Yes No 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. Yes No NA

This standard is judged to be:

Met Partially Met Not Met NA

Comments

IUG encourages academic staff to undertake research and publish their findings, with financial incentives available for published contributions. The Institution publishes its own peer-reviewed journal, to which staff may contribute, providing an effective outlet for research publication.

Research-informed teaching is encouraged and is facilitated by the close links between the Institution and industry. Many lecturers work part time for the Institution and are also employed in relevant industries, which helps to ensure current vocational practices inform their teaching.

Funds are available for staff to support research activities and the completion of other professional development activities, such as attendance at conferences and training courses. The process of applying for funds is clear and understood by staff. Financial incentives awarded for the publication of books or articles in peer-reviewed journals are fair and transparent.

Managers ensure that staff have time to meet regularly to share and discuss current research activities. Online forums and faculty development workshops, held three times each year, provide useful opportunities for staff to discuss research in addition to wider institutional issues.

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

10.1 Text and images provide an accurate depiction of the institution's location, premises, facilities and the range and nature of resources and services offered. Yes No

10.2 Information on the programmes available, their assessment and progression is comprehensive, accurate, readily accessible and up to date. Yes No

10.3 There are effective procedures to update information on a regular basis to ensure its relevance and accuracy. Yes No

10.4 The information provided ensures students are well informed of the status of the qualifications offered, including the awarding body and level of award. Yes No

10.5 Students are informed of the full cost of all programmes, including costs of assessments, activities and any required materials. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

Text and images used on the Institution’s website and in other published materials provide an accurate depiction of the location, premises, facilities and the range and nature of resources and services offered.

Students have access to accurate programme information, which is made available in the course brochure and on the Institution’s website. This includes the main learning outcomes for each programme and the specific courses to be studied.

10.2 Specific information for students completing the dual degree option in partnership with UoP or with Boston University is not comprehensive or readily accessible. The detail of the guidance provided on assessment requirements is insufficient.

Clear and effective procedures are in place to ensure that information is updated on a regular basis. The Assistant to the Dean is responsible for updating digital and print resources based on information provided through management meetings, approved by the Senior Academic Committee.

Information provided to applicants and students clearly specifies the level of awards, the qualification offered and the awarding body. Information on the cost of programmes, activities and other materials is specified on the website and further reinforced by admissions officers during meetings with prospective students.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

11. Academic staff are effective in facilitating student learning

11.1	Lecturers have the required subject knowledge, and 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 that 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 <input type="checkbox"/> NA
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

Lecturers are well qualified and have the appropriate subject, vocational and professional expertise to teach the courses to which they are allocated. Many are also current industry practitioners, and they use their recent experience to help students make secure links between theory and current workplace practices. Many lecturers have worked with the Institution for many years, providing a consistent learning experience for students.

Courses are effectively delivered and students' knowledge is regularly assessed so they are well prepared for their final assessments. For example, in a computer science lesson, students were able to build small computer networks to put their knowledge into practice and prepare them for work in the sector.

Lecturers use teaching methods and approaches that are appropriately aligned with the validated learning outcomes for the programme and module.

Effective arrangements are in place to identify and meet students' specific learning needs. Students benefit from small group sizes and high levels of academic support from lecturers and support staff. This ensures students are well supported throughout their studies.

Lectures use a suitable blend of direct instruction and individual and group tasks in their approach. For example, in a session on organisational leadership, students completed reflective exercises to critically evaluate their own beliefs and styles and how this might impact on their own leadership approach.

Students are encouraged to develop independent learning skills by completing research, assignment projects and presentations. For example, in a social media in business module, students are required to create different social media posts in a professional context, based on subjects and contexts of their own choice.

Students and staff have access to a broad range of high-quality learning and study materials. Students have access to electronic books for each module, as well as supplementary materials through an online learning environment.

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 checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Students are provided with a clear and user-friendly assessment schedule for their course. The schedule includes assessment dates and guidance on the assessment methods and marking requirements. Assessment strategies, that are featured in module assignments, clearly link with the intended learning outcomes. The assessment strategies used are varied and appropriate to the nature of each module.

All assessments are written using the Institution's standardised module specification template. This ensures consistency and clarity. The evaluation criteria and marking scheme document provide students with clear guidance on the grading descriptors for each grade available.

Students benefit from useful written feedback provided for all assessments. This is supported by personalised spoken feedback from lecturers, when requested by a student. Data on students' ongoing performance is available to them via the student information portal. Student progress is monitored by programme leaders, and appropriate actions are taken to support students as and when necessary.

Students receive clear written guidance on how to prevent plagiarism. Through induction, students are introduced to a well-written referencing and plagiarism guidance document, along with other anti-plagiarism advice such as access to originality screening software. Additionally, students are required to sign an assignment cover sheet declaring that the assessment evidence submitted is authentic. Together these form a practical and suitable approach to discouraging plagiarism.

Students have access to clear and appropriate policies for claiming extenuating circumstances and for appealing their academic grades. The student information portal makes available relevant forms for students to complete and submit as and when required. In the case of illness, students are aware they will need to provide supporting evidence, for example a medical certificate.

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

Course materials are well designed, link with specific and stated years of study, and appropriately relate to module content and learning outcomes that are articulated in module specifications.

Students confirm that they find module specifications detailed and useful, and that these provide the information they require to understand the programme objectives. Students find study materials and teaching and learning methods are varied, appropriate and engaging, and clearly linked with programme objectives. Inspection findings confirm this view.

Study materials are accurate, reflecting current industry practice and drawing on varied and appropriate research in the relevant subject disciplines. A student-led curriculum review process helps to identify any gaps in the curriculum or where materials require revision. Academic managers address any proposed changes effectively.

Programme designers demonstrate that they use a range of teaching aids and resources to meet students' needs and preferences. These include materials to support group work and independent learning, including role play, case studies and practical tasks.

Students at all levels have convenient access to learning resources to support their studies. Final-year undergraduate students also benefit from access to the online resources provided by UoP.

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 checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.5	Staff are available to assist students in resolving 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 checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input 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 checked="" type="checkbox"/> No <input type="checkbox"/> NA
14.8	Effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

IUG employs a Welfare Officer and a Counsellor, who provide students with a broad range of effective and accessible support services.

Students receive a detailed academic orientation that provides clear guidance on their programme of studies, library provision and Information Technology (IT) support services.

The module specifications provide students with useful and relevant guidance on their programme of study, for example module outcomes, assessment methods and grading criteria. The student handbook outlines the pastoral support available from student affairs, student services and other support services.

IUG has relevant policies in place to promote equality, diversity and anti-discrimination. The policies provide definitions for key terms and reinforce the Institution's values of respecting diversity and promoting opportunity for all. Clear published guidance is available for dealing with any abusive behaviour reported.

The Institution has full-time IT support available for students on campus. Students' technical enquiries and requests are dealt with promptly and efficiently. When students have issues with their computer hardware, they are able to borrow resources from the Institution to ensure their studies are not disrupted.

The Institution has a broad range of systems in place to communicate with students outside class hours, including email, social media platforms and the Virtual Learning Environment (VLE).

IUG has a policy of accepting students aged 17 who will turn 18 within the academic year. There is a safeguarding policy in place and a designated safeguarding lead (DSL). Police background checks are required for staff and there is a staff code of conduct.

14.7 The DSL has not received any specific training to help them understand their roles and responsibilities for keeping students under the age of 18 safe. The safeguarding policy does not include details of the DSL, safer recruitment arrangements, or details of appropriate staff training. There is no policy to renew the police background checks after a reasonable period of time. Staff working with students under 18 have not received any specific training relating to the

safeguarding of children. The code of conduct does not cover relationships between staff and students or whistleblowing.

The Institution has a relevant policy in place for preventing extremism and radicalisation. The policy defines extremism and radicalisation and identifies indicators of vulnerability. The policy provides relevant guidance to staff for reporting any concerning behaviour. A detailed risk assessment covering the prevention of extremism and radicalisation is in place, with a range of relevant control measures. Staff have completed relevant online training to help them understand their roles and responsibilities and to reduce the risks associated with radicalisation and extremism.

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 checked="" type="checkbox"/> Yes	<input 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	Students are advised of BAC's complaints procedure.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
15.8	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
15.9	Students with special educational needs and/or disabilities (SEND) are identified so that appropriate support can be provided.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Students regularly access the support of academic staff outside teaching and learning sessions. Staff maintain open office hours and students report that staff regularly make themselves available to provide further assistance.

Students have access to appropriate academic support throughout their programme of study. Students benefit from small class sizes, which allow staff to provide very timely and personalised guidance and care. Students can also seek the advice and guidance of dedicated student support staff to review their progress at any point. At the time of the inspection, the Institution was in the advanced stages of fully implementing a new student information system, which will allow students to access more specific information and data on their progress.

Students' assessment outcomes are regularly monitored to identify and support students who are judged to be making slow or insufficient progress. A process of academic probation supports student to improve their attendance levels or improve their achievement levels in assessments. Staff work with students to develop an appropriate and accessible action plan that helps them to get back on track swiftly. Specific academic support, advice and guidance are provided to all students at the start of each semester. This helps students to understand the programme and choose the module selections that best meet their educational needs and aspirations.

Students have access to effective and helpful advice and guidance on careers and further study through a dedicated adviser and online careers portal. Students can apply for specific roles directly through the careers portal, which also provides a useful blog and further guidance on a range of current issues related to progression and next steps.

Students have access to a grievance and disciplinary policy that sets out the Institution's approach to handling complaints, including timescales. The policy includes explicit reference to an external adjudicator for referral if required. The BAC complaints procedure is accessible to students via the student information portal.

Students have access to a wide range of suitable and informative resources on how to study and learn effectively, for example on how to stay motivated in challenging situations and guidance on managing stress and anxiety.

The Institution has effective arrangements in place to help identify the needs of students with special educational needs and/or disabilities. Admissions officers inform the Registrar and relevant faculty where a student has declared a disability, as part of the admissions process. Relevant adjustments are made where possible, including providing materials in alternative formats, extended time during examinations and the provision of additional equipment where needed.

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 that are specific to international students continue 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 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

Prior to arrival, international students receive appropriate advice about accommodation, travel and visa requirements for Switzerland. On arrival, students receive a detailed induction, including an academic orientation covering course objectives, module specifications, assessment tasks, criteria and grading, and plagiarism and academic misconduct. In addition, international students benefit from induction and resources from admissions counsellors on matters related to local facilities, such as public transport, dining recommendations, city maps and utility information.

Whilst students are on the programme, the Institution continues to meet the needs of students from a wide range of international destinations, providing guidance and support in relation to visas, employment and local social and cultural networks. The Student Council also provides ongoing support through the provision of cultural and social activities.

Students' cultural and religious needs are met through various mechanisms, such as the range of catering provision available and sensitive cultural programming during religious holidays such as Ramadan. The Institution is located within the large ICC building, which has its own chapel and a space for students to pray and worship.

As the Institution is international, many of the staff are multilingual, providing students with a range of speakers of different languages. The Institution also programmes language classes in French, the predominant language spoken in Geneva. Where students do not have access to speakers of their first language within the Institution, support from civic networks within Geneva is provided.

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	<input type="checkbox"/> NA
17.2	There are effective procedures and systems to enforce attendance and punctuality.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
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	<input type="checkbox"/> NA
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	<input type="checkbox"/> NA

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

Comments

Leaders and managers place a high priority on the importance of students attending their classes regularly and on time. The Institution has robust procedures and systems to measure and record student attendance and punctuality.

A clear attendance policy is implemented and shared with students via the student information portal. Students are permitted to miss no more than four unexcused lessons within each module. Where this happens, students must resit the module at full cost. Where students submit suitable mitigating evidence, absence is recorded as authorised.

Administrators maintain accurate and secure records of attendance and punctuality for all students and for all teaching sessions. Where students miss classes, their absence is followed up promptly by relevant staff.

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

18.1	Any residential accommodation is clean, safe and of a standard that is adequate for the needs of students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
18.2	Any residential accommodation is open to inspection by the appropriate authorities.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
18.3	A level of supervision is provided that is appropriate to the needs of students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input 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 works in partnership with four external providers of approved student accommodation. Accommodation visited during the inspection was clean, safe and meets the needs of students. Accommodation is suitably secure, with on-site reception staff in attendance to deal with student enquiries and to provide appropriate supervision. Access to student residences is restricted in the evenings.

Accommodation managers carry out regular checks to ensure all approved providers continue to provide accommodation that meets the required standards and students' needs. Residential accommodation providers confirm that they are inspected by the relevant Swiss authorities to meet the required standards on health, hygiene and safety.

The Institution's accommodation team provides students with useful advice on the private accommodation arrangements available to them. The Institution's website also provides prospective students with accurate advice and guidance on the different accommodation options available.

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 that may be of interest.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
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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 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

Students benefit from a wide range of social and leisure activities, including football, academic societies, parties and volunteering. The Student Council organises a range of local, national and international trips, for example to Silicon Valley in San Francisco, the United Nations (UN) in Geneva and the simulated model of the UN at Harvard University in Boston, USA.

The Student Council liaises with students to ensure the social programme is responsive to their needs. As a result, events are planned to combine educational visits and lectures with cultural activities in a range of different European cities. The Student Council is able to access additional funding from the Institution, when necessary, to ensure the social programme is accessible and affordable.

Students are appointed as events managers and are required to identify any risks related to organised social activities, including such risks that attendees under the age of 18 may be exposed to. Managers confirm that they are present at most social activities.

The Institution delivers a range of social online activities via video-conferencing platforms. The VLE also provides opportunities for students to communicate online.

Social activities are promoted in class, through print media on campus, and by using social media, newsletters and other online channels. These mechanisms help to support and encourage students to interact with their peers.

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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

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

The Institution has contracts with external premises that provide sports and fitness facilities, which students can access free of charge.

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**

Access to the ICC building is secure and appropriately restricted via a range of appropriate measures. Reception staff monitor access and provide the necessary guidance to students and visitors. The premises are fully accessible with a lift to all floors.

The premises are clean, professionally furnished and very well maintained. They provide a safe and attractive learning and working environment.

Students and staff are provided with relevant health and safety guidance during induction, as well as in detailed staff and student handbooks and via the relevant online information portals. Relevant health and safety guidance is clearly displayed in all necessary areas, including evacuation routes for fire and other emergencies.

The modern and spacious premises provide an excellent space for staff and students to work, socialise and receive visitors. Toilets are adequate in number. They are very clean and well maintained. Heating, ventilation and air conditioning are adequate in all areas.

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 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 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**

Staff and students benefit from large, bright and spacious classrooms and other learning areas suitable for the size and number of the classes.

Classrooms are well equipped for the effective delivery of undergraduate and postgraduate learning. Classrooms feature professional cameras to facilitate hybrid learning for those attending online or in person. Classrooms are equipped with personal computers and projectors.

There is a range of facilities suitable for conducting assessments, such as examinations.

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 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

Students have access to a range of spaces and facilities suitable for private individual study and group work. For example, the dedicated research room and the library provide areas for silent study. Academic staff have access to offices and workrooms to prepare lessons, mark work and to conduct meetings and tutorials with students.

Students and staff have access to attractive spaces for relaxation. Students benefit from a lounge with games and relaxed seating and vending machines for snacks and drinks. Students and staff have access to secure storage for personal possessions, for example individual storage lockers.

Academic staff and managers have access to a range of office spaces for individual and group meetings. Professional video-conferencing equipment is available so that the Institution can hold both in-person and online meetings, including committee meetings, when required.

Administrative offices are adequate in size and suitably resourced for the effective administration of the Institution.

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

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|------|--|---|-----------------------------|-----------------------------|
| 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 checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 24.4 | There is a well-organised lending policy. | <input checked="" type="checkbox"/> Yes | <input 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 checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

This standard is judged to be:

Met Partially Met Not Met

Comments

Students have access to a wide range of books, hard-copy and electronic journals and periodicals in the attractive library, which is professionally organised and catalogued. Students also have access to their own personal copies of core electronic books for each module and other online materials provided by academic staff via the VLE.

Library managers operate effective and efficient procedures in partnership with academic staff to ensure that the physical and e-book stock reflects the current curriculum and older titles are retired when required.

The library has good space for independent study. The adjacent research room also provides students with a useful space for silent study and research. There are a variety of spaces for students to work in study groups.

The library stock is professionally catalogued, with effective use made of a professional library management system. The lending policy is clear and appropriate.

The library is staffed by suitably qualified and experienced 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

The Institution has well-managed and effective IT resources that support both online and on-campus learning very well. The Institution's internet resources provide reliable connectivity and access and are of sufficient capacity.

Students benefit from comprehensive learning resources made available via the VLE, which is professional, well managed and effectively integrated. The VLE supports effective interaction between academic staff and students and between the students themselves. A wide variety of resources support and enhance students' learning experience.

All students and staff have access to the latest office software programmes, which are updated annually. More specialist software to support students on computing courses is made available to those who require it. Computer hardware is updated on a rolling basis as part of an annual plan, with requests for any additional hardware requirements being authorised when required by senior leaders. These arrangements ensure staff and students have good access to the IT facilities and services they require.

A highly experienced IT technician is available to ensure that the Institution's IT systems are working effectively. The technician is automatically alerted to on-site failures outside normal hours, allowing appropriate action to be taken.

Many online IT systems are maintained by external service providers, who offer the relevant support and technical assistance when required. This ensures that staff and students have consistently reliable access to learning systems. The VLE effectively integrates the provision of all learning resources, ensuring these are readily accessible to both on-site and off-site students.

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

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|------|--|---|-----------------------------|
| 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 checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution uses a range of effective mechanisms to collect and review feedback from stakeholders, including students, staff and alumni. Mechanisms include student module and satisfaction surveys, curriculum reviews, alumni surveys, and faculty feedback surveys. The Institution also gathers and discusses feedback from its partners through relevant committees and board meetings.

Leaders and managers review and evaluate feedback at various points within the governance structure, including at faculty, departmental and senior academic committee meetings. Where necessary, leaders and managers take the necessary actions to respond swiftly to any areas identified for improvement or enhancement.

Formal student representation mechanisms are effectively implemented to gather and present the views of the student body. The Student Council includes elected members who appoint a team of representatives. Student representatives are appropriately briefed and trained on their roles and responsibilities. They attend the annual strategy meeting to ensure that the views of students are well understood and considered.

Appropriate mechanisms are in place to ensure stakeholders are informed of any actions taken as a result of their feedback. For example, the Academic Dean informs the Student Council of any actions taken that impact on student life or students' learning and academic performance. Council members effectively disseminate this information to the students they represent. Students confirmed that their views are regularly sought and their feedback is taken seriously by leaders and managers. Inspection findings confirm this view.

The alumni newsletter and staff development workshops ensure that other stakeholders are informed of the actions taken as a result of their feedback.

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

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|------|--|---|-----------------------------|
| 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 checked="" type="checkbox"/> Yes | <input 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 Institution implements a range of effective systems to review its own standards and assess its own performance. Suitable quality assurance arrangements are outlined in clear policy documents and manuals. For example, a comprehensive and clearly documented academic quality management process outlines the arrangements in place to quality assure the effectiveness of programme design, module specifications, assessment strategies and moderation arrangements.

Comprehensive quality assurance processes appropriately inform the strategic management of the Institution. Annual programme reviews are comprehensive and based on a thorough review of module questionnaires and student surveys. Review outcomes are considered at the annual strategy day to develop action plans and inform the strategic direction of the Institution.

There is a clear ethos of quality assurance at all levels in the Institution. For example, the outcomes of annual programme reviews are discussed with academic staff via regular departmental meetings. Any immediate quality concerns are considered by the relevant Head of Department and escalated to the Academic Dean if appropriate. These mechanisms ensure that quality assurance is embedded across the Institution in partnership with a range of staff.

The performance of academic programmes is measured against a range of relevant performance indicators and considered systematically by leaders and managers at the Institution's annual strategy day. The strategic plan is amended to take into account any actions arising from the systematic quality review processes.

The comprehensive record of the strategy day, allied with the associated strategic plan, forms a clear report on the Institution's performance and future strategy. Reports include a clear summary of the actions necessary to achieve the reviewed strategy and relevant performance indicators. This helps to ensure that high-quality education is maintained or improved over time.

Leaders and managers place a high priority on the quality and equitability of the student learning experience. End-of-module questionnaires are used to gather appropriate information on students' views. The outcomes are analysed and communicated to relevant staff in order to identify and implement any improvements that are required.

Course leaders produce comprehensive annual programme review reports that consider a range of results and outcomes against specific targets. Reports also review the moderator's feedback, student satisfaction survey results, staff feedback and any other relevant performance information and data. At the annual strategy day, managers review and evaluate key performance indicators for the previous three years, identifying trends and taking required actions to enhance the quality of provision as appropriate.

The annual strategy day processes are comprehensive and effective in considering matters such as student satisfaction, staffing, IT development and general resourcing issues. The process is effective, ensuring leaders and managers have the information they need to review and evaluate the Institution's overall general performance. The outcomes of the process are effectively disseminated to staff via regular departmental meetings.

The annual strategy day is used as the key mechanism for ensuring that all strategic aspects are considered, decisions made, and actions determined with suitable timescales attached. This ensures that relevant actions for improvements are effectively shared and implemented.

The Institution has an effective process in place for the review and revalidation of its programmes. Programme design and revalidation involve a programme committee that has external assessors and advisers. These include both industry representatives and academic assessors.

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

The Institution has a variety of suitable mechanisms in place to promote continual improvement and enhancement. For example, faculty development workshops are held three times a year and are used to share good practice between teaching staff.

Annual programme reviews are used to identify improvements and necessary developments. These are considered at the strategy day and are reflected in the strategic plan, with relevant actions and appropriate timescales set.

Action plans are reviewed regularly by the range of committees and the Senior Management Team to ensure that actions are effectively implemented and achieved.

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

Teaching staff have a good understanding of the requirements of online, distance and blended learning delivery. Significant training has taken place to support lecturers in the move from all in-person teaching to an online and blended learning model. Training activities and development workshops support staff on how to use the technology, as well as providing guidance on effective online teaching, learning and assessment techniques and approaches. This ensures that teaching staff are well supported to enhance their online delivery and are confident in how best to meet the needs of students studying online.

All applications for study and initial interactions with the Institution are undertaken online using email, online forms, online chat and similar digital mechanisms.

At induction, students are provided with relevant guidance and training on how to use the online systems they need to access course resources to maximise their learning experience.

Students have access to appropriate guidance on how to study online through the Institution's remote learning policy and suitable guidelines communicated through the online student information portal. These arrangements ensure that students have a minimum level of digital literacy in order to access and participate in their learning throughout their programme of study.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated

Yes No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

Institution's strengths

Leadership and governance arrangements are well established and consistent, providing effective oversight of academic, administrative and financial matters.

Board members have a broad range of expertise in finance, human resources, risk assessment and legal matters, which helps them to challenge and support senior leaders effectively.

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

GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

Institution's strengths

An effective and appropriate structure of committees is in place to ensure the smooth running of the Institution.

Actions required	Priority H/M/L
5.12 Effective procedures for external moderation at the pre- and post-assessment stages for all programmes must be introduced.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
6.7 The Institution must fully implement and complete a clearly documented, formal appraisal process for all teaching staff.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
10.2 Managers must ensure that all programme information is comprehensive, accurate, readily accessible and up to date.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

Students benefit from the support of enthusiastic teaching staff, who use their up-to-date vocational expertise to make strong links between academic theory and current practice.

Students benefit from small group sizes and high levels of academic support to help them improve and make progress.

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

STUDENT SUPPORT, GUIDANCE AND PROGRESSION

Institution's strengths

Comprehensive careers advice and guidance provide students with effective information to support their progression and next steps.

The Student Council, and its programme of social events, help students to feel welcome, well supported and part of the community of learning.

The academic probation process provides students with effective support and guidance to help them catch up and make expected progress.

Actions required	Priority H/M/L
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14.7 The institution must put effective safeguarding arrangements in place to keep all students safe. High Medium Low

PREMISES, FACILITIES AND LEARNING RESOURCES

Institution's strengths

The professional, modern and spacious premises provide students with a comfortable and well-resourced environment for study and socialising.

The library, research room and wide range of online learning resources support students' independent learning skills very well.

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

QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

Institution's strengths

Leaders and managers have implemented a broad range of feedback processes to gather the views of students and other stakeholders.

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

ONLINE, DISTANCE AND BLENDED LEARNING

Institution's strengths

Students benefit from an effective online learning infrastructure and high-quality learning resources that effectively support their learning and progression.

Teaching staff benefit from comprehensive support and guidance to enhance their online delivery.

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

RECOMMENDED AREAS FOR IMPROVEMENT

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

COMPLIANCE WITH STATUTORY REQUIREMENTS

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