

# Decision of the FIBAA Accreditation and Certification Committee



1<sup>st</sup> Meeting on 26 February 2021

## PROGRAMME ACCREDITATION

<b>Project Number:</b>	19/088, Cluster 3
<b>Higher Education Institution:</b>	IBS International Business School, Budapest, Hungary in cooperation with The University of Buckingham, UK
<b>Location</b>	Budapest, Hungary
<b>Study Programme:</b>	<ol style="list-style-type: none"><li>1. BSc (Hons.) in Business and Diplomatic Studies (Bachelor of Science)</li><li>2. BSc (Hons.) in Corporate Finance (Bachelor of Science)</li><li>3. MSc in Strategic Finance (Master of Science)</li><li>4. BSc in International Business Economics (Bachelor of Science)</li><li>5. BSc in International Relations (Bachelor of Science)</li></ol>
<b>Type of Accreditation</b>	Initial Accreditation

The FIBAA Accreditation and Certification Committee has taken the following decisions:

According to § 12 (2) in conjunction with § 16 (1) in conjunction with § 16 (2) of the “Special Conditions for awarding the FIBAA Quality Seal for Programme Accreditation “FIBAA Programme Accreditation”, the study programme

1. **Bachelor of Science (Hons.) in Business and Diplomatic Studies** is accredited with two conditions.

Period of Accreditation: 2021, February 26<sup>th</sup> until the end of autumn semester 2026

Conditions:

Condition 1: IBS defines the time required for processing the “Academic Writing Project” (see chapter 3.1.7).

Condition 2: IBS implements an evaluation form that collects student feedback about the workload for each course (see chapter 5.1).

2. **Bachelor of Science (Hons.) in Corporate Finance** is accredited with two conditions.

Period of Accreditation: 2021, February 26<sup>th</sup> until the end of autumn semester 2026

Conditions:

Condition 1: IBS defines the time required for processing the “Academic Writing Project” (see chapter 3.1.7).

Condition 2: IBS implements an evaluation form that collects student feedback about the workload for each course (see chapter 5.1).

3. **Master of Science in Strategic Finance** is accredited with three conditions.

Period of Accreditation: 2021, February 26<sup>th</sup> until the end of autumn semester 2026

Conditions:

Condition 1: IBS defines the time required for processing the “dissertation” (see chapter 3.1.7).

Condition 2: IBS implements an evaluation form that collects student feedback about the workload for each course (see chapter 5.1).

Condition 3: IBS defines the relevant admission criteria clearly for all applicants in the admission requirements (see Chapter 2.1).

4. **Bachelor of Science (Hons.) in International Business Economics** is accredited with three conditions.

Condition 1: IBS defines the time required for processing the “dissertation” (see chapter 3.1.7).

Condition 2: IBS implements an evaluation form that collects student feedback about the workload for each course (see chapter 5.1).

Condition 3: IBS increasingly integrates international content as well as intercultural aspects into the study programme (see chapter 3.4.1).

Proof of meeting these conditions is to be supplied by November 25<sup>th</sup>, 2021.

Period of Accreditation: 2021, February 26<sup>th</sup> until the end of autumn semester 2026

The FIBAA Quality Seal is awarded.

### 5. **Bachelor of Science in International Relations (Bachelor of Science)**

According to § 12 (2) in conjunction with § 16 (3) of the “Special Conditions for awarding the FIBAA Quality Seal for Programme Accreditation “FIBAA Programme Accreditation”, the accreditation for the Bachelor programme 5. BSc in International Relations (Bachelor of Science) is refused.

Reasons for refusal:

- Reason 1: The module descriptions do not reflect the appropriate content which ensures the achievement of the intended learning outcomes. (see Chapter 3.1.1).
- Reason 2: IBS did not provide a Handbook or module descriptions in which the time required for processing the dissertation is defined (see Chapter 3.1.7).
- Reason 3: IBS did not provide module descriptions of each module in which the learning objectives are well elaborated and the contents are focused on the essentials (see Chapter 3.2.1).

- Reason 4: IBS has not sufficiently integrated international content and intercultural aspects into the programme (see Chapter 3.4.1).
- Reason 5: IBS did not provide an evaluation form that collects student feedback about the workload for each course (see Chapter 5.1).

## Assessment Report

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### **Higher Education Institution (HEI):**

IBS International Business School, Budapest, Hungary in cooperation with The University of Buckingham, UK

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### **Bachelor/Master study programmes:**

Cluster 3:

1. BSc (Hons.) in Business and Diplomatic Studies
2. BSc (Hons.) in Corporate Finance
3. MSc in Strategic Finance
4. BSc in International Business Economics (Hungarian programme: Nemzetközi gazdálkodás alapképzési szak)
5. BSc in International Relations (Hungarian programme: Nemzetközi tanulmányok alapképzési szak)

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### **Degree awarding institution:**

IBS International Business School, Budapest, Hungary

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### **Qualification awarded on completion and degree awarding institution:**

1. BSc (Hons.) in Business and Diplomatic Studies (Bachelor of Science)
2. BSc (Hons.) in Corporate Finance (Bachelor of Science)
3. MSc in Strategic Finance (Master of Science)
4. BSc in International Business Economics (Bachelor of Science)
5. BSc in International Relations (Bachelor of Science)

# General Information on the study programmes

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## **Brief description of the study programmes:**

### BSc (Hons.) in Business and Diplomatic Studies - BAD

The BSc (Hons.) in Business and Diplomatic Studies (Bachelor of Science) is one of IBS's three bachelor programmes validated by The University of Buckingham (UoB), which leads to a degree issued by IBS and UoB. Students of this programme will receive knowledge and skills in the areas of diplomacy, international relations, and management. The aim is to provide students with a broad foundation both in terms of introductory knowledge in the key areas of business and diplomacy and in relevant and important employability skills considered by potential employers. The academic skills acquired during the programme prepare students for continuing their studies at the master's level. The programme is offered fully in English.

### BSc (Hons.) in Corporate Finance - BFM

The BSc (Hons.) in Corporate Finance (Bachelor of Science) is one of IBS's three bachelor programmes validated by The University of Buckingham(UoB), which leads to a degree issued by IBS and UoB. Students of this programme will receive knowledge and skills in the areas of finance and accounting that aims to provide a broad foundation in introductory knowledge in the key areas of accounting, finance, and management. In addition, students are provided with employability skills that are relevant and important for potential future employers. The academic skills acquired during the programme prepare students for continuing their studies at the master's level. The programme is offered fully in English.

### MSc in Strategic Finance - MFM

The MSc in Strategic Finance (Master of Science) is one of IBS's four Master programmes validated by The University of Buckingham(UoB), which leads to a degree issued by IBS and UoB. It is a one-year programme, which builds on students' prior knowledge in finance and accounting (either through prior studies or extensive work experience) and combines a practical approach with an academic stringency. The programme covers the key specialist areas of finance and accounting and it aims to qualify students to pursue a career in a wide range of the finance sector or for further studies at the PhD level. The programme is offered fully in English.

### BSc in International Business Economics – IBE

The BSc in International Business Economics (Bachelor of Science) is one of IBS's own programmes run in Hungarian, which leads to a degree issued by IBS and is recognised in Hungary. It is a generalist programme in business management with an international focus that aims to provide students with a broad foundation of introductory knowledge in the key areas of business and management in different international contexts. Students of the programme are also equipped with academic skills that prepare them for continuing their studies at the master's level. In addition, students can choose from a range of optional modules to get more specialised training in their selected area of studies. The programme is offered fully in Hungarian language.

### BSc in International Relations – IR

The BSc in International Relations (Bachelor of Science) programme is one of IBS's own programmes run in Hungarian language, which leads to a degree issued by IBS and is recognised in Hungary. It is a generalist programme in BSc in International Relations (Bachelor of Science) that aims to provide students with a broad foundation of introductory knowledge in the key areas of international politics, economy, law and the European Union. In addition, students can choose from a range of optional modules to get more specialised

training in their selected area of studies. Academic skills learnt on the programme also prepare students for continuing their studies at the master's level.

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**Type of study programme:**

Bachelor programmes: Bachelor of Science

Master programme: Master of Science

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**Projected study time and number of ECTS points assigned to the study programmes:**

BAD: 6 semesters/ 180 ECTS

BFM: 6 semesters / 180 ECTS

MFM: 3 semesters/ 90 ECTS

IBE: 7 semesters/ 180 + 30 ECTS

IR: 6 semesters/ 180 ECTS

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**Mode of study:**

full-time

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**Didactic approach:**

Study programme with obligatory class attendance

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**Double/Joint Degree programme:**

No (not according to the European Approach for Quality Assurance of Joint Programmes<sup>1</sup>)

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**Scope (planned number of parallel classes) and enrolment capacity:**

BAD: 72

BFM: 96

MFM: 72

IBE: 24

IR: 24

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**Programme cycle starts in:**

BAD: autumn and spring semester

BFM: autumn and spring semester

MFM: autumn and spring semester

IBE: autumn semester

IR: autumn semester

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**Initial start of the programme:**

BAD: 2013/14

BFM: 2013

MFM: 2013

IBE: 2015

IR: 2015

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**Type of accreditation:**

Initial accreditation of all programmes

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<sup>1</sup> <https://www.eqar.eu/kb/joint-programmes/>

# Procedure

A contract for the initial accreditation of the study programmes BSc (Hons.) in Business and Diplomatic Studies, BSc (Hons.) in Corporate Finance (Bachelor of Science), MSc in Strategic Finance (Master of Science), BSc in International Business Economics (Bachelor of Science) and BSc in International Relations (Bachelor of Science) was made between FIBAA and the IBS International Business School (IBS) on September 10<sup>th</sup>, 2019. On January 24<sup>th</sup>, 2020, the IBS submitted a self-evaluation report, which included a detailed description of the programmes and further documents in order to prove that the criteria for programme accreditation were met.

At the same time, FIBAA appointed a review panel. The HEI agreed with the chosen experts. The panel consisted of:

**Prof. Dr. Anke Muessig**

Université du Luxembourg  
Professor of Accounting and Auditing  
(Accounting, Auditing, Business Administration, Taxation)

**Prof. Dr. Stefan Froehlich**

University Erlangen-Nuernbeg, Germany  
Professor of International Politics  
(International Politics, International Relations, Transatlantic Relations, German Foreign Policy, International Organizations, International Political Economy)

**Prof. Dr. Wieland Achenbach**

Hochschule Aschaffenburg, University of Applied Sciences, Aschaffenburg, Germany  
Professor of Human Resources and Business Administration  
(Human Resources Management, Organization, Economics, Microeconomics, Labor Market, Labor Policy, Strategy, Strategic Management, Corporate Governance)

**Ass. Prof. Dr. Gabriella Kezcer**

University of Szeged, Hungary  
Associate Professor, Faculty of Pedagogy, Office Head, Office for International Relations and Innovation  
(University Governance, Management of Higher Education Institutions, Higher Education Policy, Human Resource Management of Universities)

**HBV Ing. Mag., CFP EFA Robert Kotal**

Raiffeisen-Holding NOE-W AG, Vienna, Austria  
Compliance Officer Raiffeisen-Holding NOE-W, Compliance Officer Raiffeisen-Holding NOE-W AG  
(EU Regulations in Compliance, Issuers Compliance, MiFID II, Market Abuse MAD MAR II, Complaints Processes)

**Felix Fleckenstein**

University of Passau, Germany and Andrásy University, Budapest, Hungary  
Student Political Sciences, International Relations (M.A. double degree)  
Completed: Political Science (B.A.), University of Erfurt, Germany

FIBAA project manager:  
Daniel Günther

The assessment is based on the self-evaluation report, amended by further documents, requested by the panel, and an online conference. The online conference took place on 16-

17 November, 2020 via the video conferencing tool “Zoom”. At the end of the visit the panel gave a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on January 18<sup>th</sup> 2021. The statement on the report was given up on February 1<sup>st</sup> 2021; it has been taken into account in the report on hand.



# Summary

## **BSc (Hons.) in Business and Diplomatic Studies**

The BSc (Hons.) in Business and Diplomatic Studies (Bachelor of Science) fulfils with few exceptions the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on 26<sup>th</sup> of February 2021 and ending at the end of autumn semester 2026, under conditions. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid at the time of opening of the procedure, and with the Bologna declaration.

The panel members identified need for improvement regarding the following aspects: Examination and final thesis and workload evaluation<sup>2</sup>. They recommend the accreditation on condition of meeting the following requirements:

- Condition 1: IBS defines the time required for processing the “Academic Writing Project” (see chapter 3.1.7).
- Condition 2: IBS implements an evaluation form that collects student feedback about the workload for each course (see Chapter 5.1).

Proof of meeting these conditions is to be supplied by 25<sup>th</sup> of November, 2021.

The panel members identified several areas where the programme could be further developed:

- Logic and conceptual coherence (see Chapter 3.1.1),
- Feasibility of study workload (see Chapter 3.2.3),
- Course materials (see Chapter 3.3.2),
- Internationality of faculty (see Chapter 3.4.3),
- Academic qualification of faculty (see Chapter 4.1.2),
- Access to literature (see Chapter 4.4.2).

The measures that the HEI takes in order to implement the recommendations of the panel members are to be considered during the re-accreditation.

There are criteria in which the programme exceeds the quality requirements:

- International orientation of the study programme design (see Chapter 1.2),
- Ethical aspects (see Chapter 3.1.5),
- Logic and plausibility of the didactical concept (see Chapter 3.3.1),
- International contents and intercultural aspects (see Chapter 3.4.1),
- Internationality of the student body (see Chapter 3.4.2),
- Foreign language contents (see Chapter 3.4.4),
- Multidisciplinary competences and skills (see Chapter 3.5),
- Skills for employment / Employability (see Chapter 3.6),
- Practical business experience of faculty (see Chapter 4.1.4),
- Student support by the faculty (see Chapter 4.1.6).

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<sup>2</sup> These aspects are asterisk criteria which means that they are essential for the study programme.

### **BSc (Hons.) in Corporate Finance**

BSc (Hons.) in Corporate Finance (Bachelor of Science) fulfils with few exceptions the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on 26<sup>th</sup> of February 2021 and ending at the end of autumn semester 2026, under conditions. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid at the time of opening of the procedure, and with the Bologna declaration.

The panel members identified need for improvement regarding the following aspects: Examination and final thesis and workload evaluation<sup>3</sup>. They recommend the accreditation on condition of meeting the following requirements:

- Condition 1: IBS defines the time required for processing the “Academic Writing Project” (see chapter 3.1.7).
- Condition 2: IBS implements an evaluation form that collects student feedback about the workload for each course (see Chapter 5.1).

Proof of meeting these conditions is to be supplied by 25<sup>th</sup> of November, 2021.

The panel members identified several areas where the programme could be further developed:

- Logic and conceptual coherence (see Chapter 3.1.1),
- Feasibility of study workload (see Chapter 3.2.3),
- Course materials (see Chapter 3.3.2),
- Internationality of faculty (see Chapter 3.4.3),
- Academic qualification of faculty (see Chapter 4.1.2),
- Access to literature (see Chapter 4.4.2).

The measures that the HEI takes in order to implement the recommendations of the panel members are to be considered during the re-accreditation.

There are criteria in which the programme exceeds the quality requirements:

- International orientation of the study programme design (see Chapter 1.2),
- Ethical aspects (see Chapter 3.1.5),
- Logic and plausibility of the didactical concept (see Chapter 3.3.1),
- International contents and intercultural aspects (see Chapter 3.4.1),
- Internationality of the student body (see Chapter 3.4.2),
- Foreign language contents (see Chapter 3.4.4),
- Multidisciplinary competences and skills (see Chapter 3.5),
- Skills for employment / Employability (see Chapter 3.6),
- Practical business experience of faculty (see Chapter 4.1.4),
- Student support by the faculty (see Chapter 4.1.6).

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<sup>3</sup> These aspects are asterisk criteria which means that they are essential for the study programme.

### **MSc in Strategic Finance**

MSc in Strategic Finance (Master of Science) fulfils with few exceptions the FIBAA quality requirements for master programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on 26<sup>th</sup> of February 2021 and ending at the end of autumn semester 2026, under conditions. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid at the time of opening of the procedure, and with the Bologna declaration.

The panel members identified need for improvement regarding the following aspects: Examination and final thesis, workload evaluation, and admission requirements<sup>4</sup>. They recommend the accreditation on condition of meeting the following requirements:

Condition 1: IBS defines the time required for processing the “dissertation” (see chapter 3.1.7).

Condition 2: IBS implements an evaluation form that collects student feedback about the workload for each course (see chapter 5.1).

Condition 3: IBS defines the relevant admission criteria clearly for all applicants in the admission requirements (see Chapter 2.1).

Proof of meeting these conditions is to be supplied by 25<sup>th</sup> of November, 2021.

The panel members identified several areas where the programme could be further developed:

- Logic and conceptual coherence (see Chapter 3.1.1),
- Feasibility of study workload (see Chapter 3.2.3),
- Course materials (see Chapter 3.3.2),
- Internationality of faculty (see Chapter 3.4.3),
- Academic qualification of faculty (see Chapter 4.1.2),
- Access to literature (see Chapter 4.4.2).

The measures that the HEI takes in order to implement the recommendations of the panel members are to be considered during the re-accreditation.

There are criteria in which the programme exceeds the quality requirements:

- International orientation of the study programme design (see Chapter 1.2),
- Ethical aspects (see Chapter 3.1.5),
- Logic and plausibility of the didactical concept (see Chapter 3.3.1),
- International contents and intercultural aspects (see Chapter 3.4.1),
- Internationality of the student body (see Chapter 3.4.2),
- Foreign language contents (see Chapter 3.4.4),
- Multidisciplinary competences and skills (see Chapter 3.5),
- Skills for employment / Employability (see Chapter 3.6),
- Practical business experience of faculty (see Chapter 4.1.4),
- Student support by the faculty (see Chapter 4.1.6).

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<sup>4</sup> These aspects are asterisk criteria which means that they are essential for the study programme.

### **BSc in International Business Economics:**

BSc in International Business Economics (Bachelor of Science) offered by IBS International Business School (IBS) fulfils with few exceptions the FIBAA quality requirements for bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years starting on 26<sup>th</sup> of February 2021 and ending at the end of autumn semester 2026, under conditions. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version valid at the time of opening of the procedure, and with the Bologna declaration.

The panel members identified need for improvement regarding the following aspects: Examination and final thesis, workload evaluation, and international contents and intercultural aspects<sup>5</sup>. They recommend the accreditation on condition of meeting the following requirements:

Condition 1: IBS defines the time required for processing the “dissertation” (see chapter 3.1.7).

Condition 2: IBS implements an evaluation form that collects student feedback about the workload for each course (see chapter 5.1).

Condition 3: IBS increasingly integrates international content as well as intercultural aspects into the study programme (see chapter 3.4.1).

Proof of meeting these conditions is to be supplied by 25<sup>th</sup> of November, 2021.

The panel members identified several areas where the programme could be further developed:

- Objectives of the study programme (see Chapter 1.1),
- International orientation of the study programme design (see Chapter 1.2),
- Positioning of the study programme (see Chapter 1.3),
- Logic and conceptual coherence (see Chapter 3.1.1),
- Feasibility of study workload (see Chapter 3.2.3),
- Course materials (see Chapter 3.3.2),
- Guest lecturers (see Chapter 3.3.3),
- Internationality of faculty (see Chapter 3.4.3),
- Academic qualification of faculty (see Chapter 4.1.2),
- Cooperation with HEIs and other academic institutions or networks (see Chapter 4.3.1),
- Access to literature (see Chapter 4.4.2).

The measures that the HEI takes in order to implement the recommendations of the panel members are to be considered during the re-accreditation.

There are criteria in which the programme exceeds the quality requirements:

- Ethical aspects (see Chapter 3.1.5),
- Logic and plausibility of the didactical concept (see Chapter 3.3.1),
- Multidisciplinary competences and skills (see Chapter 3.5),
- Skills for employment / Employability (see Chapter 3.6),
- Practical business experience of faculty (see Chapter 4.1.4),
- Student support by the faculty (see Chapter 4.1.6)

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<sup>5</sup> These aspects are asterisk criteria which means that they are essential for the study programme.

## **BSc in International Relations (Bachelor of Science):**

The bachelor programme BSc in International Relations (Bachelor of Science) offered by IBS International Business School (Hungary) does not fulfil the FIBAA quality requirements for bachelor programmes because the asterisk criterion 3.1.1 is not met.

The programme does not meet the essential quality requirements for study programmes. Main reasons for this are the following:

- Reason 1:  
The module descriptions do not reflect the appropriate content which ensures the achievement of the intended learning outcomes (see Chapter 3.1.1).
- Reason 2:  
IBS did not provide a Handbook or module descriptions in which the time required for processing the dissertation is defined (see Chapter 3.1.7).
- Reason 3:  
IBS did not provide module descriptions in which the learning objectives are well elaborated and the contents are focused on the essentials (see Chapter 3.2.1).
- Reason 4:  
IBS has not sufficiently integrated international content and intercultural aspects into the programme (see Chapter 3.4.1).
- Reason 5:  
IBS did not provide an evaluation form that collects student feedback about the workload for each course (see Chapter 5.1).

The panel members identified several areas where the programme could be further developed:

- Objectives of the study programme (see Chapter 1.1),
- International orientation of the study programme design (see Chapter 1.2),
- Positioning of the study programme (see Chapter 1.3),
- Logic and conceptual coherence (see Chapter 3.1.1),
- Methods and scientific practice (see Chapter 3.1.6),
- Feasibility of study workload (see Chapter 3.2.3),
- Course materials (see Chapter 3.3.2),
- Guest lecturers (see Chapter 3.3.3),
- Internationality of faculty (see Chapter 3.4.3),
- Academic qualification of faculty (see Chapter 4.1.2),
- Cooperation with HEIs and other academic institutions or networks (see Chapter 4.3.1),
- Access to literature (see Chapter 4.4.2).

There are criteria in which the programme exceeds the quality requirements:

- Ethical aspects (see Chapter 3.1.5),
- Multidisciplinary competences and skills (see Chapter 3.5),
- Skills for employment / Employability (see Chapter 3.6),
- Practical business experience of faculty (see Chapter 4.1.4),
- Student support by the faculty (see Chapter 4.1.6),

For the overall assessment of the programmes, please refer to the quality profile at the end of this report.

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# Information

## Information on the Institution

The IBS International Business School (IBS) is a private, not-for-profit higher education institution aiming to equip future managers with knowledge and skills necessary for success in international markets. From 1997 IBS is a state recognised Hungarian higher education institution; accredited by the Hungarian Accreditation Committee. IBS's institutional accreditation was last renewed in 2018 based on its accreditation by the British Accreditation Committee (BAC) valid until 31 July 2022. IBS is based in Budapest, Hungary, with an operating branch in Vienna, Austria.

The mission of IBS was revised as part of its new mid-term strategy in 2017 and focuses on platform services for students and partner companies as follows: IBS is a Higher Education service provider that creates value for its stakeholders through nourishing an international student body which is supported in developing their core employability skills/competencies. IBS provides services that facilitate connections and transactions between students and their future employers.

IBS's mission implies the following focuses and priorities:

1. career-minded students of a rich variety in terms of nationality, culture, linguistic skills and social background;
2. professional teachers, tutors and trainers committed to IBS's skills development focus and innovative methodology;
3. structured and routinised connections between the world of work and students with built-in incentives and services for both stakeholder groups.

IBS runs four programmes accredited in Hungary (three Bachelor and one Master) and programmes validated by the British collaboration partner, The University of Buckingham, (three Bachelor programmes, six Master programmes, and two Doctoral programmes). The programmes BSc in International Business Economics and BSc in International Relations are taught in Hungarian. The programmes BSc (Hons.) in Business and Diplomatic Studies, BSc (Hons.) in Corporate Finance and MSc in Strategic Finance are offered by IBS in English and are validated by The University of Buckingham.

As of 14 October 2019, the total active student population is 1,323; the total capacity of the premises currently available to IBS is approximately 1,500. IBS's programmes in cooperation with the University of Buckingham have an active student population of 1,090 students (738 Bachelor, 319 Masters, 21 MBA, 12 PhD). They make up 83% of the current total number of students at IBS. IBS's Hungarian programmes currently have 150 students, which is 11% of all IBS students. 83 students (6%) are on the International Foundation Programme, which is a 1-year in-house certificate programme of IBS focused on acquisition of English language skills.

From the very beginning IBS focused on combining the Central European educational traditions with the British model by cooperating with universities of the United Kingdom (UK) - currently with the University of Buckingham (UoB). There is a validation-based cooperation arrangement with the UoB. There are study programmes that have been developed by IBS and UoB and are validated by UoB leading to a degree of IBS and UoB. Thus, these programmes meet the British and Hungarian higher education standards, are taught in Hungary and lead to Hungarian and UK academic degrees.



At the time of the contract conclusion and the online conference the degree awarding institution was the University of Buckingham. Starting from the 1<sup>st</sup> of February, 2021 there are two degree awarding institutions: IBS and UoB.

This development occurred due to Brexit and the unforeseen consequences faced by IBS and UoB. Given that the Hungarian national legislation restricts non-EEA higher education institutions from undertaking transnational or cross-border education<sup>6</sup>, IBS and UoB agreed on the following solution.

IBS and UoB agreed to present the legal framework of their collaboration to the Hungarian Educational Authority as “joint programmes” to meet the relevant requirements of the Law on National Higher Education in Hungary. The approval of the Education Authority (Oktatási Hivatal), the regulatory body of higher education in Hungary, for running these programmes was gained in October 2020 (the corresponding document has been submitted to FIBAA).

By offering joint degree programmes in accordance with Hungarian regulations, IBS and the University of Buckingham could establish legal foundations for the enduring operation of the current strategic partnership that does not depend on unpredictable political will and its timing to amend the Hungarian Law on National Higher Education (Act CCIV of 2011) after Brexit.

The study programmes are officially registered as joint programmes at the FIR-GRÁF website (Felsőoktatási Információs Rendszer – the Information Database for Higher Education in Hungary).<sup>7</sup>

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<sup>6</sup> In March 2017, the Hungarian government made amendments to the Act CCIV of 2011 on National Higher Education, which included provisions that prevented Hungarian-accredited universities from delivering programmes or issuing degrees of universities from non-European OECD member states. Paragraph (4) of the Article 77 of the Hungarian Law on National Higher Education (Act CCIV of 2011) was changed from allowing higher education institutions from OECD countries to run validation-based collaborative provisions to only those from the EEA.

<sup>7</sup> <https://firgraf.oh.gov.hu/prg/int.php?adatmod=nyilvszak&szervezetid=28>

## Statistical Data

**Table 1: Statistical data BSc (Hons.) in Business and Diplomatic Studies**

		BDIP13	BDIP14	BDIP15	BDIP16	BDIP17	BDIP18
# Study Places		40	40	40	40	40	40
# Applicants	∑	96	82	75	97	119	128
	f	29	24	35	33	46	49
	m	67	58	40	64	73	79
Application rate		2,40	2,05	1,88	2,43	2,98	3,20
# First-Year Student	∑	25	35	31	25	35	26
	f	10	16	15	11	14	16
	m	15	19	16	14	21	10
Rate of female students		0,40	0,46	0,48	0,44	0,40	0,62
# Foreign Students	∑	15	19	16	14	18	11
	f	5	8	8	5	6	8
	m	10	11	8	9	12	3
Rate of foreign students		0,60	0,54	0,52	0,56	0,51	0,42
Percentage of occupied study places		63%	88%	78%	63%	88%	65%
# Graduates	∑	16	22	16	10	n. a.	n. a.
	f	8	11	9	4		
	m	8	11	7	6		
Success rate		0,64	0,63	0,52	0,40	n. a.	n. a.
Dropout rate		0,36	0,34	0,35	0,36	n. a.	n. a.
Average duration of study		116%	108%	103%	100%		
Average grade of final degree		57,31	59,32	61,81	63,3		

**Table 2: Statistical data BSc (Hons.) in Corporate Finance:**

		BFIN13	BFIN14	BFIN15	BFIN16	BFIN17	BFIN18
# Study Places		100	120	100	100	100	80
# Applicants	∑	72	67	82	99	117	140
	f	23	27	27	29	28	31
	m	49	40	55	70	89	109
Application rate		0,72	0,56	0,82	0,99	1,17	1,75
# First-Year Student	∑	79	119	91	88	77	62
	f	29	50	38	29	21	18
	m	50	69	53	59	56	44
Rate of female students		0,37	0,42	0,42	0,33	0,27	0,29
# Foreign Students	∑	33	56	40	41	26	32
	f	13	25	18	15	5	7
	m	20	31	22	26	21	25
Rate of foreign students		0,42	0,47	0,44	0,47	0,34	0,52
Percentage of occupied study places		79%	99%	91%	88%	77%	78%
# Graduates	∑	64	74	51	42	n. a.	n. a.
	f	24	34	20	17		
	m	40	40	31	25		
Success rate		0,81	0,62	0,56	0,48	n. a.	n. a.
Dropout rate		0,15	0,33	0,33	0,27	n. a.	n. a.
Average duration of study		110%	114%	106%	100%		
Average grade of final degree		60,11	56,89	60,31	60,29		

**Table 3: Statistical data MSc in Strategic Finance:**

		MFIN15	MFIN16	MFIN17	MFIN18	MFIN19
# Study Places		40	40	40	40	40
# Applicants	∑	96	110	106	153	85
	f	23	36	20	48	21
	m	73	74	86	105	64
Application rate		2,40	2,75	2,65	3,83	2,13
# First-Year Student	∑	25	34	25	33	33
	f	3	16	3	14	9
	m	22	18	22	19	24
Rate of female students		0,12	0,47	0,12	0,42	0,27
# Foreign Students	∑	19	20	18	23	20
	f	2	11	2	10	6
	m	17	9	16	13	14
Rate of foreign students		0,76	0,59	0,72	0,70	0,61
Percentage of occupied study places		0,63	0,85	0,63	0,83	0,83
# Graduates	∑	14	27	15	n. a.	n. a.
	f	1	14	2		
	m	13	13	13		
Success rate		0,56	0,79	0,60	n. a.	n. a.
Dropout rate		0,44	0,21	0,16	n. a.	n. a.
Average duration of study		129%	115%	109%		
Average grade of final degree		62,71	61,48	60,60		

**Table 4: Statistical data BSc in International Business Economics (Hungarian-language programme)**

		NGM15	NGN16	NGN17	NGN18	NGN19
# Study Places		48	48	48	48	50
# Applicants	∑	103	100	76	35	55
	f	n. a.	n. a.	n. a.	n. a.	n. a.
	m	n. a.	n. a.	n. a.	n. a.	n. a.
Application rate		2,15	2,08	1,58	0,73	1,10
# First-Year Student	∑	17	14	n. a.	n. a.	n. a.
	f	8	7	n. a.	n. a.	n. a.
	m	9	7	n. a.	n. a.	n. a.
Rate of female students		0,47	0,50	n. a.	n. a.	n. a.
# Foreign Students	∑	0	0	0	0	0
	f	0	0	0	0	0
	m	0	0	0	0	0
Rate of foreign students		0	0	n. a.	n. a.	n. a.
Percentage of occupied study places		0,35	0,29	n. a.	n. a.	n. a.
# Graduates	∑	1	n. a.	n. a.	n. a.	n. a.
	f	1				
	m	0				
Success rate		0,06	n. a.	n. a.	n. a.	n. a.
Dropout rate		0,82	n. a.	n. a.	n. a.	n. a.
Average duration of study		100%				
Average grade of final degree		4,00				

**Table 5: Statistical data BSc in International Relations (Hungarian-language programme)**

		NTN15	NTN16	NTN17	NTN18	NTN19
# Study Places		48	48	25	48	50
# Applicants	Σ	54	49	141	34	44
	f	n. a.	n. a.	n. a.	n. a.	n. a.
	m	n. a.	n. a.	n. a.	n. a.	n. a.
Application rate		1,13	1,02	5,64	0,71	0,88
# First-Year Student	Σ	0	0	16	0	0
	f	0	0	6	0	0
	m	0	0	10	0	0
Rate of female students		n. a.	n. a.	0,38	n. a.	n. a.
# Foreign Students	Σ	0	0	0	0	0
	f	0	0	0	0	0
	m	0	0	0	0	0
Rate of foreign students		n. a.	n. a.	0,00	n. a.	n. a.
Percentage of occupied study places		0%	0%	64%	0%	0%
# Graduates	Σ	n. a.	n. a.	n. a.	n. a.	n. a.
	f					
	m					
Success rate		n. a.	n. a.	n. a.	n. a.	n. a.
Dropout rate		n. a.	n. a.	n. a.	n. a.	n. a.
Average duration of study						
Average grade of final degree						

Appraisal:

**BSc (Hons.) in Business and Diplomatic Studies, BSc (Hons.) in Corporate Finance, MSc in Strategic Finance:**

As the panel can judge from the statistical data given, the study programmes at hand have shown to be successful throughout the recent years, due to the almost constant numbers of total first year students. In general the number of students demonstrates the attractiveness of the programme for students. Also, the panel points out that the number of international students is about half and remarkably high in the master programme MSc in Strategic Finance.

**BSc in International Business Economics, BSc in International Relations:**

For the Hungarian-language programmes the panel would like to note that there are intakes only every five years. New students are not enrolled every semester. IBS explained it by saying that English language programmes have a priority for IBS. But HEIs in Hungary need to deliver a minimum of four registered programmes in two fields of study in order to remain its operating HE license (cf. Act 204 (2011) on National Higher Education).

# 1. Objectives

## 1.1 Objectives of the study programmes (Asterisk-Criterion)

During the development of the study programmes and their objectives that were validated by The University of Buckingham BSc (Hons.) in Business and Diplomatic Studies, BSc in Corporate Finance, and MSc in Strategic Finance, IBS made use of the following resources:

- British Framework for Higher Education Qualifications (FHEQ);
- the relevant Subject Benchmark Statements published by The British Quality Assurance Agency for Higher Education:
  - Business and Management (2015) for BSc (Hons.) in Business and Diplomatic Studies
  - Business and Management (2015) for BSc (Hons.) in Corporate Finance
  - Master's Degrees in Business and Management (2015) for MSc in Strategic Finance.

For the Hungarian-language programmes (BSc in International Business Economics, BSc in International Relations), where only IBS holds degree-awarding powers, both the names (including English equivalents) and the programme-level intended learning outcomes are specified by Government Decree No. 139/2015 (9 Jun) and Decree No. 18/2016 (5 Aug) by the Minister for Human Capacities, respectively. Each programme belonging to the IBS BSc Portfolio primarily aims to enhance the employability of the students and to prepare them for further academic studies at master's level (as per the requirements of FHEQ Level 6).

### BSc (Hons.) in Business and Diplomatic Studies:

The objectives of the study programme have three main perspectives, as reflected in the programme specification. First, the programme aims to equip students with an understanding of the core concepts of international relations as well as business and organisation theory. Second, the programme aims to provide specific business and diplomacy related knowledge and skills, so that students who want to pursue a career in this field are equipped to do so. Finally, the programme aims to enhance a wider range of transferable and employability skills.

The specific aims of this programme are:

- to develop students' familiarity with the broad range of issues in politics, government and international relations as well as the institutions and processes of international diplomacy and to get them acquainted with multilateralism, regional integration and global governance;
- to prepare students for the profession of diplomacy or careers in regional and international organisations, non-governmental organisations, and private sector firms interfacing with these institutions;
- to acquire competence in interpersonal and cross-cultural communication, and be equipped with up-to-date knowledge on management;
- to offer students the opportunity to explore key areas of individual interest, to experience working at an appropriate organisation (work placement); and to gain international experience by studying abroad;
- to provide students with a practice-oriented learning experience through case studies, role plays and simulations;
- to build an understanding among students that they need to continuously develop skills and knowledge throughout their professional careers and to develop sensitivity to learning from other cultures.

At the end of the programme, students are expected to have the following skills:

### **Knowledge and understanding**

Students are expected to gain knowledge and understanding of:

- Key concepts of global governance including international economics, international politics, and the processes and institutions of multilateralism and transnational relations;
- Substantive knowledge and theoretical background about the institutions and processes of diplomacy;
- Research methods and strategies that will be of relevance to the study of transnational processes;
- Cross-cultural issues essential for managing organisations successfully in a dynamic global business environment.

### **Cognitive (thinking) skills:**

Students are expected to develop the following cognitive and intellectual skills:

- Identify and gather data from a variety of sources, including academic and professional literature.
- Critical thinking and critical evaluation of issues learnt.
- Apply principles, concepts, theories and methods related to management in order to effectively solve management problems and make decisions.
- Link the effects and understand the implications of external factors to the management of organisations, and apply systematic analysis to challenges faced by businesses.

### **Practical/Transferable skills:**

- Working efficiently alone or in teams in a multicultural environment.
- Recognising, analysing and solving problems and making decisions in various situations and contexts
- Ability to communicate effectively both orally and in writing, using a range of media
- Personal effectiveness (including critical self-awareness and self-reflection, time management, readiness to take responsibility, being appropriately assertive, sensitivity to diversity) and effective performance within a team environment (team selection, delegation, development and management, including selecting appropriate leadership styles for different situations)

### **BSc (Hons.) in Corporate Finance:**

The objectives of the study programme have three main perspectives, as reflected in the programme specification. First, the programme aims to equip students with an understanding of the core concepts of finance and accounting as well as management. Second, the programme aims to provide specific financial management theory and analysis, so that students who want to pursue a career in this field are equipped to do so. Finally, the programme aims to enhance a wider range of transferable and employability skills.

The specific aims of this programme are:

- to provide students with the knowledge and understanding of financial management theory and analysis which are necessary for them to be able to enter a career in the field of finance;
- to ensure that students acquire appropriate knowledge of the current and changing financial services for both national and international capital markets;
- to facilitate students to gain knowledge and understanding of the financial activities and systems in the economic, political and regulatory environments, and the ethical and social implications of these;
- to apply financial management theory and analysis to a range of economic and business issues;

- to provide students with a theoretical and practical grasp of the core business functions which underpin the processes of decision-making and shape the competitiveness of organisations in a dynamic global business environment;
- to develop international managers, skilled in interpersonal communication and cross-cultural capability, and equipped with up-to-date knowledge on financial management;
- to offer students the opportunity to explore key areas of individual interest, to experience working at an appropriate organisation (work placement); and to gain international experience by studying abroad;
- to provide students with a practice-oriented learning experience through case studies, role plays and simulations;
- to build an understanding among students that they need to continuously develop skills and knowledge throughout their professional careers and to develop sensitivity to learning from other cultures.

At the end of the programme, students are expected to have the following skills:

**Knowledge and understanding of:**

- Organisations, their external environment and their management
- Financial statements and the limitations of financial reporting
- The most important theories and practices of financial services management including risk management, asset pricing and portfolio management and their application to real life situations
- Pervasive and contemporary issues related to management
- Practical implications of management theories regarding the efficient external and internal operations of business organisations
- Cross-cultural issues essential for managing organisations successfully in a dynamic global business environment.

**Cognitive (thinking) skills:**

- Identify and gather data from a variety of sources, including academic and professional literature
- Critical thinking and critical evaluation of issues learnt.

**Practical/Transferable skills (able to):**

- Working efficiently alone or in teams in a multicultural environment.
- Recognising, analysing and solving problems and making decisions in various situations and contexts
- Ability to communicate effectively both orally and in writing, using a range of media
- Personal effectiveness (including critical self-awareness and self-reflection, time management, readiness to take responsibility, being appropriately assertive, sensitivity to diversity) and effective performance within a team environment (team selection, delegation, development and management, including selecting appropriate leadership styles for different situations)

MSc in Strategic Finance:

This is a three semester generalist programme which is structured in two semesters with scheduled classes and one semester devoted to the completion of the Master thesis. The first Semester builds on students' existing knowledge and skills, and complements them with new learning in areas in the field of financial management. This semester and the second semester allow students to deepen their pre-existing knowledge of financial management issues, to develop a critical awareness of the limitations of traditional theories in the field of finance and accounting. Students are expected to systematise their knowledge and critically evaluate current issues in the fields of finance and accounting. The qualification objectives

place great emphasis on developing a critical awareness of current tools and issues in financial management as applicable in the global multinational marketplace. Students should have an understanding of a range of quantitative and qualitative tools that enables them to critically evaluate current research and undertake their own as well as to appreciate the need for lifelong learning in the current societal context of the knowledge society.

The specific aims of the programme are the following:

- To create an opportunity for students to occupy mid-level financial management positions in companies and develop international managerial skills.
- To review and apply the established theories and put into practice the traditional techniques as well as the latest approaches in the field of financial management.
- To deepen the students' ability to apply, develop and critically appraise current techniques, theories and practices encountered in the financial environment of national and international firms.
- To develop critical awareness of the global business environment and the relevant financial tools required to make a business or organisation successful in an increasingly competitive world.
- To develop international managers, skilled in interpersonal and cross-cultural communication, and equipped with up-to-date knowledge on financial management.
- To create a global and strategic mindset and to develop sensitivity to learning from other cultures.
- To equip students with skills in relevant quantitative methods as well as in the use of contemporary software packages.
- To build an appreciation in students of the need to continuously develop skills and knowledge throughout their careers.

At the end of the programme, students are expected to have the following skills:

**Knowledge and understanding of:**

- global financial and managerial issues as they relate to strategic decision making;
- comprehend core and advanced theories, concepts and practices that are relevant to the field of financial management;
- use accounting information in a wide range of environments, while recognising its limitations on financial decision making;
- understand the forces shaping the financial services industry, especially the complex link between risk management, shareholder expectations and corporate social responsibility;
- appropriate financial and non-finance related techniques to deal with complex issues critical to the success of multinational firms.

**Cognitive (thinking) skills:**

- Identify and gather data from a variety of sources.
- Synthesise and critically evaluate primary and secondary data.
- Critically analyse academic and professional literature.
- Apply international business principles, concepts, theories and methods to effectively solve complex management problems and make decisions.

**Practical/Transferable skills (able to):**

- Ability to communicate effectively both orally and in writing, using a range of media
- Personal effectiveness (including critical self-awareness and self-reflection, time management, and sensitivity to diversity) and effective performance within team environment (team selection, delegation, development and management, including selecting appropriate leadership styles for different situations)



- demonstrate independent reading and learning skills needed for advanced academic study and lifelong learning
- demonstrate appropriate numeracy and quantitative skills
- effectively use communication and information technology
- conduct research (either individually or as part of a team through research design, collection, analysis, synthesis of data, evaluation of rigour and validity of published research, and reporting) into business and management issues using information from a variety of academic and non-academic sources
- work efficiently alone or in teams in a multicultural environment.
- recognise, analyse and solve problems, make decisions in complex situations and unpredictable contexts

#### BSc in International Business Economics:

For the Hungarian-language programmes, where only IBS holds degree-awarding powers, both the names and the programme-level intended learning outcomes are specified by Government Decree No. 139/2015 (9 Jun) and Decree No. 18/2016 (5 Aug) by the Minister for Human Capacities.

The aim of the programme is to train economists who have an understanding of economics, applied economics and methodology. Furthermore, the knowledge acquired in the framework of specializations should enable students to understand, plan and analyse operational processes and economic relations of business organisations and institutions. Upon acquiring practical knowledge and experience, they are able to conduct and manage international business activities. Graduates are prepared to continue their studies in a master's programme.

The objectives of the study programme have three main perspectives, as reflected in the programme specification. First, the programme aims to equip students with an understanding of the core concepts of business and organisation theory. Second, the programme aims to provide specific knowledge and skills related to international business and management, so that students who want to pursue a career in this field are equipped to do so. Finally, the programme aims to enhance a wider range of transferable and employability skills.

The graduates shall possess knowledge of the fundamental, comprehensive concepts and theories of the economic sciences and their national and international contexts with regard to the relevant economic actors, functions and processes. The most important theories and characteristics of the micro and macro levels of economic organisations as well as the methods for gathering and carrying out mathematical and statistical analyses of information shall be provided.

The graduates shall acquire skills to discover, systematise and analyse facts and fundamental relationships using the theories and methods studied, formulate independent conclusions and critique, prepare decision-making proposals and make decisions in routine and partially unknown domestic and international environments. They shall also possess the skills to monitor and interpret global economic and international business processes, changes in economic policy and related legislation relevant to economic policy and related sectoral policies and their effects.

Finally, the graduates shall develop an attitude that demonstrates problem-sensitive, proactive behaviour in the interest of constructiveness, cooperation and initiation in project and group work as well as autonomy and responsibility.

### BSc in International Relations:

For the Hungarian-language programmes, where only IBS holds degree-awarding powers, both the names and the programme-level intended learning outcomes are specified by Government Decree No. 139/2015 (9 Jun) and Decree No. 18/2016 (5 Aug) by the Minister for Human Capacities.

The aim of the programme is to develop intellectuals who are well-versed in the world of international relations, capable of representing national and regional interests, sensitive to global issues, capable of meeting the challenges of the European integration process, open to get to know other cultures, able to liaise internationally with companies, governmental and non-governmental organisations, creatively handle problems, and deal with complex tasks in a flexible way. Graduates are prepared to continue their studies at master's level.

The objectives of the study programme have three main perspectives, as reflected in the programme specification. First, the programme aims to equip students with an understanding of the core concepts of international relations. Second, the programme aims to provide specific business and management-related knowledge and skills, so that students who want to pursue a career in this field are equipped to do so. Finally, the programme aims to enhance a wider range of transferable and employability skills. Specifically, the programme enables students to analyse international relations both theoretically and practically as well as prepares students to critique the current challenges faced by the European integration process at organisational, national and supranational levels.

The graduates shall possess knowledge of generally accepted trends, characteristics and data of Hungarian and universal political, economic and cultural phenomena. They shall know the current research issues, methods of analysis and interpretation in social science and the basic terminology of the fields of the programme. Furthermore, they shall know the tools and techniques of international communication and also the functioning of the institutional system of the European Union, its powers and policies.

The graduates shall acquire skills to independently acquire and structure knowledge on historical, social, economic, legal and political issues; to navigate the literature in at least two foreign languages, with special emphasis on terminology; to navigate, follow, understand, analyse international issues and to share and apply them effectively in practice; to interpret phenomena of international relations from the point of view of at least one non-European culture and ideology. They shall be able to do project-based work, to present their completed tasks in front of a professional audience both orally and in writing; and to perform duties in international, European and regional cooperation in the private sector, non-governmental organisations, local authorities, governmental bodies and in public institutions.

They shall develop an attitude that understands and accepts that economic, political and cultural phenomena are historically and socially determinate and changing, that striving for continuous improvement of their knowledge in political science, law, social sciences, international economics and history, and that develops the skills to critically analyse and process information.

The graduates shall possess autonomy and responsibility to consciously representing the methods used in their field and accepting the different methodological features of other disciplines, to cooperate effectively with national and international professional and scientific communities in their field, and to be aware of the ethical norms and rules of their specialty and adhering to them in their professional duties, human relations and communication (Cf pp. 26-27 Self-Assessment Report Cl. 3).

## Appraisal:

### BSc (Hons.) in Business and Diplomatic Studies, BSc (Hons.) in Corporate Finance and MSc in Strategic Finance:

In the self-evaluation report and during the interviews, the qualification objectives of the programmes have been explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline. They embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality. The subject-specific and extra-curricular qualification objectives and skills to be acquired correspond with the aspired level at graduation. They take into account the requirements of the national qualification framework.

### BSc in International Business Economics and BSc in International Relations:

In their appraisal, the panel took into account that for the Hungarian-language programmes, the general programme-level intended learning outcomes are set by the Hungarian government. Nevertheless, during the online conference it was confirmed that, in addition to the government's specifications, the Hungarian higher education institutions still have an influence on the structure and the content of the study programmes.

In relation to the government's requirements, the overall objectives of the Hungarian-language programmes (BSc in International Relations, BSc in International Business Economics) are consistent in relation to the targeted professional field. The programmes' general goals and objectives take the student's personal development, academic ability and employability into account. However, the description of the programme objectives has very different quality compared to the other study programmes in this cluster. From the panel's point of view, in the self-evaluation report, the objectives of the Hungarian-language Bachelor programme could be outlined more clearly and distinguishably. For the panel, the distinctive features were not always clearly described, compared to the other programmes, and had to be discussed during the online conference in order to receive additional information.

All in all, the panel has been convinced that this criterion is met. But it **recommends** that in the programme specification more emphasis will be placed on the description of the programme objectives taking into account the main learning outcomes.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.1* Objectives of the study programme (Asterisk Criterion)			X <sup>8</sup>		

## 1.2 International orientation of the study programme design (Asterisk Criterion)

International orientation is reflected in the concept of IBS's study programmes through its position as a higher education provider offering English-language education and conferring British degrees in Hungary to students arriving from a wide range of geographical locations. Currently, 13% of BSc-level and 32% of MSc-level contact hours are delivered by international faculty. In addition, a broad range of faculty possess international experience

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<sup>8</sup> All programmes

through having lived and worked abroad both in developing and developed countries all across the globe:

- 40% have had corporate experience abroad or in an international setting;
- 63% have had academic experience abroad or collaborated with international partners;
- 62% have lived abroad for shorter or longer periods.

IBS aims to reinforce this international orientation through the curricular content of its programmes. This shall be reflected in both the educational approach and the choice of modules in each programme. Thus, IBS sets it as good practice to its lecturers, and especially module leaders, to design study curricula with an international outlook that includes the use of case studies and examples which complement the typical Anglo-Saxon contextual framework of most books in the fields of management and marketing, and to elicit examples and experiences from the international student body always present in the classroom. Group work, both in class and as part of the assessment strategy, builds students' intercultural competencies as they have to work together with their international peers for a common goal.

On IBS's Hungarian-language programmes, IBS states to introduce international examples alongside local ones, to consider how globalisation affects the Hungarian economy and business conduct, especially given the large number of multinational corporations present in the country as well as its generally export-oriented economy. In addition, students are legally required to master a foreign language as proved by a state-recognised language exam upon graduation, to which end English language teaching is part of the curriculum for the Bachelor programme BSc in International Business Economics. As students are expected to have a good command of general English, on the BSc in International Relations programme, English for Diplomacy 1 and 2 are offered during the first two semesters. This also helps students on the Hungarian-language programmes to establish extracurricular networks and friendships with international students on the English-language programmes. Regarding the choice of modules, each programme includes skills modules that are aimed at enhancing intercultural competence (Negotiations as well as Protocol on the BSc in International Business Economics programme, International Negotiations on the BSc in International Relations programme, Skills for Managers on the MSc in Strategic Finance programme, Employability Skills – Organisational Skills on the two BSc programmes (BSc (Hons.) in Business and Diplomatic Studies, BSc in Corporate Finance) as well as some modules with an international focus (Corporate Finance, Introduction to Arabic, Chinese, French, Japanese and Russian Culture and language, Global Financial Markets, Financial and Accounting) in the BSc (Hons.) in Corporate Finance and the MSc in Strategic Finance programmes.

By studying in a multinational environment, and many of the MSc students working for local or multinational companies in Hungary as well as several BSc students completing their mandatory placement at multinational companies in Hungary or abroad, students on the programmes at hand can gain international experience which promotes their employability upon their graduation.

In addition, all IBS students, including those from Hungary, studying at the Bachelor level can apply for Erasmus scholarship in another EU country to either study abroad for one or two semesters, or to receive financial support for finding work placement lasting several months. There is a range of Erasmus partners (64 partner institutions in 18 European countries), and the management's commitment to welcome all incoming students, without necessarily being able to balance the flow of incoming and outgoing students.

## Appraisal:

### BSc (Hons.) in Business and Diplomatic Studies, BSc (Hons.) in Corporate Finance and MSc in Strategic Finance

The programmes are designed to be throughout international. In the modules, as well as in the teaching materials and the provided literature, distinctive international references become visible and reflect the international dimension. In this context, the exclusively English-taught classes are also convincing. Knowledge transfer and competence development in an international context enables graduates to competently handle international tasks.

### BSc in International Business Economics and BSc in International Relations

The panel took into account that the target group of the Hungarian-language programmes is limited to students from Hungary or to students who are able to speak the Hungarian language. As a consequence, internationality is not the focus of these programmes. However, the objectives of the study programmes consider the required international aspects, with respect, too, to its graduates' employability.

With regard to the internationalisation of the labour market, the panel **recommends** that the international orientation of both study programmes should be strengthened and further developed (see also Appraisal in Chapter 3.4 Internationality).

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.2*	International orientation of the study programme design (Asterisk Criterion)		BAD/ BFM/ MFM	IBE/ IR		

## 1.3 Positioning of the study programmes

This cluster contains study programmes that are unique in the domestic Hungarian market (BSc (Hons.) in Business and Diplomatic Studies, BSc (Hons) Financial Management, and MSc Financial Management) as well as programmes that are more in line with local competition (BSc in International Business Economics and the BSc in International Relations); their market positioning is quite different.

### BSc (Hons.) in Business and Diplomatic Studies, BSc (Hons) Financial Management, and MSc Financial Management:

The English study programmes possess the following distinctive features:

- They lead to a British BSc/MSc degree awarded by The University of Buckingham.
- They are shorter in duration than the offerings of the local competitors: the BSc programmes can be completed in 6 semesters instead of the 7 semesters required for Hungarian-accredited programmes in the same field. MSc degrees can be earned in 3 semesters (over a period of 12 months) instead of 4 semesters (over a period of 20 months) required for a Hungarian-accredited programme; and
- they include an integrated skills development element, which is provided within the regular curriculum.

According to IBS, MSc in Strategic Finance has a relatively close rival in the MSc Finance offered by Corvinus University, the most prestigious business school in Hungary, which ranks slightly ahead in the Eastern European Eduniversal-Ranking (#10). The IBS programme is,

however, more practice-oriented and recruits a larger number of students, especially from the non-EU regions (Cf. page 31 Self-Assessment Report Cl.3).

IBS states that there is no direct competition for the English-medium Bachelor in Hungary or in the region, as there are very few bachelor programmes leading to UK degrees that would specialise in either finance or diplomacy (Cf. page 31 Self-Assessment Report Cl.3). Closest to offering a UK degree in finance and accounting, is the BSc in Business and Management degree offered by the Milestone School of Business in Prague, Czech Republic. There is also a BSc in Political Science and International Relations at the Sarajevo School of Science and Technology, at its campus in Sarajevo, Bosnia and Herzegovina. This programme, however, is more political science oriented and lacks the business component offered at IBS.

Internationally, the programmes' positions (beyond the above factors) are enhanced by the Budapest location (reasonable living costs and visa practices within the EU) and by the fact that IBS's tuition is approximately 30% lower than those of comparable provisions in England.

#### Hungarian-language Programmes BSc in International Business Economics and the BSc in International Relations:

According to IBS, the competitive situation is quite different with regard to the two Hungarian-language programmes, as they lack some of the distinctive features of the English-medium degrees (Cf. page 31 Self-Assessment Report Cl.3). They face stiff competition from local providers as their content is relatively closely prescribed by the applicable rules and regulations. IBS, nevertheless, offers these programmes because they represent a welcome entry point to the local market. According to IBS, the market sees BSc in International Business Economics more practice-oriented than the similar degrees offered by Hungarian universities, with IBS having a reputation for focusing on preparing students for real business situations. IBS states to provide a practical focus through the integration of soft skills development and by emphasising the applications of the theories discussed in class (Cf. page 32 Self-Assessment Report Cl.3). The BSc in International Relations is a highly-sought qualification in the Hungarian higher education market, and it did prove to be difficult for IBS, whom the market tends to see more as a business school only, to recruit enough tuition-fee paying students in this political-science based course, especially given the high level of competition by some publicly funded competitors. The international character of IBS however does help to differentiate its offering.

#### For all programmes:

The business school constantly assesses new areas of employability skills through research and job market feedback. These include regularly conducted Employer Satisfaction Surveys, Alumni Career Surveys, and informal feedback gathered from strategic partners, internship-providing employers, and fresh graduates.

The latest alumni career survey data show that 80% of graduates find employment within six months after leaving the school (with the remaining 20% mostly going on to continue their studies at the further level).

In terms of the postgraduate programmes, multiple market feedback from potential employers as well as from alumni confirm that its practice-orientation allows for an easy transition to the job market. Regular guest lectures and use of recent case studies represent a constant feature of all IBS programmes.

## Appraisal:

### BSc (Hons.) in Business and Diplomatic Studies, BSc (Hons.) in Corporate Finance and MSc in Strategic Finance:

The programmes have a clear profile consisting of structural and content-related elements, which convincingly position the programme profile in the education market with regard to the desired qualification and competence objectives. In the panel's view, the study programmes can be seen as a positive example in the field.

The positioning of the three programmes in the labor market can also be rated as positive. The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. The future fields of employment for graduates are plausibly set forth.

The programmes are clearly integrated into the IBS's strategic concept. Each study programme's qualification goals are in line with the IBS mission and strategic planning. Its practical orientation and international orientation shape the school's profile.

### BSc in International Business Economics and BSc in International Relations:

The positioning of the Hungarian-language programmes within the Hungarian education market, the labour market for graduates and the positioning of the study programmes within the overall strategic concept of the School is basically plausible from the panel's point of view, but could be made more clearly. Compared to the other programmes, which show a clearer positioning on these points, the panel sees potential to elaborate this further. Since the Hungarian-language programmes in particular do not have a regular intake (see Table 4 and 5 Chapter Information on the Institute) of new students, the evaluators consider this to be particularly important. Therefore, it **recommends** analysing the benchmarking with similar programmes offered by other higher education institutions in Hungary.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.3	Positioning of the study programme				
1.3.1			X		
1.3.2			X		
1.3.3			X		

## 2. Admission

### For all programmes:

The formal admission requirements and the selection procedure are regulated in the document “IBS- International Business School Admission Regulations”. For the collaborative programmes, the selection procedure follows the strict guidelines imposed by IBS’s collaborative partner, The University of Buckingham, the accreditation councils that it is reviewed by, EU and Hungarian regulations, as well as its own internal regulations. The current admission criteria are published online (Cf. <https://www.ibs-b.hu/how-to-apply/requirements>).

This process follows the programmes’ objectives and is reviewed periodically in order to maintain effectiveness and to adapt to new regulations. The main objective is to enroll the most qualified candidates to all programmes.

All students get their final admission decision in writing through the online application system, where it is properly logged, and the rationale behind the specific decision clearly stated.

All contact information for prospective students is provided on the IBS website, which details the phone numbers, email addresses, and opening hours for all IBS centres, including the Centre for Marketing and Admissions, which is the primary point of contact for applicants and, as such, is in charge of addressing all student enquiries, including those pertaining to personal aptitude, career perspectives, etc. (Cf. <https://www.ibs-b.hu/how-to-apply/contact-us>).

Applications to the validated programmes (BSc (Hons.) in Business and Diplomatic Studies, BSc (Hons.) in Corporate Finance, and MSc in Strategic Finance) go through the online interface DreamApply. Further, IBS endeavours to travel to locations with a high number of applicants to offer information and training on requirements and the visa process, respectively. IBS also relies on an extensive network of agents, with whom the primary channel of communication is a specialised online portal, created specifically for agent training and quality assurance.

### Admission Regulations for the collaborative programmes:

#### **BSc (Hons.) in Business and Diplomatic Studies & BSc (Hons.) in Corporate Finance:**

Students shall have the right to apply for undergraduate education programmes by demonstrating a General Certificate of Education, or certificate proving equivalent secondary education qualification. Certificates to be obtained in the year of application must be presented before the end of the admission process.

In the case of a General Certificate of Education obtained at a foreign educational institute, it is the right of the School to decide whether the certificate is acceptable as proof of completing secondary studies. If it is provided for by the applicable laws and regulations, no equivalency procedure needs to be conducted.

The requirement of admission to the academic programmes operated as the strategic partner of The University of Buckingham is the acceptance of a certificate of secondary education or equivalent accepted by The University of Buckingham.

Sufficient knowledge of English or Hungarian is a prerequisite of starting the BSc programme. The common first year of the programmes can be completed in English or Hungarian; however, from the second year the programmes are only taught in English.



Therefore, the prerequisite of starting the second year is sufficient language competence in English.

BSc applicants are required to pass IBS' own ONLINE English Language Placement Test that consists of a 100-minute test and an oral part with a listening task. Applicants shall take part in a diagnostic written and oral English language test to determine their level of language proficiency. Students with the following qualifications are exempt from the diagnostic test:

- IELTS 6.0, or
- TOEFL 550 (computerised version 213, iBT version 80) or higher; or
- other equivalent language certificates (see <https://www.ibs-b.hu/how-to-apply/requirements>).

### **MSc in Strategic Finance:**

Application to the MSc in Strategic Finance programme is possible if the applicant is in possession of a degree certificate in the area of the specialisation of at least BA/BSc (or College) level, or a degree certificate of at least BA/BSc (or College) level plus documented relevant work experience. Applicants applying in their year of graduation may present their degrees until enrolment to the programme.

Under exceptional circumstances, the University of Buckingham may accept students without a higher education certificate; in this case the Head of Marketing and Admissions shall examine the existence of supplementary conditions (e.g. sufficient professional experience) and decide on the admission of the student.

The language of education on the Master's programmes is exclusively English. Applicants shall take part in a diagnostic written English language test and an orientation interview at an agreed time. Students with the following qualifications are exempt from the diagnostic test:

- IELTS 6.5,
- TOEFL computerised version 232, iBT version 90,
- Bachelor level degree obtained at International Business School, on a programme where the medium of instruction is English or other equivalent language certificate (see. <https://www.ibs-b.hu/how-to-apply/requirements>).

### Admission Regulations for the Hungarian programmes:

#### **BSc in International Business Economics & BSc in International Relations:**

Students shall have the right to apply for undergraduate education programmes by demonstrating a General Certificate of Education, or certificate proving equivalent secondary education qualification, a first or second-cycle qualification. Certificates to be obtained in the year of application must be presented before the deadline stipulated by law.

Admissions requirements for bachelor programmes are centrally set and the admissions procedure is managed by the Educational Authority in Hungary. The calculation of admission points at the School follows the laws and regulations in effect for the given academic year, which are published annually in the document Application Guide to Higher Education by the Educational Authority.

For General Certificates of Education obtained abroad, the points that form the basis of calculations are determined by the Educational Authority, upon presenting the given documents.

The application decision, based on the calculated number of points, is made after the cut-off points are nationally finalised, taking into account the order in which HEIs are ranked by the applicant in their application.

The application must be made electronically by the deadline stipulated by law on the felvi.hu website. The procedure is governed by the applicable laws and regulations.

The programmes with Hungarian accreditations do not have entry criteria regarding foreign-language skills.

## Appraisal:

### For all programmes:

The IBS has clearly regulated the admission requirements for all programmes. The admission standards for nationals, Hungarian and international students are explained in a logical and transparent manner and are accessible online for the general public. The national requirements such as the Hungarian Entrance Examination are taken into account.

### MSc in Strategic Finance:

Admission to the **master programme** is possible if the applicant is in possession of a degree certificate in the area of the specialisation. If there is a missing specialisation the applicant can also get admitted with relevant work experience (besides a general degree). The panel misses information regarding the concrete information, how much experience is necessary to get admitted and in which special area the work experience should be done in. Furthermore, there is no information which specialisation is needed to get admitted and how many CP of special knowledge are needed. The panel recommends therefore the following **condition**:

IBS defines the relevant admission criteria clearly for all applicants in the admission requirements.

### For all programmes:

Applicants can directly turn to a student counselling service (Center for Marketing and Admission) for clarification of specific questions, of personal aptitude, of career perspectives etc. Prospective students can find all relevant contact information such as telephone numbers, e-mail addresses and opening hours of all IBS centers on the IBS website (Cf. <https://www.ibs-b.hu/how-to-apply/contact-us>). Furthermore, all programmes run through the online interface DreamApply. This provides all students with relevant information for admission. The counselling options are based on the target group's needs.

The selection procedure for the collaborative programmes is transparently presented on the website and ensures that qualified students are admitted. The admission requirements such as the need to proof certain language proficiency ensure that students are able to complete successfully the study programmes.

The panel takes into account that the admission requirements for bachelor's degree programs are set centrally and the admission procedure is administered by the education authority in Hungary. There is no selection procedure in the proper legal definition.

The admission criteria are transparently presented on the website and the applicants receive the admission decision through the online application system, where the admission decision contains detailed information on the results of the admission procedure.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
2.1*	Admission requirements (Asterisk Criterion)			BAD/ BFM/ IBE/ IR	MFM condition	
2.2	Counselling for prospective students			x		
2.3*	Selection procedure (if relevant)			BAD/ BFM/ MFM		IBE/ IR
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					x
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			BAD/ BFM/ MFM		IBE/ IR
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			x		

### 3. Contents, structure and didactical concept of the programmes

#### 3.1 Contents

##### The BSc (Hons.) in Business and Diplomatic Studies

**Table 6 Curriculum BSc (Hons.) in Business and Diplomatic Studies**

Semester*	Code	Module	Credits
1	ECOB131	Management and Business Context 1	7
1	ITLB101	Information and Communication Technology	7
1	LAWB101	Legal Environment for Managers	4
1	MANB101	Business Ethics	4
1	SKIB101	Academic Skills 1	4
1	SKIB105	Decision Making Skills	4
1	ENGBX1	English 1	0
<b>Totals for semester 1</b>			<b>30</b>
2	ECOB102	Management and Business Context 2	7
2	FINB101	Finance for Managers	7
2	ITLB102	Management Information Systems	7
2	SKIB109	Academic Skills 2	4
2	SKIB108	Presentations	2
2	GEOBX	General Education Option	3
2	ENGBX2	English 2	0
<b>Totals for semester 2</b>			<b>30</b>
3	DIPB101	Foreign Policy and Diplomacy	7
3	ECOB103	Global Political Economy	8
3	MKTB101	Marketing	7
3	SKIB125	Employability Skills - Analytical Skills	2
3	SKIB122	Employability Skills - Quantitative Skills	2
3	SKIB123	Employability Skills - Written Communication	2
3	SKIB124	Employability Skills - Oral Communication	2
<b>Totals for semester 3</b>			<b>30</b>
4	HRMB141	Fundamentals of HRM	5
4	INTB101	Theories of International Relations	7
4	INTB132	EU Institutions and Policies	6
4	LAWB132	International Public Law	5
4	SKIB121	Employability Skills - IT	2
4	SKIB126	Employability Skills - Organisational Skills	2
4	CULBX	Culture and Language Option	3
<b>Totals for semester 4</b>			<b>30</b>
5 (6)	DISB111	Academic Writing Project	15
5 (6)	BSCBXBUS	Lifelong Learning Option	15
<b>Totals for semester 5</b>			<b>30</b>
6 (5)	BPSB101	Business Policy and Strategy	8
6 (5)	DIPB103	Diplomatic Protocol	3
6 (5)	DIPB132	International Organisations and Multilateral Diplomacy	6
6 (5)	INTB103	Development Policy	6
6 (5)	INTB104	International Security	4
6 (5)	DIPBX	Diplomacy Option	3
<b>Totals for semester 6</b>			<b>30</b>
<b>Grand Total</b>			<b>180</b>

\*Semesters in brackets apply to February starters

## English 1

ENGB171	English Reading and Writing A
ENGB173	English Listening and Speaking A

## English 2

ENGB172	English Reading and Writing B
ENGB174	English Listening and Speaking B

## General Education Option

ARTB110	Introduction to Visual Culture
CULB112	Historical and Global Dimensions
CULB113	World Geography and Economic Development
DIPB111	Introduction to Political Science

## Culture and Language Option

CULB101	Introduction to Arabic Culture and Language
CULB102	Introduction to Chinese Culture and Language
CULB103	Introduction to Japanese Culture and Language
CULB105	Introduction to Russian Culture and Language
CULB106	Introduction to French Culture and Language

## Lifelong Learning Option

MANB103	Sustainability, CSR and Current Management Issues
PLCB101	Work Placement
PLCB111	Study Abroad Semester

## Diplomacy Option

INTB112	African Studies
INTB113	American Studies
INTB114	Asia Pacific Studies
INTB115	Central and Eastern European Studies
SKIB107	International Negotiations

BSc (Hons.) in Business and Diplomatic Studies programme consists of compulsory and optional modules. Compulsory modules cover the essential areas of business and management (HRM, marketing, finance, strategy) and primarily in diplomacy and international relations. Optional modules include the General Education Option, the Culture and Language Option, the Lifelong Learning Option, and programme-specific electives.

During the first year, students are introduced to basic methodological tools and key concepts of management, finance and law. Basic management and economic concepts are linked within the context of a large, double module, Management and Business Context 1-2. Two further modules emphasise the use of logical and coherent reasoning: a generic one on Finance for Managers and a separate module on developing Decision Making Skills. The Legal Environment for Managers and the Business Ethics modules run parallel, allowing for strong interaction between the two.

In the second year, compulsory modules cover remaining main business functions (Marketing and HRM for Managers) and specific modules related to the BSc (Hons.) in Business and Diplomatic Studies programme: gaining a deeper understanding of international relations at a theoretical level (Theories of International Relations), examining the relationship between politics, government and economics (Global Political Economy),

and diplomatic practice (Foreign Policy and Diplomacy, EU Institutions and Policies, International Public Law).

In the third year, students complete the advanced modules of the programme, which include a general management module on Business Policy and Strategy, which synthesises all major concepts and constructs learnt in the previous years' modules. In addition, advanced modules (Diplomatic Protocol, International Organisation and Multilateral Diplomacy, Development Policy, and International Security) provide insights into specific areas of the practice of international relations and diplomacy. Students can also select an optional module in regional studies (Diplomacy Option).

The integration of theory and practice at the BSc level is required by UK quality standards. IBS students on the BSc (Hons.) in Business and Diplomatic Studies can further develop their qualification profile during the second year of studies with the help of six "employability skill" modules or through a semester-long corporate placement in Hungary or abroad where students put the theories they have learnt into practice at work.

Students on the programme are required to complete a number of modules that prepare them for interdisciplinary thinking. During their first year, Management and Business Context 1 and 2 allow them to understand economic thinking, apply it to experiences from their own lives, and eventually relate it to managerial decision-making. The General Education Option provides a broader outlook into the development of contemporary capitalism either from a historical, or a geographical perspective. Finally, skills modules (e.g. Presentations, Analytical Skills, and Organisational Skills) prepare students to readily apply their knowledge from different fields in a workplace context.

Further there are two modules in the curriculum that focus primarily on ethical questions, Business Ethics in the first year and Sustainability, CSR and Current Management Issues in the third year. Apart from these two modules, however, several other modules include questions around ethics and responsibility. This sometimes happens by having a particular class focused on ethical issues (e.g. in Business Strategy) or ethics and responsibility as a complementary theme running through the whole module during the semester (as in, e.g. Development Policy, Global Political Economy, International Security).

Students on the BSc (Hons.) in Business and Diplomatic Studies take Academic Skills across the first two semesters. During the modules, they cover searching for literature and critical reading; crafting hypotheses and arguments and writing at both paragraph-level and essay-level; referencing and plagiarism; and the basics of analytical, creative, and critical writing. During Presentations, students learn through practical engagement how to deliver talks effectively to different academic and professional audiences. The skills acquired during these modules are practised in a vocational context during the employability skills modules (especially Oral Communication, Written Communication, and Quantitative Skills) in the second year.

Students on the programmes must complete an Academic Writing Project (AWP). The AWP can be project-led if the student identified an appropriate case during their placement. Writing the AWP is a process whereby, with the help of a lecturer, a paper of academic quality is produced, showing the student's ability to collect, analyse, synthesise, evaluate, and present information in a critical and structured way. All Academic Writing Papers and dissertation (thesis) marks are only released to students once checked by external examiners and approved by the respective Examination Board.

The BSc (Hons.) in Business and Diplomatic Studies programme is a programme in business and management, based on the subject benchmark statements for Business and Management (2015) developed by the Quality Assurance Agency in the UK. The name for

the award is assigned in line with the naming conventions for single honours programmes established by The University of Buckingham (Regulations Handbook) for first-cycle degrees (FHEQ Level 6).

The BSc (Hons.) in Corporate Finance (Bachelor of Science):

**Table 7 Curriculum BSc in Corporate Finance**

Semester*	Code	Module	Credits
1	ECOB131	Management and Business Context 1	7
1	ITLB101	Information and Communication Technology	7
1	LAWB101	Legal Environment for Managers	4
1	MANB101	Business Ethics	4
1	SKIB101	Academic Skills 1	4
1	SKIB105	Decision Making Skills	4
1	ENGBX1	English 1	0
<b>Totals for semester 1</b>			<b>30</b>
2	ECOB102	Management and Business Context 2	7
2	FINB101	Finance for Managers	7
2	ITLB102	Management Information Systems	7
2	SKIB109	Academic Skills 2	4
2	SKIB108	Presentations	2
2	GEOBX	General Education Option	3
2	ENGBX2	English 2	0
<b>Totals for semester 2</b>			<b>30</b>
3	ACCB101	Accounting for Managers	7
3	FINB102	Corporate Finance	8
3	MKTB101	Marketing	7
3	SKIB125	Employability Skills - Analytical Skills	2
3	SKIB122	Employability Skills - Quantitative Skills	2
3	SKIB123	Employability Skills - Written Communication	2
3	SKIB124	Employability Skills - Oral Communication	2
<b>Totals for semester 3</b>			<b>30</b>
4	ACCB102	Financial Reporting	5
4	FINB103	Banking and Risk Management	6
4	FINB104	Investments	5
4	FINB113	Quantitative Methods for Finance	2
4	HRMB141	Fundamentals of HRM	5
4	SKIB121	Employability Skills - IT	2
4	SKIB126	Employability Skills - Organisational Skills	2
4	CULBX	Culture and Language Option	3
<b>Totals for semester 4</b>			<b>30</b>
5 (6)	DISB111	Academic Writing Project	15
5 (6)	BSCBXBUS	Lifelong Learning Option	15
<b>Totals for semester 5</b>			<b>30</b>
6 (5)	BPSB101	Business Policy and Strategy	8
6 (5)	FINB105	Financial Management	6
6 (5)	FINB136	Financial Markets	4
6 (5)	FINB108	Public and International Finance	6
6 (5)	FINBX	Finance Option	3
6 (5)	FINBX	Finance Option	3
<b>Totals for semester 6</b>			<b>30</b>
<b>Grand Total</b>			<b>180</b>

\*Semesters in brackets apply to February starters



### **English 1**

ENGB171	English Reading and Writing A
ENGB173	English Listening and Speaking A

### **English 2**

ENGB172	English Reading and Writing B
ENGB174	English Listening and Speaking B

### **General Education Option**

ARTB110	Introduction to Visual Culture
CULB112	Historical and Global Dimensions
CULB113	World Geography and Economic Development
DIPB111	Introduction to Political Science

### **Culture and Language Option**

CULB101	Introduction to Arabic Culture and Language
CULB102	Introduction to Chinese Culture and Language
CULB103	Introduction to Japanese Culture and Language
CULB105	Introduction to Russian Culture and Language
CULB106	Introduction to French Culture and Language

### **Lifelong Learning Option**

MANB103	Sustainability, CSR and Current Management Issues
PLCB101	Work Placement
PLCB111	Study Abroad Semester

### **Finance Option**

ACCB112	Advanced Financial Accounting
ACCB113	Principles and Practices of Audit
FINB107	Business Planning
FINB110	IT Skills for Finance
FINB111	Advanced Banking
INTB111	Projects Funded by International Organisations

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The BSc (Hons.) in Corporate Finance programme consists of compulsory and optional modules. Compulsory modules cover the essential areas of business and management (HRM, marketing, finance, strategy) and primarily in finance and accounting. Optional modules include the General Education Option, the Culture and Language Option, the Lifelong Learning Option, and programme-specific electives.

During the first year, students are introduced to basic methodological tools and key concepts of management, finance and law. This general background in business management serves as the basis of understanding for-profit organisations, which situates the more specialised studies in finance and accounting. An innovative approach is used to link basic management and economic concepts within the context of a large, double module, Management and Business Context 1-2. Two further modules emphasise the use of logical and coherent reasoning: a generic one on Finance for Managers and a separate module on developing Decision Making Skills.

In the second year, compulsory modules cover main business functions (Marketing and HRM for Managers) and specific modules related to the BSc (Hons.) in Corporate Finance programme: gaining a deeper understanding of accounting theory and practice (Accounting for Managers, Financial Reporting), of three specific areas of financial decision-making (Corporate Finance, Banking and Risk Management, and Investments), and of methods

analysing numerical data specifically geared towards finance (Quantitative Methods for Finance).

In the third year, students complete the advanced modules of the programme, which also put an emphasis on students' understanding of the differences and similarities between national and international capital markets (Financial Management, Financial Markets, Public and International Finance) and they have the option to select two areas of finance (Finance Option) they would like to become more acquainted with in preparation to finding employment. Students also study a general management module on Business Policy and Strategy, which synthesises all major concepts and constructs learnt in the previous years' modules.

The integration of theory and practice at the BSc level is actually required by UK quality standards. IBS students on BSc (Hons.) in Corporate Finance programmes can further develop their qualification profile during the second year of studies with the help of six "employability skill" modules. The aim of these modules is to bring theoretical discussions about, for instance, business writing communication, problem-solving, or calculus to a very business focused skill level. Finally, BSc students have the option to further relate theory during the so-called Lifelong Learning Option, which allows them to complete a semester-long corporate placement in Hungary or abroad. The placement itself necessarily requires students to put the theories they have learnt into practice at work, while their reflective report to be completed as examination requires that they reflect on and theorise their practical experiences.

Students on the programme are required to complete a number of modules that prepare them for interdisciplinary thinking. During their first year, Management and Business Context 1 and 2 allow them to understand economic thinking, apply it to experiences from their own lives, and eventually relate it to managerial decision-making. The General Education Option provides a broader outlook into the development of contemporary capitalism either from a historical, or a geographical perspective. Finally, skills modules (e.g. Presentations, Analytical Skills, and Organisational Skills) prepare students to readily apply their knowledge from different fields in a workplace context.

The BSc (Hons.) in Corporate Finance programme, shares two modules that focus exclusively on ethical questions, Business Ethics in the first year and Sustainability, CSR and Current Management Issues in the third year. Apart from these two modules, however, several other modules include questions around ethics and responsibility of financial institutions and financial managers. Most importantly, Public and International Finance considers macro level aspects of financial responsibility, Advanced Financial Management situates the whole practice of valuation in the context of economic boom-bust cycles and the recent financial crisis.

Students on the BSc (Hons.) in Business and Diplomatic Studies take Academic Skills across the first two semesters. During the modules, they cover searching for literature and critical reading; crafting hypotheses and arguments and writing at both paragraph-level and essay-level; referencing and plagiarism; and the basics of analytical, creative, and critical writing. During presentations, students learn through practical engagement how to deliver talks effectively to different academic and professional audiences. The skills acquired during these modules are practised in a vocational context during the employability skills modules (especially Oral Communication, Written Communication, and Quantitative Skills) in the second year. On the BSc (Hons.) in Corporate Finance programme, where such skills are particularly relevant for future studies and employability, students' skills with regards to

quantitative reasoning are honed during the Quantitative Methods for Finance module in the second year.

Students on the programmes must complete an Academic Writing Project (AWP). The AWP can be project-led if the student identified an appropriate case during their placement. Writing the AWP is a process whereby, with the help of a lecturer, a paper of academic quality is produced, showing the student's ability to collect, analyse, synthesise, evaluate, and present information in a critical and structured way. All Academic Writing Papers and dissertation (thesis) marks are only released to students once checked by external examiners and approved by the respective Examination Board.

The BSc (Hons.) in Corporate Finance programme is a generalist programme in business and management, based on the subject benchmark statements for Business and Management (2015) developed by the Quality Assurance Agency in the UK. The name for the award is assigned in line with the naming conventions for single honours programmes established by The University of Buckingham (Regulations Handbook) for first-cycle degrees (FHEQ Level 6).

## The MSc in Strategic Finance (Master of Science):

**Table 8 Curriculum MSc in Strategic Finance**

Semester	Code	Module	Credits
1	ACCB302	Accounting for Decision-making	7
1	FINB302	Financial Decision-Making	7
1	FINB306	Financial Reports and Statements	6
1	SKIB301	Academic Skills	4
1	STAB301	Quantitative Methods for Social Sciences	6
<b>Totals for semester 1</b>			<b>30</b>
2	BPSB301	Business Strategy	7
2	FINB307	Advanced Financial Management	7
2	FINB308	Global Financial Markets	6
2	SKIB306	Research Methods for Social Sciences	5
2	SKIB305	Skills for Managers	5
2	<b>MSCBXXFM</b>	<b>Financial Management Option</b>	<b>5</b>
<b>Totals for semester 2</b>			<b>35</b>
3	DISB301	Dissertation	25
<b>Totals for semester 3</b>			<b>25</b>
<b>Grand Totals</b>			<b>90</b>

### **Financial Management Option**

FINB305 Risk Management

FINB309 Venture Capital

The MSc in Strategic Finance programme consists of modules that are compulsory for all MSc students, ones that are compulsory on this particular programme, and one optional module. Cohort-wide compulsory modules cover the skills-related areas of academic writing, qualitative and quantitative research, and intercultural management skills. Programme-specific compulsory modules include the core finance and accounting curriculum, while the option ensures that students can gain further knowledge in their chosen area of finance.

The programme prepares students who already have some background in finance and accounting to develop and strengthen their knowledge of cutting-edge concepts and practical tools used in contemporary organisations. Students are equipped with the necessary knowledge and tools to advance into mid-level managerial positions by gaining an understanding of accounting and its use for managerial decision-making (Accounting for Decision-Making, Financial Reports and Statements), introducing and deepening similar considerations in financial practice (Financial Decision-Making, Advanced Financial Management), and practising the valuation of various investment options (Global Financial Markets). This is enhanced by the intercultural managerial skills taught and, importantly, practiced during the Skills for Managers module.

On top of the finance-specific knowledge gained, students are required to take the Business Strategy module where they work together with the MSc students from all other master's programmes. This module helps them situate their knowledge and approach, pit it during groupwork against students approaching the same decisions to be made from a marketing or human resources standpoint, and try their hand at managing a global firm in teams through an online simulation. This exercise makes students on the programme understand both the internal and external marketing environments of a multinational corporation. In addition, in

their thesis, students are expected to critically appraise current techniques, theories and practices of financial management.

For the integration of theory and practice all MSc students are required to take the Business Strategy module, which as a capstone module asks students to run a virtual simulation of a global manufacturing corporation in multinational and multidisciplinary teams, thus effectively integrating theories learnt during their own programme as well as across all MSc programmes at IBS. Arguably, the simulation is geared towards finance and accounting students because they can really try out different theories of financial management, while people skills or marketing theories are harder to represent in an online simulation regardless of how realistic it is. Students also have to write a thesis on a topic of their choice linked to financial management with the guidance of an academic supervisor, which must contain primary research. The expectation for graduating MSc students is that they should be able to design and conduct such a research, and use it to critique assumptions and theories learnt during their modules and discussed in the relevant literature.

While almost all modules on the programme build on students' ability to apply quantitative tools, certain modules include an interdisciplinary aspect not at the application but rather the theoretical level. Financial Decision-Making starts off with an investigation of how macroeconomic factors impact on the valuation of assets. Venture Capital naturally connects to questions of business planning and entrepreneurship but also, more broadly, to macroeconomics and legal studies as well. Students on the programme have a module dedicated to a broader introduction to social scientific research of both qualitative (Research Methods for Social Sciences) and quantitative (Quantitative Methods for Social Sciences) nature. The compulsory Business Strategy module requires students to think beyond their own discipline while making decisions in multidisciplinary groups and take into consideration ideas and insights from other disciplines too.

Understanding the role of ethics in financial management and being able to make ethical decisions is an important competence for students on the MSc in Strategic Finance programme. The programme level ILOs include that students should "develop sensitivity to learning from other cultures" and students should become "international managers, skilled in interpersonal and cross-cultural communication". Thus, in line with the ILOs, ethical considerations are, for instance, discussed in Accounting for Decision-Making with regard to management control. Finally, ethics in a practical sense is part of the Skills for Managers module as students are requested to discuss how different human experiences and culture shape communication and negotiation, but by doing so in an intercultural group, they inherently turn their discussion into practical learning.

On the MSc in Strategic Finance programme, students learn about academic writing and conducting research through a group of modules: Academic Skills, Research Methods for Social Sciences, and Quantitative Methods for Social Sciences. All three modules convey transferable methodological and scientific skills and they do so with an explicit orientation towards helping students apply these skills for researching and writing their thesis. During these modules, students cover argumentation, writing the literature review and creating a research question and hypotheses, and a broad range of qualitative and quantitative research strategies and analytical approaches. All students have to produce a dissertation that builds on the methodological competence students have developed to conduct primary research and makes use of all skills previously acquired to author a well-argued 15,000-word scientific work on a particular topic in e.g. marketing or HR.

At the master's level, for the programme, students are required to design a primary research in their own field and write up this research in a thesis. The thesis must comply with the standards (logic and argumentation as well as structure and format) traditionally expected

from international scientific publications in Anglo-Saxon journals. All Academic Writing Papers and thesis marks are only released to students once checked by external examiners and approved by the respective Examination Board.

The MSc in Strategic Finance programme is a generalist programme in business and management, with a focus on financial management, based on the subject benchmark statements for Business and Management (Master's, 2015) developed by the Quality Assurance Agency in the UK. The name for the award is assigned in line with the naming conventions for higher degrees established by The University of Buckingham (Regulations Handbook) for second-cycle degrees (FHEQ Level 7).

BSc in International Business Economics (Bachelor of Science):

**Table 9 Curriculum BSc in International Business Economics**

Semester	Code	Module	Credits
1	ECOM101	Basic Economics 1	10
1	MATM101	Basic Quantitative Skills	14
1	SKIM101	Study and Communicative Skills	6
<b>Total for semester 1</b>			<b>30</b>
2	ECOM102	Basic Economics 2	14
2	MANM101	Introduction to Business	6
2	STAM101	Basic Statistics and IT	10
<b>Total for semester 2</b>			<b>30</b>
3	MANM201	Basic Business Functions	14
3	MATM201	Applied Quantitative Skills	6
3	SOCM201	Insight into Social Sciences	10
<b>Total for semester 3</b>			<b>30</b>
4	INTM201	Foreign Trade	8
4	INTM202	International Business Functions	16
4		International Business Option 1-2	3
4		International Business Option 1-2	3
<b>Total for semester 4</b>			<b>30</b>
5	ECOM301	Economic Integration	12
5		Business Option	5
5		Business Option	5
5		Business Option	5
5	SKIM302	Research Methodology	3
<b>Total for semester 5</b>			<b>30</b>
6	CULM301	Protocol	3
6	ECOM302	Foreign Economy	12
6		Free Option	9
6	SKIM301	Career Building	3
6	SKIM303	Negotiations	3
<b>Total for semester 6</b>			<b>30</b>
7	DISM101	Dissertation	10
7		Final Examination	
7	PLCM101	Work Placement	20
<b>Total for semester 7</b>			<b>30</b>
<b>Grand Total</b>			<b>210</b>

## **Contents of Module groups**

### **Business Option**

BPSM301	Strategic Management
ITLM302	Supply Chain Management
MKTM301	Marketing Research

### **Free Option**

INTM206	International Political Theory
INTM207	Regional Studies
MANM304	Business Ethics
SKIM305	Intercultural communication
SOCM102	Foundations of Sociology

### **International Business Option 1-2**

FINM201	International Financial and Capital Markets
HRMM202	International Human Resource Management

The BSc in International Business Economics programme consists of compulsory and optional modules. Compulsory modules cover the essential areas of business and management (HRM, marketing, finance, strategy, etc.). Optional modules include a combination of international business-related options and free options, the latter of which cover topics in the wider social sciences.

During the first year, students are introduced to quantitative methodological tools and key concepts of economics and management. An innovative approach is used to introduce micro and macroeconomics (Basic Economics 1 and 2) from a management perspective using the context of sustainability. In addition, Introduction to Business prepares the ground for all specialised modules in Year two and three. Two further modules put the emphasis on quantitative methodology and IT skills (Basic and Applied Quantitative Skills and Basic Statistics and IT), while students' transferable skills are enhanced by Study and Communicative Skills as well as compulsory English classes.

During the second year, compulsory modules cover the main areas of international business (Basic Business Functions, International Business Functions, Foreign Trade). In order to facilitate students' appreciation of the complex links between the economy, business organisations, and other social subsystems, students are required to take Insight Into Social Sciences. Their methodological knowledge for the practical analysis of numerical business and economic data is further deepened during the Applied Quantitative Skills module. Students are also given the opportunity to further their knowledge in particular areas of international business by selecting two International Business Options, which provide an introduction to particular business functions from an international perspective (International Human Resource Management, and International Financial and Capital Markets).

During the third year, students complete specialised modules on international economic relations at the regional, national and supranational levels (Economic Integration, Foreign Economy). Students also get the opportunity to choose three general business options that further enhance their knowledge in particular business areas (from Consulting in Management to Supply Chain Management) as well as 11 ECTS worth of free options, which serve the purpose of enhancing connections to other social scientific fields. In addition to these more complex business modules, the focus of the year is also on skills: Research Methodology prepares students for writing their thesis, Negotiations and Protocol enhances intercultural communication and team skills, Career Building increases employability skills.

The integration of theory and practice at the bachelor level is included in the requirements for programme level outcomes on IBS's Hungarian-language programmes. IBS students on the



BSc in International Business Economics programme can develop their employability during the programme with the help of a range of modules that provide transferable skills. The aim of these modules is to bring theoretical discussions about, for instance, business and intercultural communication, negotiation skills, IT skills, or calculus and statistics to a business focused skill level. Finally, International Business Economics (Bachelor) students have the option to further relate theory and practice during their compulsory placement, which allows them to complete a semester-long corporate placement in Hungary or abroad. The placement itself necessarily requires students to put the theories they have learnt into practice at work, while their reflective report to be completed as examination requires that they reflect on and theorise their practical experiences.

Students on the programme are required to complete a number of modules that prepare them for interdisciplinary thinking. During their first year, Basic Economics 1 and 2 allow them to understand economic thinking, apply it to experiences from their own lives, and eventually relate it to managerial decision-making. During the second year, students broaden their perspective by taking modules related to the broader social sciences. Each International Business Option connects a business function to international relations at the organisational level. In the third year, Foreign Policy connects business economics to policy making, and the free options to be taken further enhance the broader outlook of students in the fields of sociology, psychology, history, or political science.

On the BSc in International Business Economics programme, several modules emphasise ethical business practices and raise questions around as well as provide examples and case studies related to ethics, sustainability, and corporate responsibility. For instance, in Basic Business Functions a specific occasion is spent on exploring ethical issues, whereas in other modules, the whole underlying concept follows from making ethics and responsibility central during the semester (as in, e.g. Basic Economics 1 and 2 in the first year, which are introductory micro and macroeconomics modules that are, however, taught from the perspective of and using examples about sustainability).

Students on the BSc in International Business Economics take Study and Communicative Skills in the first semester. During the module, they cover searching for literature and critical reading; referencing and plagiarism; the basics of analytical, creative, and critical writing; and techniques for delivering effective presentations, which are then practiced during the module. Students' skills with regards to quantitative reasoning are honed on both programmes during the Basic Statistics and IT module, which is further complemented by the Basic Quantitative Skills and the Applied Quantitative Skills modules on the BSc in International Business Economics programme.

In line with programme-specific requirements, students must write a thesis. The thesis must contain primary research and can be project-led if the student identified an appropriate case during their placement. The Bachelor thesis is written during the last semester. Writing the thesis is a process whereby, with the help of a supervisor, a paper of academic quality is produced, showing the student's ability to collect, analyse, synthesise, evaluate, and present information in a critical and structured way. All Academic Writing Papers and thesis marks are only released to students once checked by external examiners and approved by the respective Examination Board.

The name of the programme, along with its English equivalent, is specified by Government Decree No. 139/2015 (9 Jun).

## BSc in International Relations

**Table 10 Curriculum BSc in International Relations**

Semester	Code	Module	Credits
1	CULM101	Modern History 1	5
1	ECOM101	Basic Economics 1	7
1	ENGH921	English for Diplomacy 1	4
1	LAWM101	Foundations of Legal Sciences	7
1	SOCM101	Introduction to Political Science	7
<b>Total for semester 1</b>			<b>30</b>
2	CULM102	Modern History 2	5
2	ENGH922	English for Diplomacy 2	4
2	SKIM102	Foundations of Communication	7
2	SOCM102	Foundations of Sociology	7
2	STAM101	Basic Statistics and IT	7
<b>Total for semester 2</b>			<b>30</b>
3	CULM201	History of Civilisation	3
3	CULM202	Economic Geography	3
3	DIPM201	History of Diplomacy	6
3		Free Option	7
3	INTM203	History of the EU	6
3	LAWM201	International Law 1	6
<b>Total for semester 3</b>			<b>31</b>
4		Free Option	6
4	INTM205	International Organisations	3
4	INTM206	International Political Theory	6
4	INTM207	Regional Studies	3
4	INTM302	EU Policies	6
4	LAWM203	International Law 2	6
4	PLCM102	Work Placement	0
<b>Total for semester 4</b>			<b>30</b>
5	ECOM303	International Economics	6
5	INTM304	Security Policy	6
5	INTM305	Development Policy, Sustainable Development	2
5	LAWM305	EU Law	5
5		International Relations Option 1	6
5	SKIB107	International Negotiations	3
5	SKIM302	Research Methodology	2
<b>Total for semester 5</b>			<b>30</b>

6	DIPB103	Diplomatic Protocol	2
6	DISM101	Dissertation	10
6		Final Examination	0
6		International Relations Option 2-3	6
6		International Relations Option 2-3	6
6	SOCM301	Complex Social Science Module	5
<b>Total for semester 6</b>			<b>29</b>
<b>Grand Total</b>			<b>180</b>

## Contents of Module groups

### Free Option

HRMM201	Human Resource Management
ITLM302	Supply Chain Management
MANM304	Business Ethics
MANM305	Leadership and management
MKTM202	Marketing Communications
MKTM203	Introduction to Marketing
MKTM301	Marketing Research
SKIM101	Study and Communicative Skills
SKIM301	Career Building
SKIM305	Intercultural communication

### International Relations Option 1

INTM306	Eastern European Studies
INTM307	Asia Studies

### International Relations Option 2-3

INTM308	Africa Studies
INTM309	International Conflicts and Crises
INTM310	Islam and the West
INTM311	China in the 21st Century

The BSc in International Relations programme consists of compulsory and optional modules. Compulsory modules cover the essential areas of international relations (political science, history of diplomacy, international organisations). Optional modules include a combination of international relations-related options and free options, the latter of which cover topics in the wider social sciences.

During the first year, students are introduced to key concepts and theories of international relations. These extend to the fields of politics (Introduction to Political Science), law (Foundations of Law), economics (Basic Economics 1 and 2), history (Modern History 1 and 2), and sociology (Foundations of Sociology). Furthermore, students extend their transferable skills in using English in a professional context (English for Diplomacy 1 and 2) and quantitative and IT skills (Basic Statistics and IT).

In the second year, compulsory modules fulfil two purposes. Some of them cover areas introduced during Year 1 at a more advanced level (History of Civilization, History of Diplomacy, International Law 1 and 2, Economic Geography, International Political Theory) in order that students are enabled to situate current events in their global historical contexts and take steps towards becoming intellectuals. Other compulsory modules introduce more specialised practical knowledge of international relations on the European integration process (History of the EU, EU Policies), on European and global supranational organisations (International Organizations); and develop the ability to evaluate diverse

regional interests (Regional Studies). Students also get to choose two Free Option modules, which serve the purpose of enhancing connections to areas in business and management.

In the third year, students already equipped with a firm grasp of the basic theoretical considerations impacting international relations, complete advanced modules on Security Policy, EU Law, International Economics, and Development Policy and Sustainable Development. Anticipating their move into international organisations, students are required to take two modules in English, International Negotiations and Diplomatic Protocol, which enhance students' communication skills and intercultural competence. The Complex Social Science Module is a capstone module where a particular global phenomenon (currently, the topic of migration) is examined by students using a variety of lenses and theoretical perspectives from the fields they are already acquainted with from economics to sociology. Furthermore, students can take three options in regional studies (Option 1 to 3) from amongst Eastern European Studies, Asia Studies, Africa Studies, Islam and the West, China in the 21st Century, or International Conflicts and Crises.

The integration of theory and practice at the bachelor level is included in the requirements for programme level outcomes of the BSc in International Relations (programme). Students on the International Relations (Bachelor) programme benefit from being taught by lecturers with a wealth of practical experience in diplomacy (e.g. a former ambassador) and international relations (e.g. a former analyst of the Hungarian Institute of World Economics who bring practical examples from their practice into the classroom. Students can also apply the theories learnt in more practically-oriented modules such as EU Policies as well as (quasi-)skills modules, such as Diplomatic Protocol and International Negotiations. The latter, along with Foundations of Communication, Research Methodology, and Basic Statistics and IT also enhances students' employability skills transferable across a range of organisations and job roles. Finally, International Relations (Bachelor) students have the option to further relate theory and practice during their compulsory placement, which allows them to complete a 4-week placement at an organisation in their field in Hungary or abroad.

IBS states that interdisciplinary thinking is at the heart of the International Relation (Bachelor) programme. During the course of the programme, international relations are investigated from social (Foundations of Sociology, Development Policy and Sustainable Development, Complex Social Science Module), economic (Basic Economics, International Economics), political (Introduction to Political Science, EU Policies, International Political Theory, Security Policy), legal (Foundations of Law, International Law 1 and 2, EU Law), cultural geographical (Economic Geography, Regional Studies, International Relations Options 1-3), and historical (Modern History 1 and 2, History of Diplomacy, History of Civilizations, History of the EU) aspects. In the third year, the Complex Social Science Module as a sort of capstone course enables students to combine their previously acquired knowledge and skills to analyse a globally important phenomenon (which is currently migration), from a variety of perspectives.

Several modules incorporate an outright focus on ethics on the BSc in International Relations programme. Questions of responsibility at a social and political level are discussed in the Security Policy module while covering the topics of political violence, disarmament and conflict resolution among others. The Module Development Policy and Sustainable Development aims to make students evaluate the fragile balance between economic, ecological, and fairness-related considerations in developmental interventions to counter poverty and global inequalities. The Social Science Module takes a current global issue (such as migration, Brexit, climate change) and explores it including both its sources and outcomes from a variety of social scientific perspectives, where a comparison of and potential conflict between differing viewpoints inherently raises ethical questions.

Students on the BSc in International Relations programme take Study and Communicative Skills in the first semester. During the module, they cover searching for literature and critical reading; referencing and plagiarism; the basics of analytical, creative, and critical writing; and techniques for delivering effective presentations, which are then practiced during the module. Students' skills with regards to quantitative reasoning are honed on both programmes during the Basic Statistics and IT module.

In line with programme-specific requirements, students must write a thesis. The thesis must contain primary research and can be project-led if the student identified an appropriate case during their placement. The Bachelor thesis is written during the last semester. Writing the thesis is a process whereby, with the help of a supervisor, a paper of academic quality is produced, showing the student's ability to collect, analyse, synthesise, evaluate, and present information in a critical and structured way. All Academic Writing Papers and thesis marks are only released to students once checked by external examiners and approved by the respective Examination Board.

The name of the programme, along with its English equivalent, is specified by Government Decree No. 139/2015 (9 Jun).

### Appraisal:

#### BSc (Hons.) in Corporate Finance, MSc in Strategic Finance, BSc in International Business Economics & BSc (Hons.) in Business and Diplomatic Studies:

The curriculum of the study programmes adequately reflects the qualification objectives of the study programmes. The contents of the modules are well-balanced, logically connected and oriented towards the intended learning outcomes.

The areas of specialisation (elective courses) are generally available and enable students to acquire additional skills and abilities. However, the panel **recommends** the number of elective modules for all study programmes to be increased so that students are offered a more diverse spectrum of elective modules, in order to further develop their individual additional skills and abilities. This is particularly important with regard to the two Financial Management programmes (Bachelor and Master). Comparing the two curricula, some overlaps can be identified. Through additional elective modules, the curriculum of the two programmes could be disentangled better in order to achieve a sharper separation of the two programmes.

The degree and programme names of all programmes correspond to the contents of the curriculum and the programme objectives.

Theory and practice are sufficiently combined throughout each curriculum. Theoretical questions are geared towards application fields to promote employability. Many lectures bring their practical experience skills with up-to-date knowledge into the programmes.

The panel was able to determine that the identification and reflection of ethical aspects is strongly encouraged in the individual programmes. Ethical aspects are specifically included and discussed in several modules of the programmes.

Methodological competence and the ability to work scientifically are taken into account to an appropriate extent in the curriculum. However, the panel sees potential to further strengthen the methodical work and scientific practice in all programmes.

All exams, as they are defined for the modules, are suited in format and content to ascertain the intended learning outcomes.

The requirements are in accordance with the desired qualification level. The exams are characterised by a wide variety of test formats. At the end of study the students must prepare a dissertation (thesis) (BSc in International Relations; BSc in International Business Economics; MSc in Strategic Finance) or an academic writing paper (Bachelor Financial Management; BSc (Hons.) in Business and Diplomatic Studies). The students prove, especially in their dissertation/ academic writing paper, their ability to do scientific work and the achievement of the study programme's qualification objectives.

The panel did not find the information about the time required for processing the "Academic Writing Paper" (Bachelor Financial Management; BSc (Hons.) in Business and Diplomatic Studies) respective the "dissertation" (BSc in International Relations; BSc in International Business Economics; MSc in Strategic Finance). This information is missing in the corresponding Handbooks and/or module descriptions. The panel highly recommends formalising the time required and recommends the following **condition**:

IBS defines the time required for processing the "Academic Writing Project" for the (Bachelor Financial Management; BSc (Hons.) in Business and Diplomatic Studies) programmes respective the "dissertation" for the (BSc in International Business Economics; MSc in Strategic Finance) programmes.

AWP and dissertation marks are only released to students once checked by external examiners and approved by the respective Examination Board. The panel would like to emphasise particularly positively that all Academic Writing Papers and dissertation grades will only be released to students after they have been reviewed by external examiners and approved by the respective examination board.

#### BSc in International Relations:

For the BSc in International Relations programme, the panel formed the view that the curriculum does not always adequately reflect the qualification objectives of the programme. For example, the panel could not determine how the following qualification objectives are achieved:

- "the skills to **navigate the literature in at least two foreign languages**;
- the knowledge of **the forms, tools and techniques of international communication**;
- the skills to **perform duties in international, European and regional cooperation**;
- the autonomy and responsibility in **cooperating effectively with national and international professional and scientific communities in their field**" (Cf. chapter 1.1 and pp. 26-27 Self-Assessment Report CI.3).

From the panel's point of view, the module descriptions do not reflect the appropriate content which ensures the achievement of these intended learning outcomes. Especially with regard to the fact that Hungarian is used as the language of instruction in all modules (with the exception of "English for Diplomacy 1", "English for Diplomacy 2") and that there is no second foreign language implemented in the curriculum (only two courses "English for Diplomacy 1", "English for Diplomacy 2"), the panel is not convinced how the qualification objectives listed above can be achieved by the students. Furthermore, the literature used in the programme is mainly from Hungarian authors and the international orientation of the programme is not convincing as well (see Appraisal in Chapter 3.4). The panel therefore came to the conclusion that the criterion does not meet the quality requirements. The reason for this is the following:

The module descriptions do not reflect the appropriate content which ensures the achievement of the intended learning outcomes.

The areas of specialisation (elective courses) are generally available and enable students to acquire additional skills and abilities. However, the panel **recommends** the number of elective modules should be increased so that students are offered a more diverse spectrum of elective modules, in order to further develop their individual additional skills and abilities.

During the online conference the panel learned that the Hungarian-language programme names (Nemzetközi gazdálkodás alapképzési szak, and Nemzetközi tanulmányok alapképzési szak), along with its English equivalent (BSc in International Business Economics, and BSc in International Relations), is specified by the Hungarian Government. Due to the content and the learning outcomes of the programme, the awarded degree “Bachelor of Science” is reasonable.

Theory and practice are sufficiently combined throughout each curriculum. Theoretical questions are geared towards application fields to promote employability. Lectures bring their practical experience skills with up-to-date knowledge into the programmes.

The panel was able to determine that the identification and reflection of ethical aspects is strongly encouraged in the individual programmes. Ethical aspects are specifically included and discussed in several modules of the programmes.

Methodological competence and the ability to work scientifically are considered in the curriculum through the modules “Dissertation”, “Research Methodology” and “Basic Statistics and IT”. However, the panel see potential to strengthen this area. Therefore it **recommends** to strengthen the area of qualitative/quantitative methods and statistics.

All exams, as they are defined for the modules, are suited in format and content to ascertain the intended learning outcomes.

The requirements are in accordance with the desired qualification level. The exams are characterised by a wide variety of test formats. At the end of study the students must prepare a dissertation (thesis). The students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme’s qualification objectives. Thesis marks are only released to students once checked by external examiners and approved by the respective Examination Board. The panel would like to emphasise particularly positively that all thesis grades will only be released to students after they have been reviewed by external examiners and approved by the respective examination board.

However, the panel did not find the information about the time required for processing the “dissertation” BSc in International Relations. This information is missing in the corresponding Handbooks and/or module descriptions. The panel therefore came to the conclusion that the criterion does not meet the quality requirements. The reasons for this are the following:

IBS did not provide a Handbook or module descriptions in which the time required for processing the dissertation is defined.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1	Contents				
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)		BAD/ BFM/ MFM/ IBE	IR	
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)		x		
3.1.3*	Integration of theory and practice (Asterisk Criterion)		x		
3.1.4	Interdisciplinary thinking		x		
3.1.5	Ethical aspects		x		
3.1.6*	Methods and scientific practice (Asterisk Criterion)		X		
3.1.7*	Examination and final thesis (Asterisk Criterion)			BAD/ BFM/ MFM/ IBE: condition;	IR



## 3.2 Structure

### BSc (Hons.) in Business and Diplomatic Studies (Bachelor of Science):

Projected study time	6 semesters
Number of Credit Points (CP)	180
Workload per CP	25 National Learning Hours (NLH)/ECTS (Act 204, 2011, on National Higher Education)
Number of modules	33
Time required for processing the final thesis and awarded CP	375 NHL
Number of contact hours	88 x 12 weeks = 1056 hours

### BSc (Hons.) in Corporate Finance (Bachelor of Science):

Projected study time	6 semesters
Number of Credit Points (CP)	180 ECTS
Workload per CP	25 NLH/ECTS
Number of modules	33
Time required for processing the final thesis and awarded CP	375 NHL
Number of contact hours	88 x 12 weeks = 1056 hours

### MSc in Strategic Finance (Master of Science):

Projected study time	3 semesters
Number of Credit Points (CP)	90 ECTS
Workload per CP	25 NLH/ECTS
Number of modules	12
Time required for processing the final thesis and awarded CP	625 NHL
Number of contact hours	32 x 12 weeks = 384 hours

### BSc in International Business Economics (Bachelor of Science):

Projected study time	6 semesters (+1 semester work placement)
Number of Credit Points (CP)	180+30 ECTS*
Workload per CP	30 NLH/ECTS (Act 204, 2011, on National Higher Education)
Number of modules	33
Time required for processing the final thesis and awarded CP	300 NHL
Number of contact hours	116 x 12 weeks = 1392 hours

\*30 ECTS of which 10 ECTS are allocated to the dissertation (thesis) and 20 ECTS for the Work Placement.

## BSc in International Relations (Bachelor of Science)

Projected study time	6 semesters
Number of Credit Points (CP)	180 ECTS
Workload per CP	30 NLH/ECTS (Act 204, 2011, on National Higher Education)
Number of modules	35
Time required for processing the final thesis and awarded CP	300 NHL
Number of contact hours	119 x 12 weeks = 1428 hours

The Study and Exam regulations of all the academic programmes, as well as other regulations, are made public via the Institution's internet website (Cf. <https://www.ibs-b.hu/about-ibs/regulations>). In the case of programmes validated by The University of Buckingham, further regulations called "Student Handbook" (referenced in the relevant Study and Exam Regulations) are made available to students on the institution's password-protected Intranet portal.

The Study and Exam Regulations as well as the Student Handbooks regulate all academic procedures in detail and are legally binding. In line with Hungarian national requirements, the IBS Senate has the authority to amend the Study and Exam Regulations and The University of Buckingham has the authority to approve any changes to the Student Handbooks, observing standards and requirements set by the QAA (Quality Assurance Agency for Higher Education, UK) and also Hungarian national legal regulations on higher education.

In the case of both Hungarian-language BSc programmes, work placement is required as a compulsory part of all programmes, and study abroad is a possibility facilitated by special regulations stated in Annex 2 of the Study and Exam Regulations relevant to the Hungarian-language Bachelor programmes.

Acceptance of prior studies or prior work experience is carried out according to the Study and Exam Regulations. Upon request by students and receipt of appropriate documentation, the IBS Credit Transfer Committee considers the approximate quantitative and qualitative equivalence of credits earned in other institutions to modules of the student's target programme and takes its decision on acceptance, in line with the Hungarian Act on National Higher Education.

In the case of programmes validated by University of Buckingham, approval of credit transfers by the University is required. Documented prior work experience is routinely accepted as satisfaction of the internship requirement; however, the reflective report that forms the basis of the academic grade awarded for the work placement module needs to be written by students in all cases.

IBS issues a Diploma Supplement to all graduate in line with Hungarian regulations. It contains all the information required by European standards, including a table of grade distributions whereby the student's relative performance can be verified.

All bachelor's and master's curricula at IBS are built up from so-called modules, i.e. individual subjects, studied by students. For each programme, there exists a "standard curriculum" that details the optimal progress, which takes into account the optimal distribution of workload across semesters. The standard curriculum contains some modules, which are shared across a number of programmes at a given level, others are mandatory but specific to the

particular programme, while there also are some optional modules that allow students to gain deeper insight into a more specialised area of their curriculum. In each semester, the standard curriculum recommends 30 ECTS for students to complete. Workload is calculated according to guidelines and requirements regarding notional learning hours, and is routinely checked during external accreditations and validations.

Coursework assessments are submitted and evaluated during the semester and can take the forms of individual or group home assignments, individual or group presentations, continuous in-class assessments (e.g. small tests or evolving data collection during term), class contribution (maximum 10% and only in Year 1 of the bachelor programmes), and tests (90-minutes, typically closed-book test). Although obtaining a separate passing mark for each one of the coursework components is not a must. IBS offers any student who falls below 40% (BSc) or 50% (MSc) of the total course grade the opportunity to retake it within the semester (in the case of continuous in-class assessment and class contribution with a short written assignment). In this case, the maximum grade a student can achieve is 40% (BSc) or 50% (MSc).

Exams at IBS are closed-book and 120-minutes tests taken, during the examination period at the end of the semester. For modules with both coursework and exam, the final mark is calculated as the weighted average of the coursework and the exam marks, according to the weighting given in the module specification. A passing (minimum 40%, BSc, or 50%, MSc) final mark must be achieved to pass the module, with an exam result of at least 35% (BSc) or 45% (MSc). Exams for all modules are offered in each semester and they can be attempted once in each semester. If a student has obtained a passing coursework mark but has failed the exam, the module can be taken in “exam-only” mode during the following semester(s). At any second or further sitting of the exam, students can only receive a maximum of 40% (BSc) or 50% (MSc) mark.

IBS is committed to embedding and sustaining an environment in which all applicants, students, staff, contractors and visitors are free from discrimination, are able to actively and freely participate and where all have the opportunity to fulfil their potential regardless of their age, disability, gender, gender identity, marital/civil partnership status, pregnancy and maternity, race, religion or belief, sexual orientation, ethnic or national origins, family circumstances, nationality, political beliefs and affiliations, socio-economic background, or other relevant distinction.

The comprehensive statement “IBS Equality, Diversity and Inclusion Policy” is publicly available on the Institution’s website (Cf. [https://www.ibs-b.hu/data/downloads/2018/05/09/IBS\\_Equality\\_Diversity\\_and\\_Inclusion\\_Policy-20180509.pdf](https://www.ibs-b.hu/data/downloads/2018/05/09/IBS_Equality_Diversity_and_Inclusion_Policy-20180509.pdf)). This document lists the procedures to be followed should a member of the IBS community feel being discriminated against or harassed in any way. Further detail on procedures are provided in the “Procedures for Student Complaints on Bullying, Harassment, Victimisation and Discrimination” available on the same page.

The regulations for students with disabilities called “Provisions for Disabled Students” are available on the same webpage (Cf. <https://www.ibs-b.hu/about-ibs/regulations>, December 2020). They include the various types of disabilities and the kinds of academic concessions that might be approved for students who present appropriate evidence of their special needs.

International students are assisted by the Centre for Marketing and Admissions and, once enrolled, by members of the Student Wellbeing Team. Assistance is provided in administrative duties as well as academic matters.

The regulations and their application are regularly reviewed and updated. For example, the Provisions for Disabled Students were revised in July 2019 and, as a result, the internal disability reporting system was restructured by August 2019. The new revised Provisions for Disabled Students now include specific allowances for students with mental health or psycho-social conditions and students with chronic long-term illnesses. And following on the broader review, the following changes were also implemented:

Disability support was refocused into the work of the Student Wellbeing Team

- A new student disability registration process was established.
- A new disability declaration form was created – allowing students to receive affirmative actions more quickly and for the duration of their studies.
- A new special learning needs card was created allowing students to discreetly indicate in examinations that they are entitled to extra time.

### Appraisal:

#### BSc (Hons.) in Business and Diplomatic Studies, BSc (Hons.) in Corporate Finance and MSc in Strategic Finance and BSc in International Business Economics:

The programme structure of the programmes supports the smooth implementation of the curriculum and help students to reach the defined learning outcomes. The programmes consist of modules and assign Credit-Points (CP) per module on the basis of the necessary student workload. The module descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide. The quality requirements are met.

#### BSc in International Relations:

The programme structure of the BSc in International Relations generally supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programme consists of modules and assigns Credit-Points (CP) per module on the basis of the necessary student workload.

With regard to the module descriptions, the panel could not understand how the enormous amount of content that is described there can be transferred to the students. The content of the modules is not described precisely enough. In their description, many modules only scratch the surface. The module description is not condensed enough. The panel therefore came to the conclusion that the criterion does not meet the quality requirements. The reason for this is the following:

The IBS did not provide module descriptions in which the learning objectives are well elaborated and the contents are focused on the essentials.

#### For all programmes:

There are binding study and exam regulations for programmes validated by UoB ("Student Handbooks") and for Hungarian-language programmes ("Study and Examination Rules and Regulations") which contain all necessary rules and procedures and take, where applicable, national requirements into account. The study programmes are designed in a way that students can study for a certain time at other HEIs or do internships without any extension of their overall study time. The recognition of degrees and periods of study at other HEIs is regulated in accordance with the Lisbon Recognition Convention. The final grade is supplied with a relative grade.

The feasibility of the study programme's workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student

counselling. However, the panel **recommends** that the workload should also be regularly reviewed in evaluations by students at module level (see Appraisal in Chapter 5).

The HEI ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme and examinations. Students in special circumstances (e.g. family matters, financial issues, struggle with workload, learning support matters) are particularly assisted.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			BAD/ BFM/ MFM/ IBE	IR	
3.2.2*	Study and exam regulations (Asterisk Criterion)			x		
3.2.3*	Feasibility of study workload (Asterisk Criterion)			x		
3.2.4	Equality of opportunity			x		

### 3.3 Didactical concept

IBS aims to provide a learning environment where students actively participate in the learning process and take responsibility for their work both individually and as members of group projects. Students are expected to assume a high degree of autonomy in their work and direct their own learning process. This takes the form of making contributions to seminar discussions, preceded by independent preparation through reading, and completing home assignments.

All modules are delivered in a seminar-only format to enhance the application-based practical approach to teaching and learning in line with the study programmes. This involves independent student work both in the form of individual and group-based projects as well as assignments complemented by the delivery of mini-lectures during classes. Engagement with real-life business scenarios, whether through written case studies or live case studies during guest lectures or company visits, is central to developing students' analytical skills and problem-solving ability. In addition, during certain modules (e.g. Employability Skills – Organisational Skills on the BSc (Hons.) in Business and Diplomatic Studies, BSc (Hons.) in Corporate Finance programmes) students can participate in corporate projects working on an organisational problem faced by the corporation with which the project is done together.

Modules make use of information technology to enhance students' learning experience. The central platform to achieve this aim is IBS's Moodle virtual learning environment (VLE). This site, which is accessible to all students and teaching staff, contains downloadable reading materials, self-test quizzes, external links to multimedia content, and forums where students and lecturers can discuss questions that arise from readings or follow-up live session discussions.

All course materials (based on the module specifications) are available on the module pages in Moodle, to which module leaders are required to upload the syllabus, all lecture slides, reading assignments, assessment details, etc.. Lecturers are familiar with the teaching aids and learning resources available at the School and expected to use them effectively in their teaching.

Assessment practices and procedures are governed by the Study and Exam Regulations of IBS and the programme Student Handbooks. . They include a range of tools to assess student attainment, such as written papers, presentations, project work and examinations. Assessments are also designed with the ultimate aim to enable students to engage with academic literature, analyse it with a critical approach and apply it to autonomously conducted research. Students also receive guidance on matters of academic integrity and every effort is made to discourage any form of academic misconduct (the various Academic and Study Skills as well as Research Methods modules' contents, and the use of Turnitin software).

Specifically, each module requires students to submit an individual assignment (typically, a case study-based paper) or take a closed-book test as the major coursework assessment. Home assignments, which often include an element of choice of topic, allow students to explore key areas of individual interest and, at the bachelor level, to apply theories and, at the master's level, critique concepts and theoretical models. This may be complemented by presentations and group work tasks that carry less weight in grade calculation.

Course materials are developed by senior IBS academic staff (module leaders) under the leadership of the Centre for Academic Services. The detailed description of every module is found in the module descriptions.

IBS made it a strategic goal to increase the use of guest lecturing and company visits. To this end, a central facilitation system has been instituted, which makes IBS one of the few HEIs in Hungary that offers financial compensation to guest lecturers. Progress in fulfilling the strategic goal to engage with business at all levels was marked by a substantial increase in corporate guest lectures and the creation of the network of IBS's strategic partners in past years. The total number of guest lectures and corporate site visits per academic year is in the range of 140-150 now. Out of the 140 guest speakers approx. 40 are on the programmes in Cluster 3. On average for the past two academic years this is distributed as: BSc (Hons.) in Business and Diplomatic Studies 13, BSc (Hons.) in Corporate Finance 10, MSc in Strategic Finance 10, International Business Economics 1 (since the programme has not run in recent semesters) and International Relations 6. Guest speakers sharing their wide-spread experience with students include not only businesspeople but also professionals from the spheres of tourism and the arts. Besides sharing their insights, good practices, and experiences, guest lecturers also provide networking opportunities to students.

Students at the master's level meet the first guest lecturer already during the induction week, where usually a high-profile businessperson presents life lessons catering to all MSc students. Guest lecturers also regularly include former IBS students, who often have an even bigger impact on current students as they can imagine themselves in a similar role in the future. In addition, some of IBS's clubs, especially the Politics and International Relations club and the Finance club, regularly invite guest speakers from different areas of their profession (ranging from diplomats to former ministers to bankers) as well as organise site visits to companies.

## Appraisal:

### BSc (Hons.) in Business and Diplomatic Studies, BSc (Hons.) in Corporate Finance, MSc in Strategic Finance and BSc in International Business Economics:

The didactical approaches, methods and tools are convincingly oriented towards the intended learning outcomes of the four programmes. They are described, plausible, and oriented towards the programme objectives. The great variation allows the use of different teaching and learning methods, such as case studies, simulations and business projects. Additionally, the didactical methods are systematically derived from the study programme objectives and are oriented towards the intended learning outcomes of each module, for instance by regularly using case studies and practical projects which corresponds to the practice-oriented approach of IBS.

### BSc in International Relations:

For BSc in International Relations the panel generally considers a didactic concept of the study programme which is oriented towards the study objectives. It allows the use of different teaching and learning methods, such as case studies or practical projects. Students are encouraged to actively shape their learning process. However, the panel could not fully understand how the enormous amount of content that is mentioned in the module descriptions can be transferred to the students (see Chapter 3.2).

### For all programmes:

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the bachelor or master level. They are mostly up to date and digitally accessible for the students. They are user-friendly and encourage students to engage in further independent studies. With regard to the module descriptions, the panel identified that the given literature reference per module is not always up to date. Therefore, the panel sees a need for improvement and **recommends** that the literature references for each module should be checked and regularly updated.

BSc (Hons.) in Business and Diplomatic Studies, BSc (Hons.) in Corporate Finance and MSc in Strategic Finance:

The participation of guest lecturers in the study programme is planned in some modules. The guest lecturers bring special experience to the teaching, either from practice or in the three programmes validated by the University of Buckingham in an intercultural context.

BSc in International Business Economics and BSc in International Relations:

During the interviews, it became apparent that, compared to the both Hungarian-language programmes, more guest lecturers were invited in the programmes validated by the University of Buckingham (Business and Diplomatic Studies Bachelor; Corporate Finance Bachelor, Strategic Finance Master). Therefore, the panel **recommends** that guest lecturers be increasingly involved in the Hungarian-language programmes in order to let the students better benefit from their experience.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)		BAD/ BFM/ MFM/ IBE	IR		
3.3.2*	Course materials (Asterisk Criterion)			X		
3.3.3	Guest lecturers			X		
3.3.4	Lecturing tutors					X

### 3.4 Internationality

For all programmes:

IBS has built up an international student body, where 55% of IBS students come from abroad. The proportion of international students is 95% on the Foundation programme (1-year in-house certificate programme of IBS focused on acquisition of English language skills), it is around 75% on postgraduate programmes, and 42% overall on the Bachelor programmes. According to IBS, these figures have been quite stable in the past 5 years.

IBS has currently international students from 87 countries. The countries that provide the highest number of students (40+ each) are currently Turkey, India, China, Iran and Azerbaijan. According to IBS, the key to international appeal is its provision in English, the British degrees offered, relatively low tuition fees and the low local living costs. Many of the international students are recruited via IBS's built-up global agent network.

There is a growing number of lecturers arriving at IBS from outside of Hungary, helped by an active policy to make job adverts easily accessible on the School's webpage. As a result, in May 2019, the decision had to be taken to make English the primary language of communication amongst faculty during meetings or in newsletters.

There are currently 20 lecturers from abroad teaching at IBS spanning a wide range of countries including Austria, Bulgaria, Iran, Syria, the UK, and USA, amongst others, who offer 13% and 32% of the total number of contact hours at the BSc and at the MSc level,



respectively. These international lecturers bring a very mixed set of cultural backgrounds into the classroom, thereby contributing to students' acquisition of international competences.

In addition, there are a number of lecturers from Hungary who have lived abroad or earned their degrees in a foreign country. There are several faculty members who have worked abroad, either in higher education, or in a corporate setting. Conversely, faculty members coach expats arriving to work in Hungary, while others have worked in international organisations housed or headquartered in Hungary (e.g. UNHCR). Faculty also have international links with regards to academic projects and have participated in EU-funded research collaborations as well as co-authored scientific articles.

#### BSc (Hons.) in Business and Diplomatic Studies, BSc (Hons.) in Corporate Finance and MSc in Strategic Finance:

For all programmes validated by The University of Buckingham (BSc and MSc) English is the medium of instruction. Course materials, tests and all general communication during the teaching and learning process take place exclusively in English. Except for a handful of native English speaker students, English is a foreign or second language for all students in IBS.

A number of modules are especially relevant for their international content; in fact, min. of 30% of modules on all bachelor-level and master-level programmes have an international relevance. However, the international aspect is by far not limited to specific designated modules, rather it appears in all IBS taught subjects. Thus, lecturers would use examples and case studies both from an Anglo-Saxon context, which provides an international experience to students arriving from outside this region, as well as from a variety of other countries, catering to the intercultural development of the national students. In addition, students giving examples in class from their own countries and cultures further enhances the international and intercultural aspects of course content.

#### BSc in International Business Economics and BSc in International Relations:

Due to linguistic limitations, the number of international students is evidently much lower on programmes delivered in Hungarian (see statistical data pp. 13-14). International students able to speak and study in Hungarian tend to come from ethnic Hungarian communities in neighbouring countries or from immigrant backgrounds. Students have the option of completing some free options or other modules on their own programmes in English if they wish to do so, if an equivalent module is available in English within IBS. On IBS's Hungarian-language programmes, examples of multinational corporations, especially the ones operating in Hungary from Audi to BlackRock, are often used to illustrate points and as basis of case studies.

### Appraisal:

#### For all programmes:

The international composition of the faculty (lecturers from different countries, lecturers with academic and professional experience gained abroad) in general promotes the international outlook of the programmes. However, the panel sees potential to further expand the internationality of the faculty and **recommends** paying more attention to the international experience when recruiting new lecturers.

#### BSc (Hons.) in Business and Diplomatic Studies, BSc (Hons.) in Corporate Finance and MSc in Strategic Finance:

International and intercultural contents are an integral part of the three collaborative study programmes. The international orientation runs through the entire curriculum. The acquisition of intercultural competences and skills is at the core of the programme's learning objectives

and strongly promoted. The accomplishment of international tasks is consistently and demonstrably promoted by the consistent focus on internationality.

The fact that at IBS almost 75% of the students of the postgraduate programmes and 42% of the overall Bachelor programmes come from abroad contributes to the fact that the students can benefit from intercultural interaction. They learn to deal with different cultures and different horizons of experience in their everyday study life.

Through the exclusive use of courses, literature and course materials in English, students of the programmes are optimally prepared for international tasks in which the English language is an important prerequisite. International outlook is clearly a key element of the study programmes' profile.

#### BSc in International Business Economics:

The panel took into account that the target group of the Hungarian-language programme is limited to students from Hungary or to students who are able to speak the Hungarian language. As a consequence, internationality is not the focus of these programmes. Through international practical examples during the lectures, students are generally enabled to act in an intercultural environment. However, in comparison to the programmes in collaboration with the University of Buckingham, and due to the internationalisation on the labour market, the panel sees the need to further strengthen international content in the Hungarian-language programmes.

Especially through the international student body in the other programmes validated by the University of Buckingham, synergistic effects could be created. The panel sees the need to strengthen the international content in the Hungarian-language programmes in order to prepare the students for the challenges in an international work environment. Especially in study programmes with the term "**International**" in the title ("**International** Business Economics"), international aspects should be highlighted more strongly. For example, more courses could be offered in English, more international examples could be integrated into the lectures, the English literature could be increased or cooperation with international students could be strengthened. The panel also suggests that the School should review whether a module "internship abroad" can be integrated in the two curricula to enhance the international outlook of the two Hungarian-language programmes significantly. In order to prepare the students for the challenges in an international working environment, the panel recommends the following **condition**:

The IBS increasingly integrates international content as well as intercultural aspects into the study programme.

#### BSc in International Relations:

The panel took into account that the target group of the Hungarian-language programme "International Relations" is limited to students from Hungary or to students who are able to speak the Hungarian language. As a consequence, internationality is not the focus of this programme. Through international practical examples during the lectures, students are generally enabled to act in an intercultural environment. However, in comparison to the programmes in collaboration with the University of Buckingham, and due to the internationalisation on the labour market, the panel sees the need to further strengthen international content in the Hungarian-language programmes.

Especially through the international student body in the other programmes validated by the University of Buckingham, synergistic effects could be created. The panel sees the need to strengthen the international content in the Hungarian-language programmes in order to prepare the students for the challenges in an international work environment. Especially in study programmes with the term "**International**" in the title "**International** Relations",

international aspects should be highlighted more strongly. The panel therefore came to the conclusion that the criterion does not meet the quality requirements. The reasons for this are the following:

The IBS has not sufficiently integrated international content and intercultural aspects into the programme.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.4	Internationality				
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)		BAD/ BFM/ MFM	IR  IBE: <b>condition</b>	
3.4.2	Internationality of the student body		BAD/ BFM/ MFM		IR/ IBE
3.4.3	Internationality of faculty			x	
3.4.4	Foreign language contents		BAD/ BFM/ MFM	IR/ IBE	

### 3.5 Multidisciplinary competences and skills (Asterisk Criterion)

According to IBS, it has been focusing on the development of transferable soft skills since the early days of its creation. In effect, the school always aimed to equip students with effective communication skills together with a mix of self-assurance and readiness to engage and to efficiently collaborate with others. In order to do this, the teaching methodology in all programmes across the school is based on interactive, small classroom seminars and active involvement of students during the classes. This translates into a constant push to get students to actively participate during seminars, to work in small groups, to speak up in class and to present short topics on a regular basis.

Beyond this, IBS has incorporated the development of specific communication skills and collaboration/teamwork skills in the BSc curricula through various modules “Skills for Managers”, “Organisational Behaviour”, “Communication Skills”, “Team Management Skills”, “Entrepreneurial Skills Development” etc. focused exclusively on these key transferable skills. Additionally, in at least half of the modules, students are required to deliver individual or group presentations, various other forms of group assignments to further develop their communication, conflict resolution and collaboration skills.

The both Hungarian-language Bachelor programmes contain modules like the Study and Communicative Skills or Negotiations which place a heavy weight on the development of written and oral communication skills as well as on the improvement of collaborative skills. In addition, there are a large numbers of specific modules that focus on transferable skills development, like “Career Building”, “Intercultural communication”, “Leadership and management”, “Study and Communication Skills”. Students are also expected to study a Culture and Language option, which provides an introduction to a really large array of different cultures; the current choice including Arabic, Japanese, Chinese, Russian and French.

## Appraisal:

### For all programmes:

Through the submitted documents and the interviews with the programme management and students, the panel was able to conclude that students are particularly well equipped with multidisciplinary competences and skills such as skills for managers, organisational behaviour, communication skills, team management skills, and entrepreneurial skills. These are strongly established in the respective curricula.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.5* Multidisciplinary competences and skills (Asterisk Criterion)		x			

### 3.6 Skills for employment / Employability (Asterisk Criterion)

The distinctive feature of IBS is that it favours a practice-oriented approach in its teaching. From the development of the learning outcomes of a given module, through the selection of module leader, till the design and grading of the assessment pieces, everything is designed for the professional practice (Cf. page 72 Self-Assessment Report Cl.3). Programme and module learning goals are set in such a way that practice and real-life application are emphasised in every module where this is doable. This effort continues with the rigorous selection of lecturers who possess, wherever possible, not only the required academic but also real business life experience as well.

In late 2017, IBS partnered with the market leading job portal in Hungary to identify the core employability skills that are needed on the market. Based on these results, IBS has launched a new institution-wide skills development programme, UpSkill at IBS: a framework to assess, develop and showcase student talent, essentially a new way to improve students' most crucial employability skills and provide them with a competitive advantage on the job market. The UpSkill programme is built up as follows:

- During the first year of studies IBS determines students' initial ability to perform in six critical skills for employment: Written Communication, Oral Communication, IT, Analytical, Quantitative and Organisational skills.
- In the second year, they have the opportunity to participate in development workshops which are levelled according to their capabilities (on three possible levels in each skill category). Once they have passed these modules, their newly acquired skills will be recognised through the issuance of 'badges': these are official mini-certificates that attest that the student has attained a certain achievement in the given area and is deemed worth of obtaining that particular distinction.

In addition, IBS identifies measures and recognises other skills and area-specific in-depth knowledge, motivation and engagement (e.g. community service, club organisation), and others. Badges are collected on a platform (IBS TalentNet – due to be launched in q1 2020), where students can access them and later they will be able to attach these to their LinkedIn profile. With their permission, IBS will make the badges accessible to prospective employers as well.

Another important aspect regarding the employability of IBS graduates is the relevance and currency of their studies. The school conducts regular surveys among its alumni and the employers of its students, and from the information gained, it systematically tries to modify

and improve its methodological approaches and its curricula (Cf. page 73 Self-Assessment Report Cl.3)

During the past years, the following changes and improvements were made based, at least in part, on the feedback gained from the job market:

On the **MSc in Strategic Finance**, a new option has been created based on demands received from the alumni who wanted to enter the exciting world of the start-up scene: “Venture Capital” was thus added to the curriculum.

On the **English-medium BSc programmes**, the order of the 5th and 6th semesters have been swapped based on experiences gathered and job market feedbacks. As a result, the internship opportunity is now offered in the 5th semester and the students come back for a last semester of study following their exposure to the business world. This move provides more mature students in their final semester who can more thoughtfully engage with the relevant materials.

On the **BSc in International Business Economics**, initial feedback from the alumni indicated that fresh graduates have a hard time to see the larger picture when joining their firm, and that they tend to stick to the narrow view of their own field. Hence, the programme structure was modified in order to create larger modules, where two or three formerly separate subjects were grouped together and where students could gain a better understanding of the real-life situations.

On the **BSc in International Relations** IBS learnt from alumni of other institutions that one of the main criticisms with their studies was the very linear way that many subjects were dealt with. As a response, IBS’ approach in even the most traditional modules was to focus on issues and topics instead of providing a simple timeline based teaching: in the modules “Modern History 1 and 2”, lectures have been grouped around topics (colonialism, legal systems, etc.).

In selected modules, students take part in various simulation games through internationally renowned websites. This may take the form of an individual trading simulation in which students try their hands at applying the valuation methods learnt in the module (Global Financial Markets on the MSc in Strategic Finance programme) or a group simulation in which students operate an athletic footwear company and compete with others in the global market arena (Business Strategy on the MSc in Strategic Finance programme).

Comprehensive Employer Satisfaction Survey is carried out annually. Following the six-month placement of 94 IBS BSc students in 2018/19 employers classified their employability skills as follows (the categories they could choose of were excellent (E), good (G) or satisfactory (S)): E: 56 students, G: 35 students, S: 3 students, resulting a weighted average of 2.56 on a scale of 1-3. The skills of IBS students most appreciated by employers were cooperation, team-working, oral and written communication (Cf. page 91 Self-Assessment Report Cl.3).

## Appraisal:

### For all programmes:

The promotion of employability – for instance through the excellent integration of theory and practice and through the promotion of multidisciplinary competences and skills – runs as a common thread throughout all programme’s modules. In addition, the panel has identified

that the employability is strengthened by the UpSkill programme as well as by the IBS TalentNet and would like to emphasize this positively.

The panel appreciates that IBS has analysed the core employability skills that are needed on the job market for all programmes. It is considered positively that IBS included these skills into their programmes.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.6*	Skills for employment / Employability (Asterisk Criterion)		x			

## 4. Academic environment and framework conditions

### 4.1 Faculty

Altogether, there are 130 faculty members at IBS. Out of them, 33 are full time (25.4%) and 97 are part time (74.6%), which proportionally yields a range between 25-35% of full-time faculty on the various programmes.

On the BSc in International Business Economics programme, out of the 156 contact hours taught during the semesters 2018-19/2 and 2019-20/1, 68 hours were delivered by full-time faculty (43.59% of all classes). On the BSc in International Relations programme, of the 174 hours, 134 were delivered by full-time faculty (77.01%). On the BSc (Hons.) in Business and Diplomatic Studies 490 of the 856 hours (57.24%) and on the BSc (Hons.) in Corporate Finance 315 of 1362 hours (23.13%) were delivered by full-time faculty. On the MSc in Strategic Finance programme, where special expertise and practical experience is particularly sought after when allocating teaching staff, out of the 232 hours, 24 were taught by full-time faculty members (10.73%).

	2016/17	2017/18	2018/19
<b>No. of full-time (FT) faculty</b>	49	37	35
<b>out of which with PhD or equivalent</b>	25 (51.02%)	21 (56.75%)	20 (55.56%)
<b>No. of part-time (PT) faculty</b>	86	79	96
<b>FTE no. of PT tutors</b>	42	41	42
<b>out of which with PhD or equivalent</b>	6 (14.29%)	6 (14.63%)	6 (14.29%)
<b>No. of students/FT faculty</b>	25.7	30.90	34.0
<b>No. of students/total FT+PT (FTE) faculty</b>	13.2	14.65	15.47

Requirements regarding the academic qualification of faculty teaching in HEIs in Hungary are set out in the Higher Education Law (Cf. Act CCIV of 2011 on National Higher Education (as in force on 2 September 2016)). In line with the regulations, teaching faculty must possess at least a Master's degree in any scientific field, while there is no explicit requirement regarding specific teaching qualifications. To ensure legal correspondence, IBS has an established procedure for the verification of qualifications of faculty members. Faculty applicants' teaching and language skills are verified and evaluated in person during a demo teaching session organised for each applicant on campus with the participation of the Pro-Rectors, the Head of Academic Services, the Chief Administration Officer and any other IBS faculty member. Demo sessions are followed up by a typically 40-minute interview. If the applicant is hired, the Centre for Academic Services collects data necessary for the preparation of contracts and allowing access to the School's IT systems. The qualifications are investigated by the Head of Academic Services who, in case of any suspicions, verifies the qualifications with the issuing body, sometimes involving the expertise of the Centre for Marketing and Admissions at IBS in this area. The qualifications are recorded in IBS's employee database and a copy is stored on site at campus.

In order to ensure that they are aware of and comply with IBS regulations regarding teaching arrangements, including testing and examination, all new lecturers (even those with a recognised qualification to teach) have to attend IBS "Level 1" introductory training before the start of teaching.

Specifically with regards to testing and examination, two specific measures are taken to ensure that an established uniform approach is implemented across the School. First, all lecturers involved with marking on a specific module attend a benchmarking session prior to

the start of marking. Second, internal moderators for each module are appointed from a pool of experienced faculty members.

A number of further training sessions are organised in each semester, which are open to all faculty members.

A. Courses and trainings for all members of faculty and staff:

- Erasmus Staff and Faculty Exchange visits – knowledge and best practice exchange
- First Aid Trainings (compulsory for designated staff only)
- Safety at Work and Fire Safety trainings (compulsory for all)

B. Courses and trainings for faculty members:

- 'Level 1' and 'Basic IT and Moodle' introductory training for all new IBS tutors
- 'Who works in the classroom'
- Follow up workshop on 'Classroom Interaction'
- MSc Dissertation – training for supervisors
- 'Culture Projects' as a teaching method workshop
- 'Going beyond the label of "problematic student"' workshop
- 'Generation Z in our classrooms'
- Assessment workshop drop-in surgery session
- 'Advanced Moodle' best practice workshop on using quizzes for student engagement, independent learning, and assessment
- Employability Skills preparatory training
- 'Skills A: Skills development vs. knowledge-based teaching'
- 'Skills B: Planning sessions for skills development'
- 'Skills C: Signs of excellent teaching'
- Knowledge and best practice exchange with visiting Erasmus tutors on 'Teaching for employability' (International Week)
- Mock assessment centre sessions organized by Randstad Hungary for 'Management and Business Context' tutors to help develop methodology for running assessment centres with IBS students as part of the assessment scheme of the module.

Faculty members thus have two sources of input for connecting theory and practice. On the one hand, they can build on their own direct work experience. Approx. 45% of all faculty members have reported such work experience accumulated in past management positions held in international corporations as well as abroad. On the other hand, 49% faculty members described themselves as having been actively involved in consultancy projects with for-profit and non-profit organisations. Lecturers have engaged in consultancy projects that included, for example, designing logistics information systems, helping SMEs create a viable corporate financing strategy, advising the World Bank, developing communications training for UNICEF, and market testing new product ideas.

Every module (= study unit) has a teacher in charge of its delivery, called the **module leader**. Module leaders are responsible for the overall running of the module including study programmes, reading lists, organisation of student assessments, responding to the student appraisal of the module, and provision of the module report. The operative management of the programmes is distributed among the Centre for Academic Services, responsible for staffing and overseeing the delivery of the programmes; the Centre for Quality Enhancement, responsible for assuring and enhancing the quality of the delivery; and the Centre for Student Services, responsible for timetabling. These three administrative centres work together in close collaboration with a view to ensuring the smooth running of the programmes.



Meetings of module coordinators take place each semester during the Academic Area Committees. These committees focus precisely on relationships between modules using statistical data, student feedback, and moderator feedback as key inputs. The Academic Area Leaders chairing the meeting are in the position to communicate and coordinate the expectations regarding programme-level outcomes during these meetings. Any action or discussion points from the Academic Area Committees are then consequently fed back to the Learning and Teaching Committee of the School, which includes the Academic Area Leaders, the Head of Academic Services, the Pro-Rectors, the Rector, and Student Representatives, and is the highest level official body of the School which discusses and sets the strategy regarding educational matters.

For all module-related matters, students are encouraged to contact faculty either in person during breaks or via email, which faculty are contractually required to answer within 48 hours. Students can ask for individual consultations with their lecturers and in case of more common need occasional one-off additional whole group consultation classes are also offered by the School. There is also a Centre for Student Services which assists students with any questions they may have.

In addition, students can rely on their supervisors as an academic guide during the whole dissertation (thesis) process. Finally, students going on the compulsory work placement during the last semester of their studies on the BSc in International Business Economics, the BSc in International Relations and, optionally in the 5<sup>th</sup> semester, on the BSc (Hons.) in Business and Diplomatic Studies and the BSc (Hons.) in Corporate Finance can also benefit from having an IBS faculty member act as an academic guide at IBS during their internship.

## Appraisal:

### For all programmes:

The academic qualification and also the structure and number of the faculty correspond to the requirements and goals of the study programmes. IBS verifies the qualifications of the faculty members by means of an established procedure. However, the panel **recommends** increasing the number of academic teaching staff with research experience in order to strengthen the scientific area in the further development of the programmes.

The practical experience of the teaching staff corresponds to the profile of the degree programmes and according to the shared CVs of the teaching staff the panel could identify that the faculty members have above-average business experience and use them in their teaching activities.

The pedagogical and didactical qualification of the faculty corresponds to the requirements and objectives of the study programmes. During the online conference the students emphasized the didactical approach of the lecturers using various teaching methodologies, which encourage their critical thinking and enhance their learning process.

The faculty members cooperate with each other for the purpose of tuning the modules towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly. During the online conference, the panel was also able to convince itself that an active interaction between faculty members is lived. Specific measures for the further qualification of the faculty members are implemented.

Due to contact to teaching staff during class breaks, via email or the group consultation class, students are able to receive intensive counselling and help during their studies. The panel could convince itself by the interview with the students of the fact that the faculty

members are also available to the students outside the indicated office hours. The Centre for Students Service acts as a first-level-support and offers help. During the online conference, the interviewed students confirmed that they are fully satisfied with the support they receive.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.1 Faculty					
4.1.1* Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2* Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3* Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4 Practical business experience of faculty		X			
4.1.5* Internal cooperation (Asterisk Criterion)			X		
4.1.6* Student support by the faculty (Asterisk Criterion)		X			
4.1.7(*) Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X

## 4.2 Programme management

The running and the systematic development of study programmes are ensured by the relevant functions being distributed between the administrative centres of the school, on the one hand, and the Learning and Teaching Committee, made up of the Academic Area Leaders (AALs) and programme directors on the other. The AALs and the programme directors are in charge of the coordination of the content of the programmes relevant to their academic area.

It is the task of Academic Area Leaders to facilitate the collegial and scholarly interaction between faculty in the academic area, including the mentoring of junior or new faculty, through ad hoc meetings, training sessions and other means. AALs shall act as a bridge between faculty and IBS management, and relay lecturers' concerns and questions to the Learning and Teaching Committee and the relevant Centres at IBS. They also make suggestions for resource allocation and cost effectiveness, both in terms of finding substitute lecturers and during the process of hiring new lecturers.

They continuously evaluate faculty in the academic area both formally by observing at least two classes each semester, analysing student feedback, and evaluating Annual Module Monitoring Reports as well as through informal means, and to conduct faculty evaluation discussions as and when necessary.

They shall encourage faculty to enhance learning and teaching in the academic area in line with IBS's learning and teaching strategy and associated policies, practices and processes, including the monitoring of cutting-edge scholarly publications and the development of innovative approaches, texts and learning materials.

The key responsibilities of the programme directors are academic leadership and programme design as well as programme evaluation and student management.

Programme directors engage in curricular mapping to reduce inconsistencies and overlaps between modules offered in the study programme, ensure that modules help students to achieve programme-level learning outcomes and that assessment accurately measures student progression.

In addition, they analyse student evaluations and surveys, and explore ideas for improvement with regards to the whole academic area as well as individual lecturers and modules.

IBS employs an administrative team on a permanent contract, spread out across five centres in order to support faculty and students: the Centre for Student Services, the Centre for Academic Services, the Centre for Quality Enhancement, the Centre for Marketing and Admissions, and the Business Network Centre. Moreover, there are three chief officers in charge of their respective units: the Chief Administration Officer, the Chief Information Officer, and the Chief Financial Officer.

IBS students are supported by staff working at the Centre for Student Services, the Business Network Centre, the Library and IT Services. Students who have questions or need any help regarding any academic or non-academic issues can turn initially to the Centre for Student Services. The staff of the Centre will either provide the required information immediately or will direct the student to the person who can help the student. Students can contact the Centre by using its central e-mail address or in person during opening hours.

The staff of the Centre for Student Services regularly attends conferences, workshops and trainings related to their fields of expertise. They include Erasmus staff exchanges, conferences, workshops, and trainings organised by the Hungarian Educational Authority, events and workshops organised by the Tempus Foundation (the administrative body in charge of the distribution of Hungarian Erasmus funds), and also individual competence development courses sponsored by IBS.

IBS operates a system of Graduate Teaching Assistantship, whereby students enrolled into the PhD programme can teach selected modules on the BSc programme. Graduate Teaching Assistants have to go through the same rigorous selection process as any other applicant for a teaching position at IBS, which includes the delivery of a demo class and a discussion with an interview panel. Teaching Assistants are also trained to the same standards as any other new tutor at IBS before the start of their own classes.

## Appraisal:

### For all programmes:

The panel can confirm that the smooth running of the programmes is ensured by the distribution of responsibilities among the Academic Area Leaders and a programme director. This could also be confirmed by the students and lectures during the interviews. The Hungarian law also provides that one responsible person is defined as programme director (Cf. Gov. decree 87/2015. (IV. 9.)). The panel appreciates that IBS has responsible programme directors for its programmes.

The administration acts as a service institution for students and teachers, and they are involved in the decision-making processes concerning their fields of activity. Sufficient administrative staff is available. The possibilities of electronic service support are used. The HEI offers the administrative staff opportunities for continuous professional development. In this respect, the panel welcomes the particularly wide range of offers.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.2	Programme management				
4.2.1*	Programme Director (Asterisk Criterion)		x		
4.2.2	Process organisation and administrative support for students and faculty		x		

### 4.3 Cooperation and partnerships

IBS developed its first UK university partnership with Oxford Brookes University in 1991, initially through a franchise agreement and then as validated provision. This partnership was replaced in 2012 by a partnership agreement with The University of Buckingham. The teach-out on the Oxford Brookes University provision finished in July 2019.

The IBS offers British academic programmes and degrees at bachelor, master and doctoral levels in the field of business and management in Budapest in the framework of a collaborative provision with The University of Buckingham, a higher education institution in the United Kingdom. Based on this cooperation, IBS issues fully recognised academic degrees of The University of Buckingham. All regulations of this cooperation are laid down in a cooperation agreement (Cf. Academic Affiliation Agreement 24 May 2017 and the Addendum from 03/09/2020).

IBS has Erasmus exchange partnerships with several foreign institutions (currently 64 – the list of IBS' partner institutions is provided on the IBS' website (Cf. <https://www.ibs-b.hu/how-to-apply/erasmus>). IBS sends about 40-50 students abroad on study exchanges annually and receives more than twice as many. Due to this imbalance and the resulting costs, IBS reviews its agreements regularly and limits or terminates exchange contracts with partners where incoming students outnumber outgoing ones to an intolerable degree.

Study abroad is an optional component of the Buckingham BSc curricula, which allocates an entire semester for the exchange experience as part of the students' studies. The emphasis is on the experience itself, as the study abroad module is graded by the student's self-reflective essay. Study abroad is also available to Hungarian students on a credit acceptance basis.

IBS's teachers and staff also take advantage of Erasmus exchanges regularly. IBS is able to send up to 20 teachers and 10 staff abroad every year.

IBS has an additional 4 non-Erasmus student exchange agreements with universities in Switzerland, South Korea and the US.

According to IBS, it has built up long-term strategic partnerships with business organisations and large corporate employers focusing on various areas of collaboration such as work placement, job fairs and guest lectures. Its strategic partners include IBM, Tata Consultancy Services, ExxonMobil, Canon, Auchan and Henkel.

In addition, the IBS's executive education arm, Spark Institute at IBS, provides a constant flow of inputs in the development of regular degree programmes. This takes the form of sharing knowledge regarding industry trends, actual and future needs on the job market, contact and lead information.

## Appraisal:

### BSc (Hons.) in Business and Diplomatic Studies, BSc (Hons.) in Corporate Finance and MSc in Strategic Finance:

Cooperation with HEIs and other academic institutions and networks with effects on the programme are actively pursued in the programmes. IBS is actively involved in cooperation with HEIs and a broad range of other academic institutions and networks. These deliver valuable results like knowledge transfer as well as student and faculty exchanges. In case of the cooperation with the University of Buckingham, an agreement forming the basis of this cooperation is documented. Furthermore, a corresponding quality assurance system is implemented (see Chapter 5). The panel discussed the cooperation framework during interview rounds with a representative of the University of Buckingham and representatives of IBS. The duties and responsibilities of both sides have been plausibly explained.

### BSc in International Business Economics and BSc in International Relations:

The scope and nature of cooperation with HEIs, other academic institutions and networks relevant for the Hungarian-language Bachelor programmes are plausibly presented. The agreements forming the basis of the cooperation are documented. The panel could convince itself that students studying in the two Hungarian-language programmes have the possibility to participate in an Erasmus exchange. However the panel **recommends** promoting the Erasmus exchange more actively in the Hungarian-language programmes and expanding the cooperation with other HEIs.

### All programmes:

Furthermore, the School uses its network of companies and industry to invite guest lecturers, which benefits students by providing insights into practice. Such cooperation has a formative impact on the contents of the programmes and on the profile of the graduates. By means of specific measures they significantly contribute to the development of qualifications and skills. During the discussions with the programme management and the students, the panel was able to convince itself, that the School has a very positive standing in the regional economy/industry.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.3 Cooperation and partnerships					
4.3.1(*) Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			X		
4.3.2(*) Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			X		

## 4.4 Facilities and equipment

In its self-evaluation report, IBS states that the school has 31 teaching rooms in Budapest and 2 rooms in Vienna. IBS has one large room (90 seats) mainly used for examinations and school events rather than teaching, but it can be divided into two teaching rooms if necessary. There are two more large rooms (54 seats), 18 seminar rooms (24-32 seats) and 8 skills rooms (for 16-20 students). All teaching rooms have a whiteboard and a computer with a projector (or large TV screen in skills rooms). Some seminar rooms have seats

arranged around big tables to better promote group work. The rooms in the classrooms building are all accessible by disabled people.

There are 4 computer labs (3 with 24 and 1 with 16 student workstations). The size of the seminar rooms is around 2 sq metres per student. All computers on campus are connected to the school's local network and any user can access all IT services provided for logged-in users from any of these computers. WiFi is provided in all buildings which can be used equally free by any user who have access to IBS IT services in general (students, teachers, staff). Students can also use the computer labs any time during the opening hours (Monday to Thursday from 8:30 a.m. to 5:00 p.m., and Friday from 8:30 a.m. to 3:00 p.m.) of the buildings (with the exception of times when classes are held in them).

They may also use the computers in the reading room and the learning space of the library as well as their own devices (laptops, mobile phones, tabs). For IT related questions, topics or problems, 3 IT system administrators are available. Students, teachers and staff members can reach them in person, by phone or by e-mail.

Learning and study materials as well as supplementary resources are available for both teachers and students in the library. Hardcopies of textbooks, relevant for the courses delivered, are stored in the IBS library. Students have online access to the library's full catalogue, and they also have access to the interlibrary loan system, which also gives them access to the libraries of other HEIs. In addition to hardcopies of books, the IBS Library offers students a wide range of links to electronic resources, including academic databases (such as Business Source Elite, Emerald, JSTOR, Proquest) and business websites and journals. Since November 2019, students and faculty have off-campus access to all electronic journal databases using the Shibboleth authentication system (Cf. page 88 Self-Assessment Report CI.3). Library acquisitions are managed centrally, through the Centre for Academic Services. Module leaders fill in a Book Order Form, which is then processed by the Library and approved by the Head of Centre for Academic Services, taking into consideration any budgeting constraints. Normally, one copy per eight students is kept on shelf from all textbooks assigned as compulsory material.

The opening hours of the library are Monday to Thursday from 9:30 a.m. to 6:00 p.m. and Friday from 9:30 a.m. to 2:00 p.m. The opening hours of the Bookshop (Library Building, Library) are Monday to Thursday from 11:00 a.m. to noon and 1:00 p.m. to 2:00 p.m. On Fridays the opening hours are from 11:00 a.m. to noon.

Teachers can order new books or new editions of existing books with the help of the Book Order form. Books can also be ordered and purchased at the Library bookshop.

## Appraisal:

### For all programmes:

Due to the Covid-19 pandemic, the panel was not able to visit the IBS on-site. Therefore, the panel was provided with a virtual tour through the IBS facilities. According to the panel, the number and size of teaching rooms and the equipment of all learning facilities shown in the video are in line with the needs described for the programmes. According to the provided video, the campus is fully equipped with state-of-the-art technology. Free access to a Wi-Fi network is available for students. However, during the re-accreditation process a special focus should be made on the facilities on-site.

The opening hours of the library take students' needs sufficiently into account. Access to the literature and journals as well as to digital media (e.g. electronic media, databases) is

ensured. The library provides good access to necessary literature as well as electronic media and various databases. There are also enough library workstations available for the students.

The literature specifically required for the study programmes as well as the necessary databases are generally available in the library. However, in response to feedback from students who would like to have a wider range of online databases, the panel **recommends** that IBS analyse students' needs and further expand its offer.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.4 Facilities and equipment					
4.4.1* Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			X		
4.4.2* Access to literature (Asterisk Criterion)			X		

## 4.5 Additional services

The Career Office operates within the Business Network Centre as a key support service providing students with a range of job opportunities and personal advice and guidance on career options, and providing one-on-one advice to students tailored to their individual needs. Students can receive guidance on job search, and writing applications, motivation letters and curriculum vitae. Consultations are available during the opening hours or by appointment.

Placement and job posts, received directly from IBS's corporate partners, are regularly published on the IBS' intranet portal (Cf. <https://www.ibs-b.hu/career/placements-and-jobs>) and on the closed LinkedIn IBS Alumni group for former students. For assistance in their search, students may find useful advice on the "Career Tips and Services" intranet page. The Work Placement Module description and a Task Description summarising their responsibilities during the placement semester are also available online.

In addition, the Business Network Centre organises career fairs in each semester. These events are held on campus, specifically for IBS students. On each occasion, about 20-25 companies (including major market players from manufacturing and service industries) come out to IBS, offering placement and job opportunities to students, sometimes interviewing candidates on the spot.

Current placement offers from the partner companies are continuously published on the intranet. Should students consider going abroad, they are welcome to register on <http://www.iaqora.com/ibs>, a paid service provided by IBS free of charge for IBS students and alumni. Here, students can search over thousands of placements and jobs offered internationally.

IBS students are encouraged to stay in touch with the School after graduation primarily through an alumni network on LinkedIn. Former IBS students receive regular updates about new programmes and offers at IBS, job offers, alumni events and other opportunities through online channels. IBS frequently contacts former students to share their success stories and professional journeys with current and prospective IBS students (Cf. <https://www.ibs-b.hu/career/meet-ibs-alumni>).

## Appraisal:

### For all programmes:

Career counselling and placement services are offered to students and graduates and promote their employability. IBS provides students and graduates different platforms such as career fairs and IBS's intranet portal where relevant information and contacts are available. The panel appreciates the fact that IBS has established a Career Office that serves as a first contact place for IBS's students and graduates.

In addition, the existing connections to the professional field, which have been mainly initiated by the lecturers, made a strong impression on the panel.

An alumni organisation via the social media channel "LinkedIn" has been set up with the aim of developing an alumni network. The panel would like to emphasise positively that the success stories and professional journeys of the alumni are shared on the website of the School.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.5 Additional services					
4.5.1 Career counselling and placement service			X		
4.5.2 Alumni Activities			X		

## 4.6 Financing of the study programme (Asterisk Criterion)

IBS states that its finances have been stable and sustainable for the past decade. On the revenue side, IBS relies on tuition fees and other tuition-related fees to an extent of 95-97%. In terms of tuition fees, it does not differentiate between EU- and non-EU students.

The stability of its finances is the most important guarantee for students on the programme under review will be able to complete their studies even if recruitment for the programme were discontinued at some point for reasons of change of policy or vis mayor.

The other guarantees are both legal and contractual. According to Hungarian law, any HEI must have a so-called Maintainer (a legal person) which is obliged to provide for the teaching out of all enrolled students. Further, the Academic Affiliation Agreement between The University of Buckingham and IBS provides for the eventualities related to the termination of the Agreement and/or withdrawal of validation of the programme under the Agreement, implying teaching out by IBS or monetary provision made by IBS to enable Buckingham to undertake completion of the teaching of the programmes.

## Appraisal:

### For all programmes:

The legal framework of Hungarian law and the Academic Affiliation Agreement between IBS and the University of Buckingham ensure that enrolled students in the programmes at hand can complete their studies. Furthermore, the IBS confirms that its finances are stable with regard to tuition fees as its main source of funding. Therefore, there is no evidence that the study programmes could not be funded for the entire accreditation period.



		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.6*	Financing of the study programme (Asterisk Criterion)			X		

## 5. Quality assurance and documentation

As regulated by the Organisational and Operational Rules and Regulations of IBS, the Centre for Quality Enhancement (CQE) coordinates institutional level quality development tasks and ensures their full documentation. The Institution's work processes are codified in the Quality Assurance Regulations (QAR), managed and developed also by the CQE; the approval of the document is within the competence of the school Senate, whose members include all stakeholders within the school, including students, faculty, and non-teaching staff.

Internal and external moderation process is supported by a business-process-management software developed in house, which connects module leaders with their internal moderators and their external examiners through a web interface, both at the pre-assessment (Confirmation of Assessment Plan, CAP) and the post-assessment (Coursework and Examination Review, CER) phase.

The Centre for Quality Enhancement produces Annual Self-Evaluation Reports, which provide a historic overview of the changes to the strategic performance indicators (SPIs) and the key performance indicators (KPIs), in relation to the strategic targets and benchmarks available. The Self-Evaluation Reports (SER) are discussed and approved by the Management Board and contain (a) action points, with persons responsible, for the upcoming academic year and (b) reports on the achievement of the previous action points.

Student feedback is collected during week 10/11 every semester. All students on the IBS International University Foundation programmes as well as Bachelor, Masters and MBA programmes have the opportunity to complete the Student Satisfaction survey. The forms are distributed by Centre of Student Services staff in the last 15 minutes of selected sessions.

The questions cover academic, service-related, and skills-related issues. Academic questions assess satisfaction with the modules the student has taken, satisfaction with the programme, and evaluation of the quality of teaching. With a view to further facilitating completion and enhancing respondents' willingness to provide feedback, a five-point Likert scale with emoticons is employed. The values attached to the numerical results are as follows: (1) Strongly disagree, (2) Disagree, (3) Neutral, (4) Agree, and (5) Strongly agree. Space is provided for free text comments in all areas (Cf. Institutional Quality Handbook).

The feedback results are analysed by the Centre for Quality Enhancement and a detailed document is subsequently submitted to the Management Board for being duly considered.

Module leaders as well as seminar leaders receive the scores and comments that refer to their respective modules and teaching work. In the course of the full review of each member of faculty assessment of their student feedback is an integral point. Module leaders are expected to reflect on the SFB results in the annual module monitoring reports, too.

A summary report on the feedback is also made available for the students on the intranet. They are also notified by the Management in writing on how the School has acted on their feedback.

Besides the formal student feedback faculty may also conduct informal student surveys regarding the module to pinpoint strengths and areas of further improvement.

Each academic programme undergoes an annual and a five-year complex review. The evaluation is performed by the faculty, the Centre of Academic Services and the Learning and Teaching Committee (LTC). The process comprises the Academic Area Committee

meetings held at the end of each semester discussing the views and detailed comments of faculty, evaluation of the results of the relevant parts of the annual Faculty Satisfaction Survey and the annual Programme Monitoring Reports. The latter is a comprehensive document prepared for the LTC of the validating partner institution including among others the most important statements of the Module Monitoring Reports, evaluation of the previous programme changes, trends in student recruitment to the programme, summary of the student retention, student progression, a summary of issues relating to the physical and staff resources in delivering the study programme and proposed changes for the coming academic year. It is based on the annual Programme Monitoring reports as well as the semi-annual Academic Area Committee and LTC that IBS identifies action points for the following academic year.

On a 5-year basis, the strategic partner, The University of Buckingham revalidates all of IBS' programmes that lead to their degrees. The last such exercise was carried out in 2017, when Academic Area Leaders and all faculty were consulted in detail by the Head of Academic Services and the Pro-Rector for Strategy about changes proposed and could make further suggestions themselves. The revalidation serves as continued proof of the quality of education offered by IBS and is a useful exercise to smooth out inconsistencies and pedagogically unwarranted overlaps between certain elements of each programme.

During the online conference, the representative of the University of Buckingham added that UoB is in close contact with IBS in terms of quality assurance of the programmes' content and assessment. Before every semester starts, independent scholars appointed by UoB acting as "external examiners" who are in charge of checking the examination tasks of each module in order to ensure that they are consistent with the intended learning outcomes.

IBS regularly conducts its Employability Survey to follow up on the career progression success of its fresh graduates. Six to nine months after the graduation ceremony, former students are asked to inform IBS about their career paths and to briefly reflect on their studies at IBS in the light of their new experiences. This survey is analysed and the results are conveyed to the Management Board.

The Business Network Centre runs a biannual Employer Satisfaction Survey among the major corporate partners of IBS to assess their perception of graduates' employability skills. In this survey, companies are also requested to compare students' skill sets with students from other local universities. Results are evaluated by the management of IBS and then dispersed through the institution for further action if needed.

The key documents of each programme are the following:

1. Programme Specification: In the case of programmes validated by the University of Buckingham, the Student Handbook (available on the Intranet) contains the Programme Specifications which contain the summary, aims and learning outcomes of each programme. In the case of Hungarian-language programmes, the "Educational and Outcome Requirements" for each programme (with similar functions) are available as appendices of the Study and Exam Regulations.
2. Curriculum: The curricula of all IBS programmes that are running are permanently available to students on the Intranet. They contain the list of modules students will learn in each semester, the weekly contact hours and the number of ECTS credits that will be awarded upon successful completion of the module.
3. Module specifications: The module specifications, permanently on display in the Moodle system, contain the aims, the indicative content, the intended learning outcomes, the transferable skills, the delivery methods, the student engagement hours, the assessment scheme and the reading list relevant to the given module.

Instructions and information in terms of the students' administrative duties and academic activities during the year are provided as follows:

Information	Medium	Time of publication / activity
Academic calendar (annual) published	Intranet	August
Call to make payment and to complete online check-in for the upcoming semester	E-mail, Intranet	January, August
Guidelines for Neptun sign-ups for modules (detailed instructions)	E-mail, Intranet	1 week before the sign-up period
Weekly timetable of IBS published	Moodle, Intranet	1 week before the sign-up period
Sign-ups for modules (private timetables)	Neptun	September, February
Module pages opened, assignment instructions and deadlines published	Moodle	by start of teaching period
Schedule of Midterm week published	Intranet	2 weeks before midterm week
Schedule of Examinations published	Intranet	November, April
Call for sign-ups to examinations	E-mail	December, May
Sign-ups for examinations	Neptun	December, May

## Appraisal:

### For all programmes:

The panel learned that the IBS quality management system continuously monitors and develops the quality of the programmes by evaluation regarding its contents, processes, and outcomes as the student's success rate. In this regard, the Center for Quality Improvement (CQE) has been set up at institutional level to ensure regular and complete documentation.

University of Buckingham as IBS's collaboration partner is involved in quality assurance of the programmes validated by University of Buckingham. There are quality assurance instruments in a broader sense such as a validation procedure every 5 years, and also quality assurance instruments in a narrower sense, where external examiners assess the examination tasks for each module every semester and assess the exams in order to ensure consistency with the intended learning outcomes.

Evaluation by the students, the faculty and externals (alumni, employers) are carried out on a regular basis. The quality assurance instruments are summed up in the IBS Institutional Quality Handbook.

The panel considers the forms of evaluation to be suitable for continuing quality enhancement. However, the Student Satisfaction survey is aimed at gaining a feedback for the programme as a whole. Students can assess the modules and the programme in general, their skills development, the quality of teaching, and the service provided by IBS. However, there is no student survey at the course level, which includes a question regarding the workload. A question whether the actual workload of the whole course corresponds with, is lower or higher than the estimated workload (including teaching time, self-study time, and examination) is missing. Therefore, the panel recommends the following **condition**:

IBS implements an evaluation form that collects student feedback about the workload for each course.

In addition, the evaluation results are translated into a summary report of measures to be taken, and published in an appropriate manner. The outcomes are communicated to the students and provide input for the quality development process. Within the framework of

controlling it is ensured that measures are implemented, reviewed, modified and adapted if necessary.

The study programme is described in detail. The documentation is constantly updated and easily accessible for interested parties on the website of IBS, which ensures a high level of transparency (Cf. <https://www.ibs-b.hu/>). Network communication, especially with IBS's business partners is actively maintained.

#### BSc in International Relations:

The panel considers the forms of evaluation to be suitable for continuing quality enhancement. However, the Student Satisfaction survey is aimed at gaining a feedback for the programme as a whole. Students can assess the modules and the programme in general, their skills development, the quality of teaching, and the service provided by IBS. However, there is no student survey at the course level, which includes a question regarding the workload. A question whether the actual workload of the whole course corresponds with, is lower or higher than the estimated workload (including teaching time, self-study time, and examination) is missing. The panel therefore came to the conclusion that the criterion does not meet the quality requirements. The reason for this is the following:

IBS did not provide an evaluation form that collects student feedback about the workload for each course.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
5.1* Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)				BAD/ BFM/ MFM/ IBE: Condition;  IR	
5.2 Instruments of quality assurance					
5.2.1 Evaluation by students			X		
5.2.2 Evaluation by faculty			X		
5.2.3 External evaluation by alumni, employers and third parties			X		
5.3 Programme documentation					
5.3.1* Programme description (Asterisk Criterion)			X		
5.3.2 Information on activities during the academic year			X		

# Quality profile

**HEI:** IBS International Business School, Budapest, Hungary in cooperation with The University of Buckingham, UK

## Bachelor / Master programme:

1. BSc (Hons.) in Business and Diplomatic Studies (Bachelor of Science) – BAD
2. BSc (Hons.) in Corporate Finance (Bachelor of Science) – BFM
3. BSc in International Business Economics (Bachelor of Science) – IBE
4. BSc in International Relations (Bachelor of Science) – IR
5. MSc in Strategic Finance (Master of Science) – MFM

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>1</b>	<b>Objectives</b>					
1.1*	Objectives of the study programme (Asterisk Criterion)			x		
1.2*	International orientation of the study programme design (Asterisk Criterion)		BAD/ BFM/ MFM	IBE/ IR		
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market			x		
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)			x		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			x		
<b>2</b>	<b>Admission</b>					
2.1*	Admission requirements (Asterisk Criterion)			BAD/ BFM/ IBE/ IR	MFM condition	
2.2	Counselling for prospective students			x		
2.3*	Selection procedure (if relevant)			BAD/ BFM/ MFM		IBE/ IR
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					x
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			BAD/ BFM/ MFM		IBE/ IR
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			x		
<b>3.</b>	<b>Contents, structure and didactical concept</b>					
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)			BAD/ BFM/ MFM/ IBE	IR	
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			x		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1.3*	Integration of theory and practice (Asterisk Criterion)			x		
3.1.4	Interdisciplinary thinking			x		
3.1.5	Ethical aspects		x			
3.1.6*	Methods and scientific practice (Asterisk Criterion)			x		
3.1.7*	Examination and final thesis (Asterisk Criterion)				BAD/ BFM/ MFM/ IBE: condition;	IR
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			BAD/ BFM/ MFM/ IBE		IR
3.2.2*	Study and exam regulations (Asterisk Criterion)			x		
3.2.3*	Feasibility of study workload (Asterisk Criterion)			x		
3.2.4	Equality of opportunity			x		
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)		BAD/ BFM/ MFM/ IBE		IR	
3.3.2*	Course materials (Asterisk Criterion)			x		
3.3.3	Guest lecturers			x		
3.3.4	Lecturing tutors					x
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)		BAD/ BFM/ MFM		IBE: condition;	IR
3.4.2	Internationality of the student body		BAD/ BFM/ MFM			IR/ IBE
3.4.3	Internationality of faculty			x		
3.4.4	Foreign language contents		BAD/ BFM/ MFM			IR/ IBE
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)		x			
3.6*	Skills for employment / Employability (Asterisk Criterion)		x			
4.	<b>Academic environment and framework conditions</b>					
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			x		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			x		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			x		
4.1.4	Practical business experience of faculty		x			
4.1.5*	Internal cooperation (Asterisk Criterion)			x		
4.1.6*	Student support by the faculty (Asterisk Criterion)		x			
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					x
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)			x		
4.2.2	Process organisation and administrative support for students and faculty			x		
4.3	Cooperation and partnerships					
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			x		
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			x		
4.4	Facilities and equipment					
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			x		
4.4.2*	Access to literature (Asterisk Criterion)			x		
4.5	Additional services					
4.5.1	Career counselling and placement service			x		
4.5.2	Alumni Activities			x		
4.6*	Financing of the study programme (Asterisk Criterion)			x		
<b>5</b>	<b>Quality assurance and documentation</b>					
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)				BAD/ BFM/ MFM/ IBE: condition;	IR
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			x		
5.2.2	Evaluation by faculty			x		
5.2.3	External evaluation by alumni, employers and third parties			x		
5.3	Programme documentation					



		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
5.3.1*	Programme description (Asterisk Criterion)			x		
5.3.2	Information on activities during the academic year			x		