

Decision of the FIBAA Accreditation and Certification Committee



1st Meeting on 26 February 2021

PROGRAMME ACCREDITATION

Project Number:	19/088, Cluster 1
Higher Education Institution:	IBS International Business School, Budapest, Hungary in cooperation with The University of Buckingham, UK
Location	Budapest
Study Programme:	<ol style="list-style-type: none">1. Bachelor of Science (Hons.) in Business Management2. Master of Science in Strategic Marketing Management3. Master of Science in Strategic Human Resource Management
Type of Accreditation	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 Management** is accredited with five conditions.

Period of Accreditation: 2021, February 26th until the end of autumn semester 2026

Conditions:

- Condition 1: IBS aligns the information given on its website and the admission criteria in the regulations (see chapter 2.6).
- Condition 2: IBS defines the time required for processing the “Academic Writing Project” (see chapter 3.1.7).
- Condition 3: IBS completes the information in the “Employability Skills” modules about the levels and how the achievements of the students are measured (see chapter 3.2.1).
- Condition 4: IBS ensures a proper access to up-to-date literature (in the library and digitally) (see chapter 4.4.1).
- Condition 5: IBS implements an evaluation form that collects student feedback about the workload for each course (see chapter 5.1).

The conditions are fulfilled.

FIBAA Accreditation and Certification Committee on March 23rd, 2022.

2. **Master of Science in Strategic Marketing Management** is accredited with seven conditions.

Period of Accreditation: 2021, February 26th until the end of autumn semester 2026

Conditions:

- Condition 1: IBS defines the relevant admission criteria clearly for all applicants in the admission requirements (see chapter 2.1).
- Condition 2: IBS aligns the information given on its website and the admission criteria in the regulations (see chapter 2.6).
- Condition 3: IBS aligns the title and the curriculum of the programme (see chapter 3.1).
- Condition 4: IBS defines the time required for processing the “dissertation” (see chapter 3.1.7).
- Condition 5: IBS ensures the feasibility of the master programmes regarding the workload (see chapter 3.2.3).
- Condition 6: IBS ensures a proper access to up-to-date literature (in the library and digitally) (see chapter 4.4.1).
- Condition 7: IBS implements an evaluation form that collects student feedback about the workload for each course (see chapter 5.1).

The conditions are fulfilled.

FIBAA Accreditation and Certification Committee on March 23rd, 2022.

3. **Master of Science in Strategic Human Resource Management** is accredited with six conditions.

Period of Accreditation: 2021, February 26th until the end of autumn semester 2026

Conditions:

- Condition 1: IBS aligns the information given on its website and the admission criteria in the regulations (see chapter 2.6).
- Condition 2: IBS aligns the title and the curriculum of the programme (see chapter 3.1).
- Condition 3: IBS defines the time required for processing the “dissertation” (see chapter 3.1.7).
- Condition 4: IBS ensures the feasibility of the master programmes regarding the workload (see chapter 3.2.3).
- Condition 5: IBS ensures a proper access to up-to-date literature (in the library and digitally) (see chapter 4.4.1).

- Condition 6: 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 November 25th, 2021.

The conditions are fulfilled.

FIBAA Accreditation and Certification Committee on March 23rd, 2022.

The FIBAA Quality Seal is awarded.

Assessment Report

Higher Education Institution (HEI):

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

Bachelor/Master study programmes:

Cluster 1:

1. Business Management (MAN)
2. Strategic Marketing Management (SM)
3. Strategic Human Resource Management (HRM)

Degree awarding institution:

IBS International Business School, Budapest, Hungary

Qualification awarded on completion:

1. Bachelor of Science (Hons.) in Business Management
 - without specialisations;
 - with specialisation in Arts;
 - with specialisation in Marketing;
 - with specialisation in HRM and Business Psychology;
 - with specialisation in Tourism.
2. Master of Science in Strategic Marketing Management
3. Master of Science in Strategic Human Resource Management

General Information on the study programmes

Brief description of the study programmes:

MAN: The programme is one of IBS's bachelor programmes validated by The University of Buckingham (UoB), which leads to a degree issued by IBS and UoB. It is a general programme in management that aims to provide a broad foundation to students in both introductory knowledge in the key areas of business and management and also in employability skills considered most relevant and important by potential future employers. In addition, students can specialise in one of four sub-fields (Arts, HRM and Business Psychology, Marketing or Tourism) by completing five optional modules.

MM: The programme is one of the Master-level taught programmes offered by IBS, which leads to a degree issued by IBS and UoB. It is a general one-year programme, which builds on students' prior knowledge in marketing and combines a practical approach with academic contents. The programme covers the specialist areas of marketing, and it aims to qualify students to pursue a career in a wide range of marketing roles or for further studies at PhD level.

HRM: The programme is also one of the Master-level taught programmes offered by IBS, which leads to a degree issued by IBS and UoB. It is a general one-year programme, which is open to any applicant with a bachelor's degree. Combining a practical approach with academic contents, the programme introduces students to key specialist areas of human resource management, and it aims to qualify students to pursue a career in a wide range of HRM roles or for further studies at PhD level.

Type of study programme:

MAN: Bachelor programme

SM/ HRM: Master programme

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

MAN: 6 semesters (3 years) / 180 ECTS

SM /HRM: 3 semesters (1,5 years) / 90 ECTS

Mode of study:

full-time

Didactic approach:

Study programme with obligatory class attendance

Joint Degree programmes:

No (not according to the European Approach for Quality Assurance of Joint Programmes¹)

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

MAN: 150

SM: 50

HRM: 30

Programme cycle starts in:

both autumn and spring semester

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

Initial start of the programme:

MAN: 2013

SM: 2015

HRM: 2013

Type of accreditation:

Initial accreditation of all programmes

Procedure

A contract for the initial accreditation of the study programmes Business Management (Bachelor of Science), Strategic Marketing Management (Master of Science) and Strategic Human Resource Management (Master of Science) was made between FIBAA and the IBS International Business School (IBS) on September 10th, 2019. On January 24th, 2020, the IBS submitted a self-evaluation report, which included a detailed description of the programme 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. Ullrich Guenther

Leuphana University Lueneburg, Germany

Professor of Business Psychology (Business Psychology, Human Resources Management, Intercultural Psychology)

Prof. Dr. Christian Werner

IUNworld GmbH, Ismaning, Germany,

University of Applied Sciences

Professor of Management (Business Administration, Marketing and Sponsoring, Cultural Management, Management Consulting, Innovation Management, Business Psychology)

Prof. Dr. Bibiana Grassinger

IUBH Internationale Hochschule, University of Applied Sciences, Bad Reichenhall, Germany

Professor of Marketing and Tourism Management (Destination Management, Sustainability in Tourism, Tourism Marketing, Sales, Innovation Management)

Gergely Kováts, PhD

Corvinus University Budapest

Ass. Professor at the Institute of Management, Department of Management and Control. Director of the Center for International Higher Education Studies (Business Administration, Public Management, and Management of Higher Education Institutions)

Martin Luckmann

Martin Luckmann - Managing Business

Consultancy, Vienna, Austria

Management Consultant

Stefania Cacciatore

Westfaelische Wilhelms Universitaet Muenster, Germany

Student of Business Administration (M.Sc.) with Major Management and Minor Marketing (completed: Business Administration (B.Sc.) (University of Cologne)

FIBAA project manager:

Vera Henkel

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 November 25th/26th, 2020 via the video conferencing tool "Zoom". At the end of the on-site 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 19th, 2021. The statement on the report was given up on February 2nd, 2021; it has been taken into account in the report on hand.

Summary

The **Business Management (B.Sc.)** 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 2021, February 26th 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: the admission criteria, the time required for processing the “Academic Writing Project”, the module descriptions, up-to-date literature and module evaluations². They recommend the accreditation on condition of meeting the following requirements:

- Condition 1
IBS aligns the information given on its website and the admission criteria in the regulations (see chapter 2.6).
- Condition 2
IBS defines the time required for processing the “Academic Writing Project” (see chapter 3.1.7).
- Condition 3
IBS completes the information in the “Employability Skills” modules about the levels and how the achievements of the students are measured (see chapter 3.2.1).
- Condition 4
IBS ensures a proper access to up-to-date literature (in the library and digitally) (see chapter 4.4.1).
- Condition 5
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 November 25th, 2021.

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

- Examination and final thesis (see Chapter 3.1.7),
- Course materials (see Chapter 3.3.2),
- International contents and intercultural aspects (see Chapter 3.4.1).

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:

- Guest lecturers (see chapter 3.3.3),
- Internationality of the student body (see chapter 3.4.2),
- Internationality of the faculty (see chapter 3.4.3),
- Foreign language contents (see chapter 3.4.4),

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

- Skills for Employment (see chapter 3.6),
- Practical business experience of faculty (see chapter 4.1.4),
- Internal cooperation (see chapter 4.1.5), and
- Student support by the faculty (see chapter 4.1.6).

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

The **Strategic Marketing Management (M.Sc.)** and **Strategic Human Resource Management (M.Sc.)** offered by IBS International Business School (IBS) fulfil 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 starting on 2021, February 26th and ending at the end of autumn semester 2026, under conditions. The programmes are 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.

Strategic Marketing Management (M.Sc.)

The panel members identified need for improvement regarding the following aspects: admission criteria, the curricula, the time required for the dissertation, the feasibility, up-to-date-literature and the module evaluation³. They recommend the accreditation on condition of meeting the following requirements:

- Condition 1
IBS defines the relevant admission criteria clearly for all applicants in the admission requirements (see chapter 2.1).
- Condition 2
IBS aligns the information given on its website and the admission criteria in the regulations (see chapter 2.6).
- Condition 3
IBS aligns the title and the curriculum of the programme (see chapter 3.1).
- Condition 4
IBS defines the time required for processing the “dissertation” (see chapter 3.1.7).
- Condition 5
IBS ensures the feasibility of the master programmes regarding the workload (see chapter 3.2.3).
- Condition 6
IBS ensures a proper access to up-to-date literature (in the library and digitally) (see chapter 4.4.1).
- Condition 7
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 November 25th, 2021.

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

- Examination and final thesis (see Chapter 3.1.7),
- Course materials (see Chapter 3.3.2),
- International contents and intercultural aspects (see Chapter 3.4.1).

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:

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

- Guest lecturers (see chapter 3.3.3),
- Internationality of the student body (see chapter 3.4.2),
- Internationality of the faculty (see chapter 3.4.3),
- Foreign language contents (see chapter 3.4.4),
- Skills for Employment (see chapter 3.6),
- Practical business experience of faculty (see chapter 4.1.4),
- Internal cooperation (see chapter 4.1.5), and
- Student support by the faculty (see chapter 4.1.6).

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

Strategic Human Resource Management (M.Sc.)

The panel members identified need for improvement regarding the following aspects: admission criteria and the information about them on the website, the curricula, the time required for the dissertation, the feasibility, up-to-date-literature and the module evaluation⁴. They recommend the accreditation on condition of meeting the following requirements:

- Condition 1
IBS aligns the information given on its website and the admission criteria in the regulations (see chapter 2.6).
- Condition 2
IBS aligns the title and the curriculum of the programme (see chapter 3.1).
- Condition 3
IBS defines the time required for processing the “dissertation” (see chapter 3.1.7).
- Condition 4
IBS ensures the feasibility of the master programmes regarding the workload (see chapter 3.2.3).
- Condition 5
IBS ensures a proper access to up-to-date literature (in the library and digitally) (see chapter 4.4.1).
- Condition 6
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 November 25th, 2021.

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- Foreign language contents (see chapter 3.4.4),
- Skills for Employment (see chapter 3.6),
- Practical business experience of faculty (see chapter 4.1.4),
- Internal cooperation (see chapter 4.1.5), and
- Student support by the faculty (see chapter 4.1.6).

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

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Information

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.

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 1st 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 education⁵, IBS and UoB agreed on the following solution.

⁵ 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

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).⁶

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.

⁶ <https://firgraf.oh.gov.hu/prg/int.php?adatmod=nyilvszak&szervezetid=28>

Statistical data

Table 1: Statistical data MAN

BSc (Hons.) in Management

		BMAN13	BMAN14	BMAN15	BMAN16	BMAN17	BMAN18
# Study Places		80	80	120	100	120	150
# Applicants	∑	141	181	125	114	160	234
	f	88	65	44	33	38	51
	m	53	116	81	81	122	183
Application rate		1,76	2,26	1,04	1,14	1,33	1,56
# First-Year Student	∑	55	55	108	96	116	137
	f	22	24	66	41	51	59
	m	33	31	42	55	65	78
Rate of female students		0,40	0,44	0,61	0,43	0,44	0,43
# Foreign Students	∑	16	22	47	36	51	56
	f	8	11	27	16	23	16
	m	8	11	20	20	28	40
Rate of foreign students		0,29	0,40	0,44	0,38	0,44	0,41
Percentage of occupied study places		68,75%	68,75%	90,00%	96,00%	96,67%	91,33%
# Graduates	∑	39	32	67	51	n. a.	n. a.
	f	17	13	43	24		
	m	22	19	24	27		
Success rate		0,71	0,58	0,62	0,53	n. a.	n. a.
Dropout rate		0,22	0,31	0,28	0,24	n. a.	n. a.
Average duration of study		112%	115%	107%	100%		
Average grade of final degree		55,97	54,75	58,40	58,88		

SM:**Table 2: Statistical data SM**

MSc in Marketing Management							
		MMARK14	MMARK15	MMARK16	MMARK17	MMARK18	MMARK19
# Study Places		40	40	50	50	40	30
# Applicants	Σ	82	92	113	123	145	81
	f	46	47	44	55	63	42
	m	36	45	69	68	82	39
Application rate		2,05	2,30	2,26	2,46	3,63	2,70
# First-Year Student	Σ	28	35	48	46	38	27
	f	17	16	26	24	21	14
	m	11	19	22	22	17	13
Rate of female students		0,61	0,46	0,54	0,52	0,55	0,52
# Foreign Students	Σ	18	27	31	31	23	15
	f	10	14	17	15	13	8
	m	8	13	14	16	10	7
Rate of foreign students		0,64	0,77	0,65	0,67	0,61	0,56
Percentage of occupied study places		0,70	0,88	0,96	0,92	0,95	0,90
# Graduates	Σ	23	23	43	40	n. a.	n. a.
	f	13	9	22	19		
	m	10	14	21	21		
Success rate		0,82	0,66	0,90	0,87	n. a.	n. a.
Dropout rate		0,18	0,34	0,10	0,04	n. a.	n. a.
Average duration of study		149%	117%	108%	110%		
Average grade of final degree		61,39	62,87	63,70	60,72		

HRM:

Table 3: Statistical data HRM

MSc in Human Resource Management							
		MHRM14	MHRM15	MHRM16	MHRM17	MRHM18	MHRM19
# Study Places		30	40	30	20	20	20
# Applicants	Σ	70	99	145	112	94	59
	f	32	52	57	53	45	31
	m	38	47	88	59	49	28
Application rate		2,33	2,48	4,83	5,60	4,70	2,95
# First-Year Student	Σ	17	33	23	16	16	16
	f	14	26	15	11	13	12
	m	3	7	8	5	3	4
Rate of female students		0,82	0,79	0,65	0,69	0,81	0,75
# Foreign Students	Σ	14	28	13	12	14	12
	f	11	22	7	7	11	9
	m	3	6	6	5	3	3
Rate of foreign students		0,82	0,85	0,57	0,75	0,88	0,75
Percentage of occupied study places		0,57	0,83	0,77	0,80	0,80	0,80
# Graduates	Σ	13	24	17	8	n. a.	n. a.
	f	11	19	13	5		
	m	2	5	4	3		
Success rate		0,76	0,73	0,74	0,50	n. a.	n. a.
Dropout rate		0,24	0,27	0,22	0,19	n. a.	n. a.
Average duration of study		149%	142%	112%	100%		
Average grade of final degree		61,46	61,71	62,76	64,75		

Appraisal:

As the panel can judge from the statistical data given, the study programme at hand has 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 remarkably high. Regarding female students, their number is nearly equal compared to male students throughout the given timeframe. This applies especially to the master programme Strategic Human Resource Management, where the female students are the majority.

The average grade of the final degree in all programmes is circa 60%, which seems on the first sight not very high. Because UoB is one of the degree awarding institutions, IBS is oriented to the British grading system, where this is common. The success rate in the bachelor programme is at least lower than usual. During the interviews IBS explained that this is mostly due to personal reasons of the students. The panel would like to encourage IBS to evaluate the reasons for this and to keep an eye on this development.

Programme Description and Appraisal in Detail

1. Objectives

1.1 Objectives of the study programmes (Asterisk-Criterion)

All programmes:

During the development of the study programmes and their objectives that were validated by The University of Buckingham, IBS made use of the following resources as evidenced by the programme specifications:

- British Framework for Higher Education Qualifications (FHEQ);
- the relevant Subject Benchmark Statements published by The British Quality Assurance Agency for Higher Education:
 - o Business and Management (2015) for Business Management;
 - o Master's Degrees in Business and Management (2015) for Strategic Marketing; and
 - o Master's Degrees in Business and Management (2015) for Strategic Human Resource Management.

MAN:

The programme is one of IBS's three bachelor programmes validated by UoB leading to a degree of IBS and UoB. It aims to provide a broad foundation to students in both introductory knowledge in the key areas of business and management, and also in employability skills considered as relevant and important by potential future employers. In addition, students can choose a specialisation in one of four sub-fields (Arts, HRM and Business Psychology, Marketing or Tourism) by completing five modules.

The specific aims of the programme are the following:

- 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 communications and cross-cultural capability, and 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, and to be exposed to international experience;
- To provide students with a practice-oriented learning experience through case studies, role plays and simulations; and
- To build an appreciation in students of the need to continuously develop skills and knowledge throughout their careers, and to develop sensitivity to learning from other cultures.

In addition to these aims, students choosing one of the specialisations will have the opportunity to acquire in-depth understanding of a particular area of business.

According to the self-assessment report each programme belonging to the portfolio primarily aims to enhance the employability of the students and to prepare them for further academic studies at master's level.

Specifically, the qualification objectives highlight the need in today's business context for managers to be

- able to separate out the fundamental structures and underlying reasons for change from the rapidly changing facets of the global business environment;
- equipped with skills to work in a multicultural environment; and
- able to take responsibility for their own learning and continuous development.

SM:

The programme is one of the Master-level taught programmes validated by UoB leading to a degree of IBS and UoB. It builds on students' prior knowledge in marketing. The programme covers the key specialist areas of marketing with its curriculum, and it aims to qualify students to pursue a career in a wide range of marketing roles or for further studies at PhD level.

Students are expected to systematise their knowledge and critically evaluate current issues in the field of marketing, while remembering that students enter this programme with only basic background in marketing and thus in need of understanding of how knowledge is created in the discipline and of development in the application of contemporary marketing techniques and frameworks. The qualification objectives place emphasis on developing a critical awareness of current tools and issues in marketing as applicable in the global multinational marketplace. Students are required to possess 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 marketing management positions in companies and develop international managerial skills;
- To study, review and put into practice both the “tried and tested” techniques and the latest concepts in the field of marketing management;
- To help students gain a profound understanding of the role of social media in marketing and develop their ability to apply social media tools in marketing activities;
- To deepen the students' ability to apply, develop and critically appraise current techniques, theories and practices encountered in the marketing environment of local and international firms;
- To develop critical awareness of the global business environment and the relevant marketing tools required to make a business or organisation successful in a competitive world;
- To develop international managers, skilled in interpersonal and cross-cultural communications, and equipped with up-to-date knowledge on marketing 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.

HRM:

The programme is one of the Master-level taught programmes validated by UoB leading to a degree of IBS and UoB. Combining a practical approach with academic rigour, the programme introduces students to key specialist areas of human resource management, and it aims to qualify students to pursue a career in a wide range of Human Resource Management (HRM) roles or for further studies at PhD level.

The specific aims of the programme are the following:

- To create an opportunity for students to enter human resource management positions in companies and develop people management skills;
- To study, review and put into practice both the “tried and tested” techniques and the latest concepts of human resource management;

- To develop critical awareness of the global business environment and the relevant tools required to make a global organisation successful in managing its human resources;
- To develop an understanding of how relevant HRM techniques can be applied in the organisation to overcome ethical and professional issues at different managerial levels;
- To develop international managers, skilled in interpersonal and cross-cultural communication, and capable of effective communication of all stakeholders of the company;
- 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.

Students are expected to systematise their knowledge and critically evaluate current issues in the field of HRM. Thus, most students on the programme are in need of understanding of how knowledge is created in the discipline and of development in the application of contemporary HRM techniques and frameworks. The qualification objectives place also emphasis on developing a critical awareness of current tools and issues in HRM as applicable in multinational organisations at different managerial levels. Students are required to possess an understanding of a range of quantitative and qualitative tools that enables them to critically evaluate current research.

Appraisal:

All programmes:

The qualification objectives of the programmes are explained and convincingly presented in relation to the aspired professional field. The panel can e.g. follow the explanations of IBS that the students will acquire skills during the programmes that they introduce to key specialist areas in the relevant professional field. The panel appreciates that the programmes aim at obtaining abilities necessary for managing the tasks in their prospective career because it strengthens their employability skills (see also chapter 3.6 Skills for employment/ Employability).

The objectives embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality. This is shown in the defined aims of the programmes. The subject-specific qualification objectives correspond with the aspired level at graduation that IBS wants to achieve with the programmes. The panel also approves the skills to be acquired.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.1*	Objectives of the study programme (Asterisk Criterion)			x ⁷		

⁷ All programmes

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

All programmes:

According to IBS, international orientation is effectively coded into the concept of IBS's programmes through its position as a higher education provider offering English-language education and conferring British degrees in Hungary to students arriving from a range of different locations. The percentage of contact hours taught by the international faculty, who inherently add an international dimension to these programmes, has been monitored in the annual self-evaluation reports and display a steady increase over the past two years. According to the self-assessment report currently 13% of B.Sc.-level and 32% of M.Sc.-level contact hours are delivered by lecturers with international background. A broad range of faculty possess international experience through having lived and worked abroad both in developing and developed countries.

IBS aims to reinforce this international orientation through the content of its programmes, too. This is reflected in the choice of modules in each programme. Regarding the choice of modules, each programme includes skills modules that are aimed at enhancing intercultural competence (e.g. "Organisational Skills" at the BSc and "Skills for Managers" at the MSc programmes) as well as modules with an international focus. IBS sets it as good practice to its lecturers to design curricula with an international outlook. This should include the use of case studies and examples which complement the typical Anglo-Saxon contextual framework of most books e.g. in the fields of management. According to IBS, group work, both in class and as part of the assessment strategy, necessarily builds students intercultural competences as they have to work together with their international peers for a common goal. By virtue of studying in a multinational environment, the students gain according to the self-assessment report international experience which boosts 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. The range of Erasmus partners (64 partner institutions in 18 European countries) has the beneficial effect that it complements the international nature of the student body.

Appraisal:

All programmes:

The programme design appropriately takes into account the required international aspects, with respect to its graduates' employability. This is inter alia due to the internationality of the faculty. The panel appreciates its composition that shows their internationality. The statistical data (shown in the chapter mentioned above) show the high number of international students for each programme. For the panel it is an advantage to have an international student body to further strengthen the international employability skills. The students have the chance to get further input from their own student body.

	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)			X		

1.3 Positioning of the study programmes

All programmes:

Following the self-assessment report and the information given in the interviews during the online conference the three study programmes delivered in English are unique in the domestic (Hungarian) market as they

- lead to a British B.Sc. or M.Sc. degree, awarded by UoB;
- are shorter in duration than the offerings of the local competitors: the bachelor programmes can be completed in 6 semesters instead of the 7 semesters required for Hungarian-accredited programmes in the same field, and the master degrees can be earned in a period of 12 months instead of a period of 20 months required for a Hungarian-accredited programme.

According to IBS the **bachelor programme** has no competitive offering in Hungary on either of the above features. Regarding the **HRM programme** there is no graduate programme in the country that is taught in English and focus on HRM as IBS states. Regarding the **SM programme** there exists one university that does have a Marketing Management graduate programme. According to IBS nor is to be found any comparable offering in the Central East European (CEE) region (including Poland, the Czech Republic, Austria, Slovakia, Romania, Bulgaria and the whole of the former Yugoslavia).

Overall, the level of competitive pressure from local and regional peer institutions is assessed by IBS as ranging from non-existent to low.

Internationally, the programme's 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 the tuition fees are lower than those of comparable provisions in England.

IBS has been focused on delivering high-quality British degree programmes in the Central and Eastern European Countries. According to the self-assessment report IBS has no direct competition in Hungary as a UK-accredited higher education institution. It is focused strongly on its students' employability and professional skills to quickly achieve success on the job market after graduation. IBS has been focusing on equipping its students with the most essential hard and soft skills that are in demand on the job market. Based on the feedback received from both employers and alumni, IBS graduates are perceived as being more ready than graduates of other universities for the everyday office tasks faced by graduates. According to the self-assessment report IBS 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 the 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).

IBS's mission statement is as follows:

IBS is a higher education service provider that creates value for its stakeholders through nourishing an international student body which it supports by developing their core employability skills/ competencies as well as by providing services that facilitate connections and transactions between students and their future employers.

This mission implies the following in terms of focuses and priorities:

- career-minded students of a rich variety in terms of nationality, culture, linguistic skills and social background;
- professional teachers, lecturers and trainers committed to IBS's skills development focus and innovative methodology;
- differentiated curricula that offer compulsory modules based on identified skill lacks and strengths;

- structured and routinised connections between the world of work and the students with built-in incentives and services for both stakeholder groups.

Appraisal:

All programmes:

The learning and living environment at IBS are reasons for students to study at IBS. There are no other programmes offered in Hungary with this profile, where the degree awarding institution is from Great Britain. So this profile and the programmes can compete both on the education and on the job market. The programmes provide students with relevant hard and soft skills and with key qualifications which are essential for a further successful career. The panel appreciates that IBS uses the feedback received from both employers and alumni. Therefore, the positioning of the study programme in the educational market and the job market is plausible to the panel.

The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented. Beside the information given in the self-assessment report the panel also got the information during the interviews that graduates are able to find a profession shortly after graduation. The panel could also get an impression of the students' skills during the interview and is convinced about their employability. The panel appreciates that IBS thought carefully about the graduates' employability when delivering the programmes.

The study programmes are convincingly integrated into its overall strategic concept. This is shown e.g. with the number of students of a variety in terms of nationality, culture, linguistic skills and social background and also with the choice of lecturers.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
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		

2. Admission

All programmes:

All admission criteria are mentioned in the admission regulations. These Regulations apply to students of the 2019-2020 and later curricula of bachelor degree programmes delivered in co-operation with the University of Buckingham. 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.

MAN:

To apply for this programme, applicants must present a general certificate of secondary education or equivalent (admission regulation, point 1. A) (1)). 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.

In addition, applicants must demonstrate appropriate English language skills, either by presenting a language certificate (IELTS 6.0, TOEFL 550, TOEFL computerised 213) or by taking IBS's own English language placement test (SETI).

SM:

Admission to the programme is possible if the applicant is in possession of

- a degree certificate in the area of the specialisation of at least B.A./B.Sc. (or College) level,
or
- a degree certificate of at least B.A./B.Sc. (or College) level plus documented work experience.

This is defined in the admission regulations, point 1. B) (1).

HRM:

An application to the programme is possible if the applicant is in possession of a degree certificate of at least B.A./B.Sc. (or College) level of at least second-class honours (defined in the admission regulations, point 1. B) (1)).

For both master programmes, UoB may accept students under exceptional circumstances 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.

In addition, applicants **for both master programmes** shall take part in a diagnostic written English language test and an orientation interview (over Skype for international students) at an agreed time. Students with the following qualifications are exempt from the diagnostic test:

- IELTS 6.5,
- TOEFL computerised 232, Ibt 90,
- Bachelor level degree obtained at International Business School on a programme where the medium of instruction is English, or
- other equivalent language certificate.

All programmes:

To students who do not meet the expected language requirements for entry, IBS offers a one-year International University Foundation programme, which, in addition to the

improvement of various university study skills, includes thorough linguistic preparation at all levels of English (as appropriate to the student's needs).

The online application system of IBS is called DreamApply. At IBS, all applications must be submitted through this online application management system. The admission process is facilitated and managed by the Centre for Marketing and Admissions.

Admission is dependent on the successful completion of the admission procedure. The quota of students to be admitted to the first year is defined by IBS. The applicant shall fill in the online application form with all relevant annexes. The annexes are the following:

- Copies of the documents defined above, and in case they are not in Hungarian or English, their certified Hungarian or English translation
- a document permitting the verification of identity and citizenship (identity card, passport or other).

In the case of missing data or attachments the Centre for Marketing and Admissions shall remind the applicant to provide the missing data or attachments. If the applicant does not provide these, he or she cannot participate in the application process

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.

All enquiries regarding the programmes are answered with detailed information, irrespective of the communication channel used for the enquiry, including social media channels. According to IBS, the School is prepared to reply promptly on the communication platform of the prospective student's choice. Because information through these channels is provided by in-house staff, the information provided is accurate and complete both with regard to the programmes themselves and the application process. Prospective applicants are offered a personal interview and are contacted several times by admission officers throughout their admission process. Further, IBS travels to locations with a high number of applicants to offer information and training on requirements and the visa process, respectively. IBS also relies on a network of agents, with whom the primary channel of communication is a specialised online portal, created specifically for agent training and quality assurance.

The requirements are publicly available and updated in case of any change on the day of the modification; however, requirements are no longer subject to change after the admissions period commences in order to provide equal treatment to all applicants. Extensive care is given to the clear communication of the admission criteria to prospective students, representatives and relevant faculty and staff.

Appraisal:

All programmes:

The admission criteria mentioned above regarding the **bachelor programme** are fully clear to the panel. They are defined in the admission regulation and ensure that adequate students are admitted for the programme. With the defined admission criteria the panel is sure that the admitted students are able to follow the programme.

Admission to the **master programme SM** is possible if the applicant is in possession of a degree certificate in the area of the specialisation. If there is missing a 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 Credit Points of special knowledge are needed.

The panel recommends therefore the following **condition** for the **master programme SM**:

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

The admission requirements such as the need to proof certain language proficiency ensure that students are able to complete successfully the 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 centres on the IBS website (<https://www.ibs-b.hu/how-to-apply/contact-us>, 2020, December 11th). 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 ensures that qualified students are admitted. 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.

To inform all applicants IBS publishes the admission criteria on its website for each programme (**MAN**: <https://www.ibs-b.hu/programmes/bsc-in-business-management>, **SM**: <https://www.ibs-b.hu/programmes/msc-in-strategic-marketing>, **HRM**: <https://www.ibs-b.hu/programmes/msc-in-strategic-human-resource-management>, all from 2020, December 11th).

Furthermore, there is a link to the homepage of IBS with further information about the programmes (**MAN**: <https://apply.ibsbudapest.com/courses/course/209-bsc-management>, **SM**: <https://apply.ibsbudapest.com/courses/course/245-msc-marketing-management>, **HRM**: <https://apply.ibsbudapest.com/courses/course/239-msc-human-resource-management>, all from 2020, December 11th). For each programme the admission criteria are not identical to the information given from the regulations (see Admission Regulations for Programmes of UoB MAN: A. (1) Conditions of Application/ SM/HRM: B. (1) Conditions of Application). So there is inter alia missing information about the interviews, and for the **master SM** the correct requirements concerning the specialisation area of the first degree and the relevant work experience. Furthermore, the programme names are not identical on the homepage (see the links above) and in the admission regulations. On the homepage the names are as follows: Management for the bachelor programme, Marketing Management and Human Resource Management for the master programmes. The selection procedure for the programmes is not presented on the website.

Therefore the panel recommends the following **condition**:

IBS aligns the information given on its website and the admission criteria in the regulations.

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

3 Contents, structure and didactical concept of the programme

3.1 Contents

MAN:

The following table shows the curriculum of the programme:

Table 4: Curriculum MAN

Semester*	Code	Module	Credits	Seminar
1	ECOB131	Management and Business Context 1	7	4
1	ITLB101	Information and Communication Technology	7	4
1	LAWB101	Legal Environment for Managers	4	2
1	MANB101	Business Ethics	4	2
1	SKIB101	Academic Skills 1	4	2
1	SKIB105	Decision Making Skills	4	2
1	ENGBX1	English 1	0	(0-8)
Totals for semester 1			30	16 (-24)
2	ECOB102	Management and Business Context 2	7	4
2	FINB101	Finance for Managers	7	4
2	ITLB102	Management Information Systems	7	4
2	SKIB109	Academic Skills 2	4	2
2	SKIB108	Presentations	2	1
2	GEOBX	General Education Option	3	2
2	ENGBX2	English 2	0	(0-8)
Totals for semester 2			30	17 (-25)
3	HRMB142	HRM for Managers	7	4
3	MKTB101	Marketing	7	4
3	SKIB125	Employability Skills - Analytical Skills	2	2
3	SKIB122	Employability Skills - Quantitative Skills	2	2
3	SKIB123	Employability Skills - Written Communication	2	2
3	SKIB124	Employability Skills - Oral Communication	2	2
3 (4)	MANBX1	Management Option 1	8	4
Totals for semester 3			30	20
4	ITLB134	Project Management	4	2
4	MANB102	Organisational Behaviour	7	4
4	SKIB121	Employability Skills - IT	2	2
4	SKIB126	Employability Skills - Organisational Skills	2	2
4	STAB101	Quantitative Methods for Managers	7	4
4 (3)	MANBX2	Management Option 2	5	3
4 (3)	CULBX	Culture and Language Option	3	2
Totals for semester 4			30	19
5 (6)	DISB111	Academic Writing Project	15	
5 (6)	BSCBXBU5	Lifelong Learning Option	15	
Totals for semester 5			30	
6 (5)	BPSB101	Business Policy and Strategy	8	4
6 (5)	ITLB106	Operations Management	6	3
6 (5)	MANB106	Entrepreneurship	4	3
6 (5)	MANBX3	Management Option 3-5	4	2
6 (5)	MANBX3	Management Option 3-5	4	2
6 (5)	MANBX3	Management Option 3-5	4	2
Totals for semester 6			30	16
Grand Total			180	

		Specialisation				
		Arts Management	Marketing	HRM and Psychology	Tourism	No specialisation
Management Option 1	ARTB141 Art World	✓				Any one of these four
	MKTB134 Corporate Communications		✓			
	PSYB133 Psychology in Organisations			✓		
	TURB101 Principles and Practices of Tourism				✓	
Management Option 2	ARTB142 Managing an Art Project	✓				Any one of these four
	MKTB132 Marketing Communications		✓			
	HRMB102 Contemporary HRM Tools			✓		
	TURB133 Managing Tourism Functions				✓	
Management Options 3-5 (any three of the applicable modules)	ARTB104 Transcending Visual Culture	✓				✓
	ARTB116 Music and Performing Arts Management	✓				✓
	ARTB118 Contemporary Galleries	✓				✓
	ARTB119 Controversies in the Visual Arts	✓				✓
	ARTB140 Film Industry	✓				✓
	HRMB103 Diversity Management			✓		✓
	ITLB139 Web Strategy		✓			✓
	MANB108 Communication Contexts in Business		✓			✓
	MANB109 Change Management		✓	✓		✓
	MANB112 Consulting in Management					✓
	MANB135 Organisation Development			✓		✓
	MKTB133 Marketing of Services		✓		✓	✓
	PSYB101 Behavioural Economics			✓		✓
	PSYB136 Power and Leadership			✓		✓
	SKIB107 International Negotiations		✓			✓
	TURB108 Museums and Galleries				✓	✓
TURB132 Tourist Resorts and Attractions				✓	✓	
TURB134 Hospitality Management				✓	✓	
TURB135 Strategic Planning in Tourism				✓	✓	

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

The 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 the General Education Option, the Culture and Language Option and programme-specific electives.

During the first year, students are introduced to basic methodological tools and key concepts of management, finance and law. 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 strong interaction between them.

In year two, compulsory modules cover main business functions (“Marketing” and “HRM for Managers”) and specific modules related to the programme: gaining a deeper understanding of how people’s behaviour within companies affect the way organisations work (“Organizational Behaviour”), of the relevant methods of analysing numerical data (“Quantitative Methods for Managers”) and of the methodical preparation and management of larger projects (“Project Management”). In year two students also study six “Employability Skills” modules. Each of these modules is offered at three levels according to student initial capabilities in the relevant skills measured based on a combination of elements of their academic work and achievements during the previous academic year. The level that best fits a student’s personal needs in each module is decided based on this initial in vivo measurement.

In year three, students complete the advanced modules, which include a common general management module on “Business Policy and Strategy”, which synthesises all major concepts and constructs learnt in the previous years’ modules. In addition, two advanced modules, “Operations Management” and “Entrepreneurship”, provide insights into specific management issues.

The “Academic Skills” modules focus on the ability to retrieve, analyse and synthesise written information effectively, while its counterpart, “Presentations”, helps students to become convincing orators for different audiences. The “Information and Communication Technology” and the “Management Information Systems” modules aim to train students in using modern office automation software packages and understand the foundations of business IT solution. Students choosing one of the specialisations have the opportunity to acquire in-depth understanding of a particular area of business:

- Arts: This specialisation puts an emphasis on the application of management concepts in the world of arts and offers modules on music, film, galleries as well as art history, valuation and the art market, and running artistic projects effectively.
- HRM and Business Psychology: HRM and Business Psychology explores the interlinked roles of human agents and structures and processes by connecting the importance of understanding human nature to planning HR systems and processes.
- Marketing: Marketing introduces students to corporate and marketing communication besides offering a choice of marketing services, making use of social media and web presence, and a focus on communication and change projects.
- Tourism: The specialisation in tourism enables students to both learn about tourism functions as a business and how specific tourist businesses are managed.

These specialisations are completed by selecting all together five modules in year two and year three. Students not completing a specialisation can choose according to their interests from all modules of these specialisations. If they don’t choose modules from one specialisation, they graduate without any specialisation.

Year three also includes a semester when students have to complete an “Academic Writing Project” plus a “Lifelong Learning Option”, which may take one of three forms:

- Study Abroad,
- Work Placement or
- a complex management module.

Students going to study abroad for a semester typically study at one of IBS’s Erasmus partner institutions. Work placement, either within or outside of Hungary, gives students the option to experience the world of work first-hand and put their already gained knowledge and skills to use as well as to evaluate the practical validity of their studies. Students completing a placement often write their “Academic Writing Project” on a topic or project encountered at their host organisation. The third option, for students who stay on campus for this semester, is to complete the “Sustainability, CSR and Current Management Issues” module.

The programme is a generalist programme in business and management. The name of the programme is Business Management. The following specialisations are available (dependent on the selected modules): Business Management

- without specialisations;
- with specialisation in Arts;
- with specialisation in Marketing;
- with specialisation in HRM and Business Psychology;
- with specialisation in Tourism.

The qualification awarded at the end of the student's studies is Bachelor of Science.

Teaching at IBS is orientated towards providing a practical and interactive learning experience. This is facilitated by arranging classes solely as small-group seminar workshops, which provide space and time for discussion and hands-on exercises. These often include case studies (e.g. in "Business Strategy"), role plays (e.g. in "Organizational Behaviour"), and simulations (e.g. in "Entrepreneurship"). The invitation of well-established guest speakers and site visits, which are both explicitly supported by IBS, provide a further insight into the practice, and is greatly appreciated by students. Finally, the students have the option to further relate theory and practice during the "Lifelong Learning Option", which allows them to complete a 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. Moving from practice to theory, lecturers at IBS often use an inductive approach to teaching that involves theory-discovery from a practical example, which may be brought by students from their own experience or be a case study. On the flipside, lecturers are asked to make classes as hands-on as possible, to put theory into practice using tasks and exercises.

In addition to the "Lifelong Learning Option" described above, students also study six "Employability Skills" modules:

- Oral Communication,
- Written Communication,
- Quantitative Skills,
- IT Skills,
- Analytical Skills, and
- Organisational Skills.

These modules are part of the framework of IBS's special provision called "UpSkill", and have been developed and are taught based on the sensibility that skills can never be fully learnt and they can always be developed further, no matter the initial level. Therefore, each of these modules is offered at three levels according to student initial capabilities in the relevant skills. The status of these skills before starting the modules is measured based on their academic work and achievements during the previous academic year. The two communication modules, which deal with effective communication and different types of outputs in a strictly business context, and organisational skills, which focuses on teamwork, all contain various forms of group exercises and are all geared towards developing a sensitivity to learn from other cultures.

Students on the programme are required to complete a number of modules that prepare them for interdisciplinary thinking. During their first year, the module "Management and Business Context" allows them to understand economic thinking, apply it to experiences from their own lives, and eventually relate it to managerial decision-making. 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. During the second year, "Organisational Behaviour" brings together psychology, social psychology, and

sociology as well as anthropology and politics with management to widen students' perspectives on organisations.

Furthermore, students can choose from four different specialisations: Arts, Human Resource Management and Business Psychology, Marketing, or Tourism. In these specialisations the management contents are also combined with specialised topics.

At the programme, there is one module in the curriculum that focuses exclusively on ethical questions: "Business Ethics". Apart from this, several other modules include questions around ethics, sustainability, and corporate responsibility. This happens by having a particular class focused on ethical issues (e.g. in "Business Policy and Strategy") or ethics and responsibility as a complementary theme running through the whole module during the semester (as in, e.g. "Organisational Behaviour").

The programme ensures the acquisition of methodological competences and of the ability to do scientific work by including research methodology in the courses. In the third year, students are required to showcase their ability to produce a scientific work for their "Academic Writing Project". Furthermore, during presentations, students learn through practical engagement how to deliver talks effectively to different academic and professional audiences. Students' skills with regards to quantitative reasoning are honed during the "Quantitative Methods for Managers" module.

Because of the British cooperation IBS uses the British grading system including the marking criteria and marking grids. Student performance at IBS is assessed by marked coursework assignments and/or by exams. At the end of the teaching period, a coursework mark is awarded by the seminar leader. If there is an examination in the given module, the weighted average of the coursework and the examination mark (weighted in line with the rules set out in the module specification) will be the final mark for the module. Coursework assessment includes written home assignments (i.e. scientific papers), presentations, tests, and a collation of different shorter tasks called continuous in-class assessment. Out of these, home assignments and presentations can be marked either individually or as a group. Besides coursework, certain modules have traditional 120-minute closed-book exams as assessment.

SM:

The following table shows the curriculum of the programme:

Table 5: Curriculum SM

Semester	Code	Module	Credits	Seminar
1	MKTB302	Consumer Behaviour	7	4
1	MKTB304	Marketing Communication	7	4
1	MKTB305	Marketing Research	6	2
1	SKIB301	Academic Skills	4	4
1	STAB301	Quantitative Methods for Social Sciences	6	2
Totals for semester 1			30	16
2	BPSB301	Business Strategy	7	4
2	MKTB307	Digital Marketing	6	2
2	MKTB308	Contemporary Issues in Marketing	7	4
2	SKIB306	Research Methods for Social Sciences	5	2
2	SKIB305	Skills for Managers	5	2
2	MSCBXM	Marketing Management Option	5	2
Totals for semester 2			35	16
3	DISB301	Dissertation	25	
Totals for semester 3			25	
Grand Total			90	

Marketing Management Options

- MKTB306 Marketing of Services
- MKTB309 Corporate Communications

According to IBS the programme prepares students to develop and strengthen their knowledge of cutting-edge concepts and practical tools used in contemporary organisations. The modules in the curriculum help students

- to gain a deeper ability to understand consumers (“Consumer Behaviour”, “Marketing Research”),
- to communicate with various stakeholders through diverse channels (“Marketing Communication”, “Corporate Communications”, “Digital Marketing”), and
- to be able to respond to the current challenges faced by both marketers and marketing as a profession (“Contemporary Issues in Marketing”).

This is enhanced by the intercultural managerial skills taught and practiced during the “Skills for Managers” module. Students on the programme have a compulsory module called “Digital Marketing”, which is focused on the use of social media and other online communication tools. On top of the marketing-specific knowledge gained, students are required to take the “Business Strategy” module where they work together with students from other master’s programmes. This module helps them to situate their knowledge and approach, pit it during group work against students approaching the same decisions to be made from a financial or human resources standpoint, and try their hand at managing a global firm in teams through an online simulation. According to IBS this exercise makes students understand both the internal and external marketing environments of a multinational corporation. In addition, in their “dissertation”, students are expected to critically appraise

current techniques, theories and practices of marketing. Students learn how marketing can make an organisation successful. This takes place during their compulsory programme-specific modules like “Marketing Research”, “Marketing Communication”, and “Digital Marketing”. In addition, the simulation played during the capstone “Business Strategy” module makes student teams compete against each other in the virtual world. This 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. It 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. For their dissertations, students must rely on primary research and understand the implications of their research-related choices in the context of the broader social sciences.

In particular, lecturers on the programme often require students to engage with the world outside the classroom, even if they do not work, by setting tasks that effectively require students to investigate practical issues. Thus, during the “Marketing Research” module students have to visit a nearby shopping centre and conduct an actual piece of research. “Digital Marketing” actually requires them to create a website keeping in mind the theoretical discussions around search engine optimisation, etc.

Students on all master programmes are required to take the “Quantitative Methods for Social Sciences” module. During the module, and also in preparation for doing the research and analysis for their dissertations, students learn about data types, descriptive statistics, probabilities and distributions.

According to the self-assessment report understanding the role of ethics in marketing and being able to make ethical decisions is a key competence and qualification objective for the programme. During the programme students are going to be equipped with the knowledge of how Corporate Social Responsibility, responsible and ethical marketing can add value to profitable business strategies. This ethos reverberates across the curriculum with ethical components, case studies, examples and broader discussions around the ethics of marketing embedded into each module. The question if marketing, which is traditionally aimed at increasing consumerist behaviour, can be ethical at all, is raised during the first weeks of the programme and it carries through to the end where current concerns around big data and privacy are discussed.

At the master level, 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 dissertations. 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.

The programme is a generalist programme in business and management, with a focus on marketing management. The name of the programme is Strategic Marketing Management. The qualification awarded is Master of Science.

Because of the British cooperation IBS uses the British grading system including these marking criteria and marking grids. Student performance at IBS is assessed by marked coursework assignments and/or by exams. At the end of the teaching period, a coursework mark is awarded by the seminar leader. If there is an examination in the given module, the weighted average of the coursework and the examination mark (weighted in line with the rules set out in the module specification) will be the final mark for the module. Coursework assessment includes written home assignments (i.e. scientific papers), presentations, tests, and a collation of different shorter tasks called continuous in-class assessment. Out of these, home assignments and presentations can be marked either individually or as a group. Besides coursework, certain modules have traditional 120-minute closed-book exams as assessment.

HRM:

The following table shows the curriculum of the programme:

Table 6: Curriculum HRM

Semester	Code	Module	Credits	Seminar
1	ECOB302	Principles and Practices of Global Business	7	4
1	HRMB303	Planning HR Management	7	4
1	HRMB311	Leading and Managing People	6	2
1	SKIB301	Academic Skills	4	4
1	STAB301	Quantitative Methods for Social Sciences	6	2
Totals for semester 1			30	16
2	BPSB301	Business Strategy	7	4
2	HRMB304	Performance Appraisal and Management	7	4
2	HRMB312	MSc Employee Career-Path Management	6	2
2	SKIB306	Research Methods for Social Sciences	5	2
2	SKIB305	Skills for Managers	5	2
2	MSCBXHR	Human Resource Management Option	5	2
Totals for semester 2			35	16
3	DISB301	Dissertation	25	
Totals for semester 3			25	
Grand Totals			90	

Human Resource Management Options

- HRMB305 Corporate Social Responsibility
- HRMB306 Coaching

The programme introduces students to concepts and practical tools used for managing human resources in contemporary organisations. By the end of the programme, student will be able to devise a coherent HR system for the organisational employee life-cycle (e.g. with the modules “Planning HR Management”, “Performance Appraisal and Management”). They will also know tools for effective leadership and people management (“Leading and Managing People”, “Skills for Managers”). At the master level, many of the students work and thus bring in a broad range of practical experiences to the classroom that lecturers can build on when discussing theories. Management practice, with an explicit focus on intercultural team management skills, is put into practice during the compulsory “Skills for Managers” module. In particular, lecturers on the programme often require students to engage with the

world outside the classroom, even if they do not work, by setting tasks that effectively require students to investigate practical issues.

Students are sensitised to how HRM can make an organisation successful during their compulsory programme-specific modules. They get further input how to plan attractive HR systems (“Planning HR Management”, “Employee Career-Path Management”, “Performance Appraisal and Management”), to have or to be outstanding leaders (“Leading and Managing People”), and to practice responsibility towards various social groups (“Corporate Social Responsibility”).

In addition, the simulation played during the capstone “Business Strategy” module makes student teams compete against each other in the virtual world. The programme has traditionally involved site visits to the local headquarters of international corporations working in Hungary. It has also enabled students to put the theories learnt into use during a simulation game used for the planning of human resource needs or to critique different approaches to appraisal and construct various solutions to particular problems using case studies.

In addition to the above, students engage with e.g. social psychology. This strengthens their interdisciplinary thinking. They also have to be able to apply considerations in sociological systems thinking to organisations as they consider employee career-paths and systems of performance management. These areas of interdisciplinary studies are effectively transformed into working practices that prepare IBS students for interdisciplinary work environments.

Ethical issues around performance review, hiring, promotion and various other areas of HR, are discussed during the relevant modules on these topics. Explicitly, the whole module “Corporate Social Responsibility” is dedicated to develop an ability to consider all stakeholders during decision-making and to develop measures and programmes that ensure a more ethical operation of organisations. Understanding the role of ethics in HR and being able to make ethical decisions is a key competence and qualification objective for the programme. According to IBS it is of fundamental importance that students who will be employed in the field of HRM, an area that provides service to the whole organisation at different levels, do not simply understand what ethical decision-making entails but are also able to drive forward such behaviour at their workplace.

Professional issues, focusing on interpersonal communication, are dealt with during almost all programme-specific modules as they may arise during “Leading and Managing People”, “Performance Appraisal and Management”, “Employee Career-Path Management”, and “Coaching”.

Students on all master programmes are required to take the “Quantitative Methods for Social Sciences” module. During the module, and also in preparation for doing the research and analysis for their dissertations if they choose quantitative methods, students learn about data types, descriptive statistics, probabilities and distributions.

At the master level, 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 dissertations. 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 marketing or HR

The programme is a generalist programme in business and management, with a focus on HRM. The name of the programme is Strategic Human Resource Management. The qualification awarded is Master of Science.

Because of the British cooperation IBS uses the British grading system including these marking criteria and marking grids. Student performance at IBS is assessed by marked coursework assignments and/or by exams. At the end of the teaching period, a coursework mark is awarded by the seminar leader. If there is an examination in the given module, the weighted average of the coursework and the examination mark (weighted in line with the rules set out in the module specification) will be the final mark for the module. Coursework assessment includes written home assignments (i.e. scientific papers), presentations, tests, and a collation of different shorter tasks called continuous in-class assessment. Out of these, home assignments and presentations can be marked either individually or as a group. Besides coursework, certain modules have traditional 120-minute closed-book exams as assessment.

Appraisal:

All programmes:

The curriculum of the programmes adequately reflects the qualification objectives of the study programmes. In the view of the panel the contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes. This can be seen in the learning outcomes of the module descriptions, which all have bachelor level and master level, respectively. Elective courses enable students to acquire additional competences and skills according to their individual interests.

MAN:

Due to the contents and the learning outcomes of the programme, the programme description "Business Management" and the awarded degree "Bachelor of Science" are reasonable.

SM:

For **Strategic Marketing Management** the contents of the master programme take into account the students' prior professional experience and refer to it (for further information about the prior work experience of the **Strategic Marketing Management** programme see chapter 2 admission criteria).

SM/HRM:

Overall, the curriculum of the programmes reflects the appropriate qualification objectives defined. However, they focus more on Marketing and Management, and HRM, respectively. For the two master programmes the panel misses contents in the curricula related to "strategic". So the programme name implies that there is more content related to "strategic" than there is in the curricula. One option could be to show in the module descriptions, where this content can be found in the existing modules. IBS also could integrate a module related to strategic topics; e.g. related to decision making. Another example could be to change a module like "Marketing Communication" into "Strategic Marketing Communication" and therefore also adapt the contents in the module description.

Another option could be to change the programme title (e.g. drop the management in the title and leave the curricula like it is). The panel therefore recommends the following **condition for both master programmes:**

IBS aligns the title and the curriculum of the programme.

All programmes:

Theory and practice are sufficiently combined throughout the curriculum. Theoretical questions are geared towards application fields to promote the students' employability (e.g. "Entrepreneurship" (**MAN**) or "Business Strategy" (**HRM/SM**)). Many lecturers bring their business skills with knowledge of recent developments into the programme and link the practical application to the theories discussed in the courses. This is facilitated by arranging classes solely as small-group seminar workshops, which provide space and time for discussion and hands-on exercises.

In its subjects the programmes are interdisciplinary and thus promote interdisciplinary thinking. Especially the skills modules in the bachelor programme (e.g. "Presentations", "Analytical Skills", and "Organisational Skills") prepare students to readily apply their knowledge from different fields in a workplace context. The panel appreciates that in both master programmes students are required to take the module "Business Strategy" where they work together with students from other master's programmes. Because the students come from other programmes and have other background, their interdisciplinary thinking is further strengthened.

Ethical aspects are an important aspect for IBS, who wants to take into consideration the sensitivity of the issue of ethics. The panel appreciates that this content is contained in courses explicitly and thus part of the curriculum. Ethical implications are appropriately communicated (e.g. for **MAN** in the module "Business Ethics" or for **HRM** in the module "Corporate Social Responsibility").

The panel acknowledges that methodological competences and scientific practice are thoroughly trained so that students acquire methodological competences and are enabled to do scientific work on the required level. The panel appreciates for both master programmes the module "Research Methods for Social Sciences", which further strengthens students' ability to work adequately and scientifically at the master's level. Furthermore, it helps the students more to prepare their selves for writing the dissertation in the last semester.

The level of performance in examinations and the dissertations are aligned with the learning outcomes of the courses in terms of form and content. The requirements are in line with the level necessary to attain the desired qualification level.

The panel did not find the information about the time required for processing the "Academic Writing Project" (**MAN**) respective the "dissertation" (**SM/HRM**). 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 programme and the "dissertation" for both master programmes, respectively.

The panel could also get an impression of the range of used assessment methods. It is of the opinion that the assessment methods are appropriate for the defined learning outcomes mentioned in the module descriptions. Furthermore, they are module-related and competence-oriented. But the chosen range is not that wide as it could be in the programmes. Therefore, the panel would like to encourage IBS to broaden this range and use more different methods e.g. individual presentations. It recommends for all programmes to use more various assessment methods in the modules.

The panel sees that in the modules of the bachelor specialisation Tourism the students have to write a lot of essays. Related to the defined learning outcomes, the panel can follow IBS' choice of assessment methods. Nevertheless, it encourages IBS to keep an eye on the choice of the assessment form.

The students prove, especially in the “Academic Writing Project” in the bachelor and in their “dissertation” in the two master programmes, their ability to do scientific work and the achievement of the study programme’s qualification objectives.

Because of the British cooperation IBS works with the British grading system. This includes British marking criteria and British marking grids. This leads to a grading where the whole range of grading is not used. Students with very good results in their assessments get as a best mark about 80/85 % instead of the full percentage. As a consequence this grading system deforms the average results of every student. On the first sight the results look not as good as they are. Hence, it can make it harder for students to get admitted to further studies in master programmes or to get job offers. Therefore the panel recommends IBS to rethink this marking system.

	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)			X		
3.1.2* Rationale for degree and programme name (Asterisk Criterion)			MAN	SM/HRM: condition	
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)				MAN/HRM/SM: condition	

3.2 Structure

Projected study time	MAN: six semesters SM/HRM: three semesters
Number of Credit Points (CP)	MAN: 180 SM/HRM: 90
Workload per CP	25
Number of modules	MAN: 33 SM/HRM: 12
Time required for processing the final thesis and awarded CP	MAN: 15 CP SM/HRM: 25 CP
Number of contact hours	MAN: 88 x 12 weeks = 1056 hours SM/HRM: 32 x 12 weeks = 384 hours

All programmes:

The Study and Exam regulations of all the academic programmes, as well as other regulations, are made public via the Institution’s internet website (<https://www.ibs-b.hu/about-ibs/regulations>, 2021, January 19th). 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.

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. Furthermore, IBS provides its graduates with diploma supplements.

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 for the bachelor programme, the standard curriculum recommends 30 CP for students to complete. For both master programmes there is a workload from 35 CP in the second semester. There is also the offer for the students to finish the master programmes in one year.

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 one 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).

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” (https://www.ibs-b.hu/data/downloads/2018/05/09/IBS_Equality_Diversity_and_Inclusion_Policy-20180509.pdf, 2020 December 11th) is publicly available on the Institution’s website. 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” (https://www.ibs-b.hu/data/downloads/2019/07/11/Bullying_Harassment_Victimisation_and_Discrimination_Complaints_Procedure.pdf, 2020, December 11th) available on the same page.

The regulations for students with disabilities called “Provisions for Disabled Students” are available on the same webpage (<https://www.ibs-b.hu/about-ibs/regulations>, 2020, December 12th). 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:

All programmes:

The programme structure of all programmes supports the smooth implementation of the curriculum and helps 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.

MAN:

Students study six “Employability Skills” modules. Each of these modules is offered at three levels according to student initial capabilities in the relevant skills. The status of these skills before starting the modules is measured based on their academic work and achievements during the previous academic year. The module descriptions don’t give information about the levels or how these levels are measured. Therefore, the panel recommends the following **condition** for the **bachelor programme**:

IBS completes the information in the “Employability Skills” modules about the levels and how the achievements of the students are measured.

There are binding study and exam regulations for programmes validated by UoB (“Student Handbooks”) 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. Furthermore, IBS provides its graduates with diploma supplements.

The panel could also talk to different stakeholders regarding the feasibility of each programme. The feasibility of the **bachelor 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. The programme is designed in such a way that it can be completed within the standard period of study. This was also the panels' conclusion after the interview with the students during the digital conference. They spoke of an ambitious programme, but one that could certainly be handled. To know the feasibility for certain, IBS should also evaluate the workload in the module evaluation. The survey doesn't include a question concerning a question if the workload is adequate. The panel recommends that the workload should also be regularly reviewed in evaluations by students at module level (see Appraisal in Chapter 5). The regular version of the **master** programmes appears as a doable workload in 20 months.

But for the master programmes there is the possibility to finish the programme in one year. The workload consists of 90 CP in one year. Without any week for leisure time, this would be a workload up to 43 hours. Taking into account that one semester has 12 weeks and the students have some leisure time, the workload rises up to even more hours each week. During the interviews IBS stakeholder told the panel that the workload is hard but it is always doable. Even the students confirmed that the workload is feasible. Taking into account the given facts in the ECTS Users' Guide that 60 CP correspond to a full-time-equivalent academic year, the workload is not feasible (https://ec.europa.eu/education/ects/users-guide/docs/ects-users-guide_en.pdf, page 25, 2020, December 16th).

There is a discrepancy between the planned workload of 90 CP in one year and the information given by the IBS interview partner during the interviews. This seems not coherent for the panel, because the formal sight of the feasibility appears too high. Moreover, IBS recommends a workload from 35 CP in the second semester for both master programmes. During the interviews IBS informed the panel that this offer is due to marketing reasons. There is a target group that is interested in studying as fast as possible and wants to have the time studying very short. But for the panel the workload is even too high for applicants that know about this even when there is the possibility to finish the programme in a larger time. Furthermore, IBS doesn't review the workload in the module evaluations so that there is no formal possibility to get information if the workload is suitable for each module and the whole curriculum of the master programmes. Moreover, looking at the missing information about the time required for writing the dissertation the panel also can't get a final insight about the feasibility of the final project in these programmes (see chapter 3.1.7 content).

The panel recommends the following **condition**:

IBS ensures the feasibility of the master programmes regarding the workload.

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*			SM/HRM	MAN: Condition	
3.2.2*			X		
3.2.3*			MAN	SM/HRM: Condition	
3.2.4	Equality of opportunity			X	

3.3 Didactical concept

All programmes:

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.

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 IBS 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. 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.

SM:

Most of the lecturers on the programme have either worked for decades in marketing before turning to academia or still currently work in the profession. Further, a dedicated module on Contemporary Issues in Marketing specifically focuses on the latest concepts in the field.

HRM:

All modules taught on the programme combine tried and tested methods with more adventurous latest tools. Many of the lecturers on the programme have either worked in HRM before turning to academia, consulted organisations, or still currently work in the profession.

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 master 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:

All programmes:

The didactical approaches, methods and tools are convincingly oriented towards the intended learning outcomes of the programmes. They are described, plausible, and oriented towards the programme objectives. The variation allows the use of different teaching and learning methods, such as case studies, simulations and business projects. This promotes the theoretical knowledge as well as the application skills of the students. The teaching and learning concept encourages the students to participate actively in the courses for example by group projects.

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.

The participation of guest lecturers in the programme is planned in some modules.

The panel highly appreciates that guest lecturers are regularly invited to IBS. The number of guest lecturers that come to IBS is above average. Their contribution forms an integral part of the study programme's didactical concept. They bring special experience to the teaching, either from practice or in an intercultural context. They come from companies, the industry and from other Higher Education Institutions abroad. For the panel the guest lectures contribute to the students' qualification process with their special 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)			X		
3.3.2*	Course materials (Asterisk Criterion)			X		
3.3.3	Guest lecturers		X			
3.3.4	Lecturing tutors					X

3.4 Internationality

The programme specification, the document describing the various learning goals of the **bachelor** programme states that one of its second aims is "to develop international managers, skilled in interpersonal communications and cross-cultural capability, and equipped with up-to-date knowledge on management" (see also chapter 1.1 Objectives of the study programme). As a specific goal, the document lists the objective of developing the knowledge and understanding of IBS students in the field of "cross-cultural issues essential for managing organisations successfully in a dynamic global business environment", while in the Practical Skills field, the goal of enabling graduates to "working efficiently alone or in teams in a multicultural environment" is mentioned.

One of the main aims of both the **master programmes SM and HRM** is to "develop international managers, skilled in interpersonal and cross-cultural communications, and equipped with up-to-date knowledge on [...] management".

According to 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. 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.

Furthermore, for all programmes English is the medium of instruction. Course materials, tests and all general communication during the teaching and learning process take place exclusively in English.

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 five 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 tutors 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.

Appraisal:

All programmes:

International contents are part of each curriculum. The international focus of the programmes is defined in the aims of each programme. The panel can see that there are some international topics in the curricula of the three programmes. This is shown in some concrete modules (e.g. "Organisational Skills" at the B.Sc. and "Skills for Managers" at the M.Sc. programmes) as well as implicit in other modules. Students are thus prepared for the challenges in an international working environment. But nevertheless, the panel thinks that some of the modules could improve their international contents to extend their international standing even more. Therefore, the panel recommends to intensify the international contents in concrete modules in all programmes in order to show more clearly the international aspects of the programmes.

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. This makes a significant proportion of the students coming from various language areas and cultural backgrounds. Discussions in the classroom and group work constantly reflect international aspects. They learn to deal with different cultures and different horizons of experience in their everyday study life.

The international composition of the faculty consists of lecturers from different countries and with academic and professional experience gained abroad. This promotes the international outlook of the programmes. Compared with other institutions this composition is above average.

Through the exclusive use of courses, literature and course materials in English, students are 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.

	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)		X		
3.4.2	Internationality of the student body		X		
3.4.3	Internationality of faculty		X		
3.4.4	Foreign language contents		X		

3.5 Multidisciplinary competences and skills (Asterisk Criterion)

All programmes:

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.

In addition, there is a large number of specific modules in the **bachelor** programme that focus on transferable skills development, like the Employability modules (e.g. communication focussed "Presentation and Academic Skills" module).

Beyond this, IBS incorporated the development of specific communication skills and collaboration/teamwork skills in the **master** curricula through various modules focused principally on these key transferable skills: "Skills for Managers" deals with team management, communication and leadership, "Business Strategy" addresses among others the topics of organisational relations, leadership and communication. Additionally, in some of the modules, students are required to deliver individual or group presentations, various other forms of group assignments to enhance their communication, conflict resolution and collaboration skills.

Appraisal:

All programmes:

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

		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)

All programmes:

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. 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.

IBS has launched a 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 **bachelor** studies IBS determines students' initial ability to perform in six critical skills for employment: Written Communication, Oral Communication, IT, Analytical, Quantitative and Organisational skills (for further information about these modules see chapter 3.1 contents). 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 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, we 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.

Appraisal:

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. During the interviews, the panel was able to convince itself through interview with the alumni that the graduates of the programmes will find a job after graduation. According to the panel, the employability is ensured by the contents integrated in each curriculum. Furthermore, the panel highly appreciates the UpSkill programme in the **bachelor** programme.

		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

All programmes:

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 **bachelor** programme, out of the 3,702 contact hours taught during the semesters 2018-19/2 and 2019-20/1, 1,079 hours were delivered by full-time faculty (29.15% of all classes). Similarly, on the **HRM** programme, 206 hours were delivered by full-time faculty out of the 372 altogether (55.38%). Finally, on the **SM** programme, out of the 584 hours, 230 were taught by full-time faculty members (39.38%). The approximately 44-70% of part-time faculty on each one of these programmes ensures that there is a strong link to professional practice and practical knowledge.

	2016/17	2017/18	2018/19
No. of full-time (FT) faculty	49	37	35
out of which with PhD or equivalent	25 (51.02%)	21 (56.75%)	20 (55.56%)
No. of part-time (PT) faculty	86	79	96
FTE no. of PT tutors	42	41	42
out of which with PhD or equivalent	6 (14.29%)	6 (14.63%)	6 (14.29%)
No. of students/FT faculty	25.7	30.90	34.0
No. of students/total FT+PT (FTE) faculty	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 the "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 IBS. 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 (Small and Medium Enterprises) 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 tutors 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 process. Finally, students going on the compulsory work placement during the last semester of their **bachelor** studies can also benefit from having an IBS faculty member act as an academic guide at IBS during their internship.

Appraisal:

All programmes:

The structure and number of teaching staff correspond with the programme requirements. IBS verifies the qualifications of the faculty members by means of an established procedure. During the interviews, it could be confirmed that further qualification measures are offered to the faculty members. A list of all involved lecturers shows the availability of the required capacity to implement the programmes. According to the CVs the academic ability and the practical experience of the teaching staff is in line with the requirements of the programme for teaching. The practical knowledge of the teaching staff corresponds to the profile of the study programmes. In order to further strengthen the scientific practice in the further development of the programmes, the panel **recommends** increasing the number of academic teaching staff with research experience. The staff's pedagogical/didactical qualifications are in line with their tasks and have been verified. Besides, a high number of lecturers have long-year experience in teaching.

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 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 programmes take place regularly. During the interviews, the panel was also able to convince itself that an active interaction between faculty members is lived. Projects and courses are conducted cooperatively.

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 digital assessment, 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

All programmes:

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:

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

All programmes:

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. 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 62 – the list of IBS' partner institutions is provided on the IBS' website (Cf. https://www.ibs-b.hu/how-to-apply/erasmus_2020_December_15th). 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 **bachelor programme**, which allocates time 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.

IBS's lecturers 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 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:

All programmes:

Cooperation with HEIs and other academic institutions and networks with effects on the programme are actively pursued. 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 the interviews with a representative of the University of Buckingham and representatives of IBS. The duties and responsibilities of both sides have been plausibly explained.

Furthermore, IBS uses its network of companies and industry to invite guest lecturers, which benefits students by providing insights into practice. By means of specific measures they contribute to the development of qualifications and skills. During the interviews, the panel was able to convince itself, that IBS has a 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

All programmes:

In its self-evaluation report, IBS states that the school has 31 teaching rooms in Budapest. 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 eight 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 four computer labs (three with 24 and one with 16 student workstations). The size of the seminar rooms is around two 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. 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:

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. The rooms are properly equipped for disabled students and give them barrier-free access. A sufficient number of group rooms is available. 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. There are also enough library workstations available for the students.

The panel formed the view that the library does not provide the needed literature. Looking at the module descriptions the mentioned literature is partly an older version (see chapter 3.2 structure for further information). Furthermore, it is not clear to the panel how the students exactly get access to digital literature. Referring to the students the access doesn't run in a clean manner. Especially during this pandemic the access to the literature and journals as well as to digital media (e.g. electronic media, databases) has to be ensured for the students. Therefore the panel recommends the following **condition**:

IBS ensures a proper access to up-to-date literature (in the library and digitally).

		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)				Condition	

4.4 Additional services

All programmes:

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 (<https://www.ibs-b.hu/career/placements-and-jobs>, 2020 December 16th) 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.iagora.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 IBS 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 (<https://www.ibs-b.hu/career/meet-ibs-alumni>, 2020 December 16th).

Appraisal:

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' 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' 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.
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4.5 Additional services

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

4.6 Financing of the study programme (Asterisk Criterion)

All programmes:

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 programmes under review will be able to complete their studies even if recruitment for the programmes were discontinued at some point for reasons of change of policy or visa 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 programmes 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:

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, 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 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

All programmes:

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 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" check 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 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:

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 UoB. There are quality assurance instruments in a broader sense such as a validation procedure every five 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, 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.

Each programme is described on the internet. The documentation is accessible for interested parties on the website of IBS (Cf. <https://www.ibs-b.hu>). Network communication, especially with IBS's business partners is actively maintained.

		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)				condition	
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 programmes:

Bachelor of Science (Hons.) in Business Management

Master of Science in Strategic Marketing Management

Master of Science in Strategic Human Resource Management

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1	Objectives					
1.1*	Objectives of the study programme (Asterisk Criterion)			X		
1.2*	International orientation of the study programme design (Asterisk Criterion)			X		
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		
2	Admission					
2.1*	Admission requirements (Asterisk Criterion)			MAN/HRM	SM: condition	
2.2	Counselling for prospective students			X		
2.3*	Selection procedure (if relevant)				X	
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)				Condition	
3.	Contents, structure and didactical concept					
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)			X		
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			MAN	SM/ HRM: condition	
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)				Condition	

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
	Criterion)					
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			SM/ HRM	MAN: condition	
3.2.2*	Study and exam regulations (Asterisk Criterion)			X		
3.2.3*	Feasibility of study workload (Asterisk Criterion)			MAN	SM/HRM: condition	
3.2.4	Equality of opportunity			X		
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)			X		
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)			X		
3.4.2	Internationality of the student body		X			
3.4.3	Internationality of faculty		X			
3.4.4	Foreign language contents		X			
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			X		
3.6*	Skills for employment / Employability (Asterisk Criterion)		X			
4.	Academic environment and framework conditions					
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					
4.2.1*	Programme Director (Asterisk Criterion)			X		
4.2.2	Process organisation and administrative support for students and faculty			X		

		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					
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)				Condition	
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		
5	Quality assurance and documentation					
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)				Condition	
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		