

**FOUNDATION FOR INTERNATIONAL
BUSINESS ADMINISTRATION ACCREDITATION**

FIBAA – BERLINER FREIHEIT 20-24 – D-53111 BONN

Assessment Report

Higher Education Institution:

International Business School, Hungary

Bachelor/Master programmes:

BSc in Business Management

BSc in Corporate Finance

MSc in IT for Business Data Analytics

MBA in Strategic Data-Driven Management

Degree awarding institution (if relevant):

International Business School, Hungary

University of Buckingham, United Kingdom

Qualification awarded on completion:

BSc in Business Management: Bachelor of Science

BSc in Corporate Finance: Bachelor of Science

MSc in IT for Business Data Analytics: Master of Science

MBA in Strategic Data-Driven Management: Master of Business Administration

Decision of the FIBAA Accreditation and Certification Committee

21st Meeting on March 27, 2026

PROGRAMME ACCREDITATION

| | |
|--------------------------------------|--|
| Project Number: | 25/027 Cluster 1 |
| Higher Education Institution: | International Business School |
| Location: | Budapest, Hungary |
| Study programme: | BSc in Business Management: Bachelor of Science BSc in Corporate Finance: Bachelor of Science MSc in IT for Business Data Analytics: Master of Science MBA in Strategic Data-Driven Management: Master of Business Administration |
| Type of accreditation: | BSc in Business Management, BSc in Corporate Finance, MBA in Strategic Data-Driven Management: re-accreditation MSc in IT for Business Data Analytics: Master of Science: initial accreditation |

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

Accreditation

According to § 7 (6) in conjunction with § 9 (1) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from 1 March 2025, the study programmes are (re-)accredited.

Period of Accreditation for BSc in Business Management, BSc in Corporate Finance, MBA in Strategic Data-Driven Management: Master of Science: March 27, 2026, to March 26, 2033.

Period of Accreditation for MSc in IT for Business Data Analytics: March 27, 2026, to March 26, 2031.

The FIBAA Quality Seal is awarded.

This decision will be published in accordance with FIBAA's publication policy. The accreditation applies to the programme as described in the documentation submitted; any substantive changes require prior notification.

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For Bachelor Programmes

The BSc in Business Management and BSc in Corporate Finance offered by International Business School, Budapest (IBS) fulfil, with a few exceptions, the FIBAA quality requirements for Bachelor programmes and can be re-accredited by the Foundation for International Business Administration Accreditation (FIBAA) for a period of seven years, starting on March 27, 2026, and ending on March 26, 2033. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in the version applicable at the time of the opening of the procedure, and the principles of the Bologna Declaration.

For Master Programmes

The MSc in IT for Business Data Analytics offered by International Business School, Budapest (IBS) fulfils, with a few exceptions, the FIBAA quality requirements for Master programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for a period of five years, starting on March 27, 2026, and ending on March 26, 2031. The programme is in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in the version applicable at the time of the opening of the procedure, and the principles of the Bologna Declaration.

For MBA Programmes

The MBA in Strategic Data-Driven Management offered by International Business School, Budapest (IBS) fulfils, with a few exceptions, the FIBAA quality requirements for Master programmes and can be re-accredited by the Foundation for International Business Administration Accreditation (FIBAA) for a period of seven years, starting on March 27, 2026, and ending on March 26, 2033. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in the version applicable at the time of the opening of the procedure, and the principles of the Bologna Declaration. This includes fulfilling the requirements set by the EQUAL MBA Guidelines.

Procedure

An agreement for the re-accreditation of the BSc in Business Management, BSc in Corporate Finance, MSc in IT for Business Data Analytics as well as the initial accreditation of the MBA in Strategic Data-Driven Management was concluded between FIBAA and International Business School on April 8, 2025. On July 1, 2025, the HEI submitted a self-evaluation report, which included a detailed description of the programme and additional documents to demonstrate that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel¹, which was approved by the HEI. The panel consisted of:

Prof. Dr. Reinhard Bachmann

School of Oriental and African Studies University of London, United Kingdom
Professor of International Management

Assoc. Prof. Dr. Gergely Kováts

Corvinus University of Budapest, Hungary
Ass. Professor, Managing Director of the Centre for International Higher Education Studies
(Country Expert)

Dr. Julian Rossing

Capgemini Invent Germany
Director at Capgemini Invent, Certified Lead Auditor for ISO 22301
Business Administration Specialisations in Marketing, Management, Strategy Development,
Supply Chain/Logistics, Real Estate
(Professional Practice)

Prof. Dr. Thomas Schempf

SRH Distance Learning University Riedlingen, Germany
Professor of Business Administration, specialising in Finance

Felix Alexander Schmitt

Julius-Maximilians-University Würzburg, Germany
Student Business Informatics (B.Sc.) (Data Analysis, Software technics, Data Bases, AI)
Student Economics (B.Sc.)
(Student Representative)

Prof. Dr. Ulf Timm

Lübeck University of Applied Sciences, Germany
Professor of General Business Administration / Business Informatics

FIBAA project manager:
Marie Bielke

¹ The panel is presented in alphabetical order.

Accreditation Data at a Glance

| | |
|---|---|
| Mode of the site visit | at the HEI's premises in Budapest, Hungary At the end of the visit, the panel provided brief feedback on its first impressions to representatives of IBS. |
| Date of the site visit | November 19 to 20, 2025 |
| Previous accreditation period | BMAN, BFIN, MBADDA: February 26, 2021, to end of the Autumn semester 2026 by FIBAA. |
| Groups interviewed | Management (CEO, Rector, Pro-Rectors) Programme Management Lecturers Students and Graduates Administrative Staff Representatives of University of Buckingham |
| Facilities and equipment inspected <i>(optional, if relevant)</i> | Class and Seminar Rooms Students' Lounge Library |
| Date Report Delivered to HEI for Statement | February 23, 2026. |
| Date of HEI Statement | February 25, 2026. |

General Information on the Study Programme

General Information

Type of study programme:

BMAN, BFIN: Bachelor programmes

MIBDA, MBADDM: Master programmes

Name of the study programme:

BSc in Business Management

BSc in Corporate Finance

MSc in IT for Business Data Analytics

*MBA in Strategic Data-Driven
Management*

Degree title awarded (in original language and English translation):

BMAN, BFIN: Bachelor of Science

MIBDA: Master of Science

*MBADDM: Master of Business
Administration*

Projected study time:

BMAN, BFIN: 6 semesters

MIBDA, MBADDM: 3 semesters

Number of ECTS credits & national credits assigned to the study programme

BMAN, BFIN: 180 ECTS

MIBDA, MBADDM: 90 ECTS

Type of accreditation:

BMAN, BFIN, MBADDM: Re-accreditation

MIBDA: Initial accreditation

Mode of study:

Full-time

Methodological approach:

*Study programmes with obligatory class
attendance*

Language of instruction (if more than one, please provide percentages of their usage in the courses/modules):

English

Double/Joint Degree programme:

yes

Implementation

Dates and Scope

Initial start of the programme:

BMAN: 2012

BFIN: 2012

MIBDA: 2021

MBADDM: 2021

Programme cycle starts in:

BMAN, BFIN: September

MIBDA, MBADDA: September, February

Scope (planned number of parallel classes) and enrolment capacity

BMAN: 11 classes with 24 students

BFIN: 2 classes with 24 students

MIBDA: 2 classes with 24 students

MBADDM: 1 class with 24 students

Summary

Brief description of the study programmes:

Bachelor of Science in Business Management (BMAN)

The study programme is one of IBS's bachelor programmes validated by the University of Buckingham, which leads to a double degree issued by IBS and the University of Buckingham. 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 in employability skills considered most relevant and important by potential future employers. Additionally, students can specialise in one of six sub-fields: AI and Data Analytics, Arts Management, Diplomacy and International Relations, Human Resources Management and Business Psychology, Marketing, or Tourism. The programme is delivered completely in English.

Bachelor of Science in Corporate Finance (BFIN)

The study programme is one of IBS's bachelor programmes validated by the University of Buckingham, which leads to a degree issued by IBS and the University of Buckingham. Students of this programme receive knowledge and skills in the areas of finance and accounting that aims to provide a broad foundation in introductory knowledge in the key areas of accounting, finance, and management. Additionally, students are provided with employability skills that are relevant and important for potential future employers. The programme is delivered completely in English.

Master of Science in IT for Business Data Analytics (MIBDA)

The study programme is a postgraduate programme that sits at the intersection of business, IT, and data analytics. The programme is validated by the University of Buckingham, which leads to a double degree issued by IBS and the University of Buckingham. Designed for students from a range of academic backgrounds, the programme focuses on developing key digital competencies, including data visualisation, business intelligence, and database management, within a business problem solving framework. The programme is delivered completely in English.

Master of Business Administration in Strategic Data-Driven Management (MBADDM)

The MBA is a transformative programme designed for career development of young professionals who possess three to five years of business experience validated by the University of Buckingham, which leads to a double degree issued by IBS and the University of Buckingham. The programme focuses on a broad range of corporate management skills that are essential in all management roles in international and innovative organisations, and places special emphasis on the use of data-based decision-making processes. The programme is delivered completely in English.

Highlights of the programmes

The programmes stand out for their clear alignment with international orientation and committed staff. The site visit took place on-site and included in-depth discussions with programme management, teaching staff, students, alumni, and administrative representatives as well as representatives from the partner university, the University of Buckingham. The site

visit was well-structured and provided comprehensive insights into the academic and organisational framework.

Special Features of the Study Programmes

Key features of all four programmes include the international orientation with all courses taught in English, and the double degrees with the University of Buckingham, resulting in one EU and one UK degree.

Strengths and weaknesses

Strengths of the study programmes are seen in a strong positioning the educational market and in the strategic concept of IBS, counselling for prospective students, up-to-date course materials, international content as well as the use of English.

The panel identified weaknesses regarding alumni activities.

General impressions of the panel members

The expert panel formed a positive overall impression of the programmes and IBS's commitment to quality and further development. The open dialogue and transparency demonstrated during the site visit were highly appreciated. Panel members noted the high level of engagement from all stakeholders. The learning environment appeared supportive and inclusive, and IBS's openness to feedback and international standards was evident throughout the discussions.

Quality Profile

HEI: International Business School, Budapest

Bachelor / Master programme:

BSc in Business Management (BMAN)

BSc in Corporate Finance (BFIN)

MSc in IT for Business Data Analytics (MIBDA)

MBA in Strategic Data-Driven Management (MBADDM)

| | | Exceptional | Exceeds ² | Meets ³ | Does not meet ⁴ | n.r. | Recommendation ⁵ |
|---------------|---|-------------|----------------------|--------------------|----------------------------|-----------------------|-----------------------------|
| 1 | Objectives | | | | | | |
| 1.1* | Subject-specific qualifications and employability of students (Asterisk Criterion) | | | X | | | |
| 1.2 | Positioning of the study programme on the educational market | | X | X | | | |
| 1.3 | Positioning of the study programme within the HEI's overall strategic concept | | X | | | | |
| 2 | Admission | | | | | | |
| 2.1* | Admission requirements (Asterisk Criterion) | | | X | | | |
| 2.2(*) | Ensuring foreign language proficiency (Asterisk Criterion only for study programmes offering courses in a foreign language) | | | X | | | X |
| 2.3(*) | Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience) | | | MBADDM | | BMAN BFIN MIBDA | |
| 2.4 | Selection procedure (if relevant) | | | X | | | |
| 2.5 | Counselling for prospective students | | X | | | | |
| 3 | Implementation of the study programme | | | | | | |
| 3.1 | Structure and Content | | | | | | |

² quality requirements.

³ quality requirements.

⁴ quality requirements leading to condition or recommendation.

⁵ The measures that the HEI takes in order to implement the recommendations of the panel members will have to be considered during the re-accreditation.

| | | Exceptional | Exceeds ² | Meets ³ | Does not meet ⁴ | n.r. | Recommendation ⁵ |
|--------|--|-------------|----------------------|--------------------|----------------------------|------|-----------------------------|
| 3.1.1* | Structure of the study programme (Asterisk Criterion) | | | X | | | |
| 3.1.2* | Rationale for degree and programme name (Asterisk Criterion) | X | X | X | | | |
| 3.1.3* | Conceptual coherence of the curriculum (Asterisk Criterion) | | | X | | | |
| 3.1.4* | Study and exam regulations (Asterisk Criterion) | X | X | X | | | X |
| 3.1.5* | Examination and final thesis (Asterisk Criterion) | | | X | | | X |
| 3.2 | Intended Competences and Skills | | | | | | |
| 3.2.1* | Methods and scientific practice (Asterisk Criterion) | | | X | | | |
| 3.2.2* | Integration of theory and practice (Asterisk Criterion) | | | X | | | |
| 3.2.3* | Interdisciplinary and transdisciplinary thinking (Asterisk Criterion) | | | X | | | |
| 3.2.4* | International contents (Asterisk Criterion) | | X | | | | |
| 3.2.5* | Professional ethics and societal issues (Asterisk Criterion) | | | X | | | |
| 3.3 | Teaching and Learning Methodology | | | | | | |
| 3.3.1* | Logic and plausibility of the Teaching and Learning Methodology (Asterisk Criterion) | | | X | | | |
| 3.3.2 | Acquisition of future and soft skills | | | X | | | |
| 3.3.3* | Course materials and recommended literature (Asterisk Criterion) | | X | | | | |
| 3.3.4 | Extracurricular events | | | X | | | |
| 3.4 | International environment and mobility opportunities | | | | | | |
| 3.4.1 | Foreign language contents | | X | | | | |
| 3.4.2 | International mobility of students and teaching staff | | | X | | | X |
| 3.4.3 | International composition of students and teaching staff | | | X | | | X |

| | | Exceptional | Exceeds ² | Meets ³ | Does not meet ⁴ | n.r. | Recommendation ⁵ |
|-----------------|---|-------------|----------------------|--------------------|----------------------------|------|-----------------------------|
| 4 | Academic Environment and Framework Conditions | | | | | | |
| 4.1 | Teaching staff | | | | | | |
| 4.1.1* | Structure and quantity of teaching staff (Asterisk Criterion) | X | X | X | | | X |
| 4.1.2* | Academic and comprehensive qualification of teaching staff (Asterisk Criterion) | | | X | | | X |
| 4.1.3* | Pedagogical qualification of teaching staff (Asterisk Criterion) | | | X | | | |
| 4.1.4 | Professional experience of teaching staff | | X | | | | |
| 4.1.5* | Internal cooperation (Asterisk Criterion) | | | X | | | |
| 4.1.6* | Student support by the teaching staff (Asterisk Criterion) | | | X | | | |
| 4.2 | Programme Management and Administrative Support | | | | | | |
| 4.2.1 | Programme management | | | X | | | |
| 4.2.2 | Administrative support | | X | | | | |
| 4.2.3 | Public information | | | X | | | |
| 4.2.4* | Inclusive and equitable education (Asterisk Criterion) | | | X | | | |
| 4.2.5 | Career counselling and placement service | | | X | | | |
| 4.2.6 | Alumni activities | | | | X | | X |
| 4.3 | Cooperation and partnerships | | | | | | |
| 4.3.1(*) | Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes) | | | X | | | |
| 4.3.2(*) | Cooperation with professional fields (Asterisk Criterion for educational and vocational programmes, franchise programmes) | | | X | | | X |
| 4.4 | Facilities and equipment | | | | | | |
| 4.4.1* | Quantity, quality, media and IT equipment of HEI's facilities (Asterisk Criterion) | | | X | | | |
| 4.4.2* | Access to literature (Asterisk Criterion) | | | X | | | |

| | | Exceptional | Exceeds ² | Meets ³ | Does not meet ⁴ | n.r. | Recommendation ⁵ |
|--------------|---|-------------|----------------------|--------------------|----------------------------|------|-----------------------------|
| 4.5* | Financing of the study programme (Asterisk Criterion) | X | X | X | | | |
| 5 | Quality Assurance | | | | | | |
| 5.1* | Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion) | | | X | | | X |
| 5.2 | Instruments of Quality Assurance | | | | | | |
| 5.2.1 | Evaluation by students | | | X | | | X |
| 5.2.2 | Evaluation by teaching staff | | | X | | | |
| 5.2.3 | External evaluation by alumni, employers and third parties | | | X | | | |

Recommendations

The panel members identified several areas where improvements could further strengthen the programmes and **recommend**:

- assessing applicants' language proficiency and think about offering preparatory courses even for Master's students (see chapter 2.2)
- communicating changes in regulations to the relevant students before the implementation (see chapter 3.1.4)
- revisiting the Final Year Challenge after the graduation of the first cohort to make sure that all types of Final Year Challenge are of comparable academic difficulty and that students demonstrate the same level of scientific ability regardless of which option they choose (see chapter 3.1.5)
- providing further support to teaching staff in their participation in international conferences, teaching assignments and research projects, as well as considering specific goals that could be achieved through these measures (see chapter 3.4.2)
- expanding recruitment efforts towards lecturers with international backgrounds (see chapter 3.4.3)
- completing and implementing the policy in the running academic year (see chapter 4.1.1)
- further enhancing the academic qualifications of teaching staff (see chapter 4.1.2)
- establishing a dedicated alumni organisation to strengthen professional networking opportunities for alumni and current students, support IBS with an additional stream of income and to preserve community and IBS identity (see chapter 4.2.6)
- broadening the range of companies with which IBS cooperates, particularly those strategically located in Graphisoft Park, such as Microsoft, SAP, and Graphisoft. In the case of already established collaborations, the expert panel **recommends** strengthening these by intensifying the involvement of those companies in the development of the study programmes. One idea could be the establishment of an advisory board with business representatives, especially for the Master's programmes (see chapter 4.3.2)
- rephrasing the workload question into a quantitative format to generate more comparable data on student effort (see chapter 5.1)
- inviting representatives of key industry partners to regularly take part in Steering Committees (see chapter 5.2.3).

Furthermore, the quality requirement that has not been fulfilled – Alumni activities – does not represent an Asterisk Criterion and therefore does not result in a condition. The measures the HEI takes to solve the identified problem is to be reviewed as part of the re-accreditation process.

Exceeding

In addition to the recommendations, the panel members recognised several strengths of the programmes that exceed the required standards:

- Positioning of the study programme on the educational market (see chapter 1.2)
- Positioning of the study programme within the HEI's overall strategic concept (see chapter 1.3)
- Counselling for prospective students (see chapter 2.5)
- International contents (Asterisk Criterion) (see chapter 3.2.4)
- Course materials and recommended literature (Asterisk Criterion) (see chapter 3.3.3)
- Foreign language contents (see chapter 3.4.1)
- Professional experience of teaching staff (see chapter 4.1.4)
- Administrative support (see chapter 4.2.2).

Information

Information on the Institution

The International Business School, Budapest (IBS) is a private higher education institution in Budapest, Hungary, offering English-language undergraduate and postgraduate degrees with a focus on employability, internationalisation, and practical skills development, founded in 1991.

From the very beginning, IBS focused on combining the Central European educational traditions with the British model by cooperating in validation-based partnerships with universities of the United Kingdom. IBS's first validation partnership began in 1991 with Oxford Brookes University, which validated its degrees for over two decades. In 2012, this partnership was succeeded by the University of Buckingham (UoB), which now validates many of IBS's programmes, including the programmes relevant in this report. These lead to double degrees: one awarded by IBS and one by the University of Buckingham. Thus, these programmes meet the British and Hungarian higher education standards, are taught at IBS in Hungary and lead to Hungarian and UK academic degrees.

IBS's mission is to create value for students and their future employers by fostering practical employability skills, facilitating early career engagement, and supporting an international learning community.

The school's vision, as outlined in its 2025–2030 strategy, is to remain agile, competitive, and responsive to the evolving higher education landscape. Key strategic goals include the integration of employability into curricula, the use of differentiated talent development pathways, and the strengthening of institutional sustainability through internationalisation and industry engagement.

IBS offers programmes in three main academic fields:

1. Business and Management, which is the institution's primary focus, including the programmes BSc in Business Management, BSc in Corporate Finance, BSc in Commerce and Marketing, BSc in International Business Economics, MSc in Strategic International Management, MSc in IT and Business Data Analytics, and MBA in Strategic Data-Driven Management.
2. Social Sciences, represented by a BA in International Relations which is currently being taught out.
3. Humanities, currently represented by a BA in Psychology, with an MA in Psychology in development.

The double degree procedure with the UoB works on a validation basis. In this setting, IBS is responsible for curriculum design, students' life cycle starting from admission, recruiting teaching staff and delivering all teaching content, as well as awarding a separate degree. UoB validates the curriculum design, oversees the quality of teaching through annual monitoring,

the quality of teaching staff, and admission procedure, as well as awarding a separate degree on its own.

| Criterion | IBS | UoB |
|---|--|--|
| Curriculum Design | designs the curriculum | checks and approves of the curriculum |
| Degree awarding body | issues own separate degree | issues own separate degree |
| Student registration | enrolled with IBS | also registered with UoB for award purposes |
| Admission, Progression, Recognition and Certification | conducts admissions, applies criteria, monitors progression, proposes RPL, issues transcript | approves admission criteria, approves RPL, issues UoB degree certificate |
| Teaching Staff | recruitment, appraisal, development | oversight of teachers' qualification and delivery |
| Learning Recourses and Student Support | provides all physical and digital resources; provides academic, pastoral and wellbeing support | evaluates adequacy of resources via validation, annual monitoring and revalidation |
| Academic standards | each awarding body is responsible for standards of its own award | each awarding body is responsible for standards of its own award |
| Policy for Quality Assurance | institutional QA policy with integrated provisions for UoB-validated programmes | institutional QA policy for collaborative provision (Collaborations Handbook) |

Table 1 Validation Procedure by UoB

Further Development of the Programme and Implementation of Recommendations from Previous Accreditation

For all study programmes up for re-accreditation

IBS has taken steps to enhance academic quality, student experience, and labour market relevance. Institutional measures include the standardisation of credit values to 5 or 10 ECTS, the systematic use of a digital library, called Perlego, for compulsory literature, and the introduction of a workload feedback item in the student questionnaire. Assessment strategies have been diversified across programmes, and employability has been integrated into curriculum design, referencing international frameworks such as the ESCO (European Skills, Competences, Qualifications and Occupations) occupational profiles and the World Economic Forum (WEF) skills taxonomy.

Cooperation with the University of Buckingham has served as a valuable platform for academic development. IBS hosted the 2nd University of Buckingham Partnership Conference and regularly engages in faculty exchange and shared workshops.

BSc in Business Management

In response to the recommendation to diversify assessment methods, a comprehensive and flexible assessment matrix was introduced during the programme's revalidation in July 2024. The range of assessment types has since been broadened to include not only traditional formats such as tests, exams, and written home assignments (papers), but also individual and group presentations, case studies, and applied project tasks.

To address the recommendation to update literature references, all module reading lists have been reviewed and revised. As part of this update, all compulsory texts are now provided exclusively through Perlego.

In an effort to intensify the international and intercultural dimensions of the curriculum, Cross-Cultural Communication Electives have been introduced. These electives are built upon a shared theoretical foundation and are complemented by culture-specific follow-up modules.

To enhance graduate employability, the UpSkill programme has been renewed and realigned with the WEF skills taxonomy. This alignment supports the development of transversal skills that are increasingly valued in the global labour market.

Statistical data continues to highlight the programme's strong appeal, as it remains the most popular undergraduate offering at IBS. A distinct seasonal pattern in student performance has been observed: autumn semester cohorts tend to be larger and achieve higher success rates, whereas spring cohorts—often more internationally diverse—are smaller and experience higher attrition. Final degree classifications predominantly fall within the lower to upper second-class range, in line with UK academic standards.

BSc in Corporate Finance

In response to the recommendation to increase the number of elective modules, the programme has expanded its offerings in Year 1 and introduced additional final-year challenge options to promote practical engagement. A new elective module titled "Performance Management for ACCA" has been launched. Upon successful completion, students are eligible for exemption from the ACCA Performance Management paper.

To monitor the feasibility of the study workload, a dedicated item focusing on workload perception was added to the student feedback questionnaire. The results are reviewed annually and serve as a basis for potential academic adjustments.

To address the recommendation to update literature references, all module reading lists have been reviewed and revised. As part of this update, all compulsory texts are now provided exclusively through Perlego.

In line with the recommendation to prioritise international experience in faculty recruitment, IBS continues to favour the appointment of lecturers with substantial international and/or industry backgrounds.

To expand access to online literature and databases, a Perlego subscription has been implemented across the institution. This initiative directly addresses students' needs for broader digital access and supports independent learning.

MBA in Strategic Data-Driven Management

Regarding the recommendation to strengthen cooperation with UoB for staff and student benefit, faculty-level cooperation has been strengthened, with IBS hosting the 2nd University of Buckingham Partnership Conference to promote shared best practices, faculty training workshops that were delivered by Buckingham staff (e.g., on full grading range usage), and IBS faculty now having access to online Buckingham training sessions, including, for example, on the use of AI in education.

In July 2025, the curriculum has been revised during the re-validation process to emphasise data-driven leadership and evidence-based decision-making.

Statistical Data

Study Programme: BSc in Business Management

| | | 2019/20/ 1 | 2019/20/ 2 | 2020/21/ 1 | 2020/21/ 2 | 2021/22/ 1 | 2021/22/ 2 | 2022/23/ 1 | 2022/23/ 2 | 2023/24/ 1 | 2023/24/ 2 | 2024/25/ 1 | 2024/25/ 2 |
|--|---|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| # Study Places offered by HEI | | 168 | 72 | 168 | 48 | 120 | 48 | 216 | 48 | 192 | 96 | 264 | 144 |
| # Applicants | ∑ | 299 | 137 | 299 | 81 | 306 | 155 | 417 | 277 | 397 | 359 | 509 | 448 |
| | f | 131 | 33 | 125 | 32 | 120 | 48 | 139 | 66 | 161 | 89 | 189 | 80 |
| | m | 168 | 104 | 174 | 49 | 186 | 107 | 278 | 211 | 236 | 270 | 320 | 368 |
| Application rate | | 178,0% | 190,3% | 178,0% | 168,8% | 255,0% | 322,9% | 193,1% | 577,1% | 206,8% | 374,0% | 192,8% | 311,1% |
| # First-Year Students (accepted applicants) | ∑ | 155 | 51 | 153 | 28 | 108 | 33 | 191 | 34 | 179 | 85 | 245 | 130 |
| | f | 77 | 20 | 65 | 8 | 47 | 11 | 69 | 11 | 76 | 22 | 112 | 28 |
| | m | 78 | 31 | 88 | 20 | 61 | 22 | 122 | 23 | 103 | 63 | 133 | 102 |
| Rate of female students | | 49,7% | 39,2% | 42,5% | 28,6% | 43,5% | 33,3% | 36,1% | 32,4% | 42,5% | 25,9% | 45,7% | 21,5% |
| # Foreign Students | ∑ | 64 | 44 | 81 | 21 | 53 | 27 | 112 | 28 | 102 | 81 | 143 | 122 |
| | f | 31 | 15 | 29 | 5 | 23 | 7 | 32 | 9 | 34 | 20 | 54 | 25 |
| | m | 33 | 29 | 52 | 16 | 30 | 20 | 80 | 19 | 68 | 61 | 89 | 97 |
| Rate of foreign students | | 41,3% | 86,3% | 52,9% | 75,0% | 49,1% | 81,8% | 58,6% | 82,4% | 57,0% | 95,3% | 58,4% | 93,8% |
| Percentage of occupied study places | | 92,3% | 70,8% | 91,1% | 58,3% | 90,0% | 68,8% | 88,4% | 70,8% | 93,2% | 88,5% | 92,8% | 90,3% |
| # Graduates | ∑ | 111 | 24 | 92 | 9 | 65 | 10 | 0 | 0 | 0 | 0 | 0 | 0 |
| | f | 60 | 13 | 47 | 5 | 31 | 6 | 0 | 0 | 0 | 0 | 0 | 0 |

| | | | | | | | | | | | | | |
|---|---|--------|--------|--------|--------|--------|--------|-------|-------|-------|-------|-------|-------|
| | m | 51 | 11 | 45 | 4 | 34 | 4 | 0 | 0 | 0 | 0 | 0 | 0 |
| Success rate (students who finished their studies) | | 71,6% | 47,1% | 60,1% | 32,1% | 60,2% | 30,3% | n. a. | n. a. | n. a. | n. a. | n. a. | n. a. |
| Dropout rate (students who dropped their studies) | | 26,5% | 50,98% | 35,9% | 57,1% | 30,6% | 51,5% | 29,8% | 47,1% | 16,8% | 3,5% | 1,2% | 0,0% |
| Average duration of study | | 102,1% | 106,3% | 102,7% | 105,6% | 101,0% | 100,0% | n. a. | n. a. | n. a. | n. a. | n. a. | n. a. |
| Average grade of final degree | | 60,0% | 57,0% | 58,6% | 54,6% | 60,4% | 58,4% | n. a. | n. a. | n. a. | n. a. | n. a. | n. a. |

Study Programme: BSc in Corporate Finance

| | | 2019/20/ 1 | 2019/20/ 2 | 2020/21/ 1 | 2020/21/ 2 | 2021/22/ 1 | 2021/22/ 2 | 2022/23/ 1 | 2022/23/ 2 | 2023/24/ 1 | 2023/24/ 2 | 2024/25/ 1 | 2024/25/ 2 |
|--------------------------------------|---|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| # Study Places offered by HEI | | 72 | 24 | 72 | 24 | 48 | 24 | 48 | 24 | 72 | 24 | 48 | 0 |
| # Applicants | ∑ | 74 | 24 | 70 | 18 | 29 | 7 | 50 | 16 | 52 | 38 | 60 | 0 |
| | f | 14 | 9 | 14 | 6 | 3 | 2 | 14 | 0 | 20 | 7 | 17 | 0 |
| | m | 60 | 15 | 56 | 12 | 26 | 5 | 36 | 16 | 32 | 31 | 43 | 0 |
| Application rate | | 102,8% | 100,0% | 97,2% | 75,0% | 60,4% | 29,2% | 104,2% | 66,7% | 72,2% | 158,3% | 125,0% | n. a. |

| | | | | | | | | | | | | | |
|---|----------|-------|--------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| # First-Year Students (accepted applicants) | Σ | 54 | 5 | 50 | 10 | 29 | 5 | 46 | 6 | 60 | 13 | 32 | 0 |
| | f | 16 | 0 | 16 | 3 | 8 | 2 | 6 | 1 | 22 | 5 | 9 | 0 |
| | m | 38 | 5 | 34 | 7 | 21 | 3 | 40 | 5 | 38 | 8 | 23 | 0 |
| Rate of female students | | 29,6% | 0,0% | 32,0% | 30,0% | 27,6% | 40,0% | 13,0% | 16,7% | 36,7% | 38,5% | 28,1% | n. a. |
| # Foreign Students | Σ | 31 | 3 | 15 | 7 | 15 | 2 | 17 | 5 | 24 | 11 | 15 | 0 |
| | f | 8 | 0 | 6 | 2 | 4 | 0 | 1 | 1 | 11 | 5 | 4 | 0 |
| | m | 23 | 3 | 9 | 5 | 11 | 2 | 16 | 4 | 13 | 6 | 11 | 0 |
| Rate of foreign students | | 57,4% | 60,0% | 30,0% | 70,0% | 51,7% | 40,0% | 37,0% | 83,3% | 40,0% | 84,6% | 46,9% | n. a. |
| Percentage of occupied study places | | 75,0% | 20,8% | 69,4% | 41,7% | 60,4% | 20,8% | 95,8% | 25,0% | 83,3% | 54,2% | 66,7% | n. a. |
| # Graduates | Σ | 49 | 5 | 41 | 5 | 26 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| | f | 15 | 0 | 14 | 1 | 8 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | m | 34 | 5 | 27 | 4 | 18 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| Success rate (students who finished their studies) | | 90,7% | 100,0% | 82,0% | 50,0% | 89,7% | 20,0% | n. a. | n. a. | n. a. | n. a. | n. a. | n. a. |
| Dropout rate (students who dropped their studies) | | 7,4% | 0,00% | 14,0% | 50,0% | 0,0% | 20,0% | 4,3% | 14,3% | 0,0% | 0,0% | 0,0% | n. a. |

| | | | | | | | | | | | | | |
|--------------------------------------|--|--------|--------|--------|-------|--------|--------|-------|-------|-------|-------|-------|-------|
| Average duration of study | | 102,4% | 113,3% | 101,2% | 96,7% | 101,3% | 100,0% | n. a. | n. a. | n. a. | n. a. | n. a. | n. a. |
| Average grade of final degree | | 58,2% | 53,2% | 58,6% | 64,4% | 59,5% | 55,0% | n. a. | n. a. | n. a. | n. a. | n. a. | n. a. |

Study Programme: MBA in Strategic Data-Driven Management

| | | 2019/20/ 1 | 2019/20/ 2 | 2020/21/ 1 | 2020/21/ 2 | 2021/22/ 1 | 2021/22/ 2 | 2022/23/ 1 | 2022/23/ 2 | 2023/24/ 1 | 2023/24/ 2 | 2024/25/ 1 | 2024/25/ 2 |
|--|---|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| # Study Places offered by HEI | | 24 | 0 | 0 | 0 | 24 | 0 | 24 | 0 | 24 | 0 | 24 | 0 |
| # Applicants | ∑ | 36 | 0 | 0 | 0 | 14 | 0 | 25 | 0 | 19 | 0 | 31 | 0 |
| | f | 13 | 0 | 0 | 0 | 5 | 0 | 5 | 0 | 6 | 0 | 12 | 0 |
| | m | 23 | 0 | 0 | 0 | 9 | 0 | 20 | 0 | 13 | 0 | 19 | 0 |
| Application rate | | 150,00% | n. a. | n. a. | n. a. | 58,33% | n. a. | 104,17% | n. a. | 79,17% | n. a. | 129,17% | n. a. |
| # First-Year Students (accepted applicants) | ∑ | 14 | 0 | 0 | 0 | 7 | 0 | 9 | 0 | 8 | 0 | 10 | 0 |
| | f | 5 | 0 | 0 | 0 | 3 | 0 | 3 | 0 | 2 | 0 | 4 | 0 |
| | m | 9 | 0 | 0 | 0 | 4 | 0 | 6 | 0 | 6 | 0 | 6 | 0 |
| Rate of female students | | 35,7% | n. a. | n. a. | n. a. | 42,9% | n. a. | 33,3% | n. a. | 25,0% | n. a. | 40,0% | n. a. |
| # Foreign Students | ∑ | 7 | 0 | 0 | 0 | 4 | 0 | 5 | 0 | 5 | 0 | 5 | 0 |
| | f | 3 | 0 | 0 | 0 | 2 | 0 | 2 | 0 | 2 | 0 | 3 | 0 |
| | m | 4 | 0 | 0 | 0 | 2 | 0 | 3 | 0 | 3 | 0 | 2 | 0 |

| | | | | | | | | | | | | | |
|---|----------|--------|-------|-------|-------|--------|-------|--------|-------|--------|-------|--------|-------|
| Rate of foreign students | | 50,0% | n. a. | n. a. | n. a. | 57,1% | n. a. | 55,6% | n. a. | 62,5% | n. a. | 50,0% | n. a. |
| Percentage of occupied study places | | 58,33% | n. a. | n. a. | n. a. | 29,17% | n. a. | 37,50% | n. a. | 33,33% | n. a. | 41,67% | n. a. |
| # Graduates | Σ | 12 | 0 | 0 | 0 | 6 | 0 | 6 | 0 | 5 | 0 | 0 | 0 |
| | f | 5 | 0 | 0 | 0 | 3 | 0 | 2 | 0 | 1 | 0 | 0 | 0 |
| | m | 7 | 0 | 0 | 0 | 3 | 0 | 4 | 0 | 4 | 0 | 0 | 0 |
| Success rate (students who finished their studies) | | 85,7% | n. a. | n. a. | n. a. | 85,7% | n. a. | 66,7% | n. a. | 62,5% | n. a. | n. a. | n. a. |
| Dropout rate (students who dropped their studies) | | 14,3% | n. a. | n. a. | n. a. | 14,3% | n. a. | 11,1% | n. a. | 0,0% | n. a. | 0,0% | n. a. |
| Average duration of study | | 127,8% | n. a. | n. a. | n. a. | 105,6% | n. a. | 127,8% | n. a. | 100,0% | n. a. | n. a. | n. a. |
| Average grade of final degree | | 67,1% | n. a. | n. a. | n. a. | 63,5% | n. a. | 65,0% | n. a. | 69,4% | n. a. | n. a. | n. a. |

Study Programme: MSc in IT for Business Data Analytics

| | | 2019/20/ 1 | 2019/20/ 2 | 2020/21/ 1 | 2020/21/ 2 | 2021/22/ 1 | 2021/22/ 2 | 2022/23/ 1 | 2022/23/ 2 | 2023/24/ 1 | 2023/24/ 2 | 2024/25/ 1 | 2024/25/ 2 |
|--|----------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|
| # Study Places offered by HEI | | 0 | 0 | 24 | 24 | 24 | 24 | 24 | 24 | 48 | 48 | 48 | 48 |
| # Applicants | Σ | 0 | 0 | 35 | 28 | 50 | 47 | 72 | 72 | 90 | 106 | 124 | 118 |
| | f | | | 6 | 7 | 8 | 11 | 11 | 18 | 27 | 30 | 25 | 27 |
| | m | | | 29 | 21 | 42 | 36 | 61 | 54 | 63 | 76 | 99 | 91 |
| Application rate | | n. a. | n. a. | 145,83% | 116,67% | 208,33% | 195,83% | 300,00% | 300,00% | 187,50% | 220,83% | 258,33% | 245,83% |
| # First-Year Students (accepted applicants) | Σ | 0 | 0 | 18 | 11 | 19 | 14 | 17 | 19 | 30 | 32 | 26 | 34 |
| | f | | | 4 | 5 | 2 | 4 | 2 | 6 | 12 | 6 | 5 | 6 |
| | m | | | 14 | 6 | 17 | 10 | 15 | 13 | 18 | 26 | 21 | 28 |
| Rate of female students | | n. a. | n. a. | 22,2% | 45,5% | 10,5% | 28,6% | 11,8% | 31,6% | 40,0% | 18,8% | 19,2% | 17,6% |
| # Foreign Students | Σ | 0 | 0 | 9 | 11 | 17 | 11 | 15 | 16 | 24 | 29 | 22 | 30 |
| | f | | | 2 | 5 | 2 | 4 | 2 | 3 | 11 | 4 | 5 | 6 |
| | m | | | 7 | 6 | 15 | 7 | 13 | 13 | 13 | 25 | 17 | 24 |
| Rate of foreign students | | n. a. | n. a. | 50,0% | 100,0% | 89,5% | 78,6% | 88,2% | 84,2% | 80,0% | 90,6% | 84,6% | 88,2% |
| Percentage of occupied study places | | n. a. | n. a. | 75,00% | 45,83% | 79,17% | 58,33% | 70,83% | 79,17% | 62,50% | 66,67% | 54,17% | 70,83% |
| # Graduates | Σ | 0 | 0 | 15 | 6 | 11 | 11 | 7 | 7 | 10 | 0 | 0 | 0 |
| | f | | | 4 | 4 | 2 | 4 | 0 | 4 | 5 | 0 | 0 | 0 |

| | m | | | 11 | 2 | 9 | 7 | 7 | 3 | 5 | 0 | 0 | 0 |
|---|---|--|--|--------|--------|--------|--------|--------|--------|--------|--------------|--------------|--------------|
| Success rate (students who finished their studies) | | | | 83,3% | 54,5% | 57,9% | 78,6% | 41,2% | 36,8% | 33,3% | <i>n. a.</i> | <i>n. a.</i> | <i>n. a.</i> |
| Dropout rate (students who dropped their studies) | | | | 16,7% | 45,5% | 31,6% | 21,4% | 52,9% | 42,1% | 36,7% | 0,0% | 0,0% | 0,0% |
| Average duration of study | | | | 115,6% | 122,2% | 115,2% | 115,2% | 114,3% | 109,5% | 100,0% | <i>n. a.</i> | <i>n. a.</i> | <i>n. a.</i> |
| Average grade of final degree | | | | 67,7% | 62,7% | 64,9% | 68,5% | 68,9% | 65,9% | 72,4% | <i>n. a.</i> | <i>n. a.</i> | <i>n. a.</i> |

Appraisal:

While the number of applicants currently exceeds the number of available study places according to statistical data, the actual enrolment remains below capacity due to a significant drop-off in visa approvals. As a result, there is still available capacity within the programmes. IBS reported that interest was growing continuously, particularly in postgraduate programmes, and referred to its ongoing efforts in international recruitment. The percentage of female students is below fifty percent, in some years even below forty percent. During student selection, especially in the Master programmes, priority should be given to female applicants to strengthen women in STEM.

Programme Description and Appraisal in Detail

1. OBJECTIVES

1.1 Subject-specific qualifications and employability of students (Asterisk Criterion)

All study programmes

All four study programmes are designed in alignment with the UK Framework for Higher Education Qualifications (FHEQ), namely Level 6 for Bachelor's degrees and Level 7 for Master's degrees, and the relevant UK Subject Benchmark Statements. They also integrate international frameworks such as the World Economic Forum Skills Taxonomy (Bachelor's programmes), the European ESCO database (MSc in IT for Business Data Analytics), and the UN Sustainable Development Goals (SDGs). These frameworks aim to ensure that students acquire subject-specific competencies as well as transferable skills that are in high demand across international labour markets.

The study programmes aim to foster critical thinking, ethical reasoning, and global awareness, while equipping students with hands-on problem-solving abilities and digital fluency. Graduates should be qualified to pursue careers in a wide range of sectors and international contexts.

Upon graduation, students across all programmes are expected to demonstrate:

- Analytical and research skills such as the ability to evaluate data, identify patterns, and formulate evidence-based conclusions.
- Quantitative and digital competencies such as proficiency in relevant software, data tools, and modelling techniques.
- Effective written and oral communication in professional settings and collaboration in diverse teams.
- Leadership and project management: Especially at the Master's level, students can lead initiatives, manage resources, and navigate organisational complexity.
- Understanding ethical challenges and operating in diverse international environments.

Graduates are employed in roles across consultancy, multinational corporations, start-ups, NGOs, and the public sector. Graduate employment statistics, including aggregate salary and employment data by programme, are published on the Hungarian government's graduate outcomes platform diplomantul.hu, where all IBS programmes are listed. Graduates are also surveyed 15 months after graduation using the Graduate Outcomes Survey of the UK Higher Education Statistics Agency (HESA). The study programmes are designed with the expectation that graduates will be able to work in international settings. This includes roles in multinational companies, NGOs, and start-ups operating in cross-border contexts.

The qualification objectives are documented in each programme specification (available at <https://www.ibs-b.hu/en/programmes/>). These specifications define the intended learning outcomes in line with FHEQ descriptors and Subject Benchmark Statements, and they list the

specific knowledge, skills, and competencies to attain. Faculty members engage with these objectives during curriculum planning, while students receive ongoing guidance on how their learning maps to both academic outcomes and future employability.

The qualification objectives are reviewed in collaboration with the validating university (the University of Buckingham) and undergo full revalidation every five years. Stakeholder input is collected through external examiners; faculty review panels; and student, alumni, and employer feedback surveys. Sector-specific expertise was actively sought through industry consultation in the development of the MSc in IT for Business Data Analytics.

BSc in Business Management

This study programme develops an understanding of core business disciplines including marketing, finance, operations, human resources, and strategy. Students may choose a specialisation in Year 2, allowing them to tailor their learning to specific career interests. The programme emphasises leadership, ethical reasoning, technological fluency, and cross-cultural competence.

Graduates typically enter the workforce directly after completing the programme. They are prepared for junior roles in multinational companies, SMEs, NGOs, and public sector organisations. Common job titles include business analyst, marketing coordinator, sales support associate, operations assistant, or junior consultant. The broad training aims to ensure flexibility across industries and functional areas, especially in international environments.

Graduates shall have a broad and integrated knowledge of business functions and management disciplines, combined with the ability to critically analyse information, propose solutions, and communicate effectively in professional settings. These outcomes align with the FHEQ Level 6 descriptors, particularly in the application of underlying concepts, evaluation of arguments, and development of appropriate solutions. International issues are integrated throughout the curriculum via global case studies, digitalisation themes, and intercultural management content.

Graduate Outcomes Survey: Overview
(BSc in Business Management Graduates Only)

Progression:
■ Negative
■ Positive

Progression Metric: 69.2%

Response Rate: 53.8%

What activities were you doing during the census week?

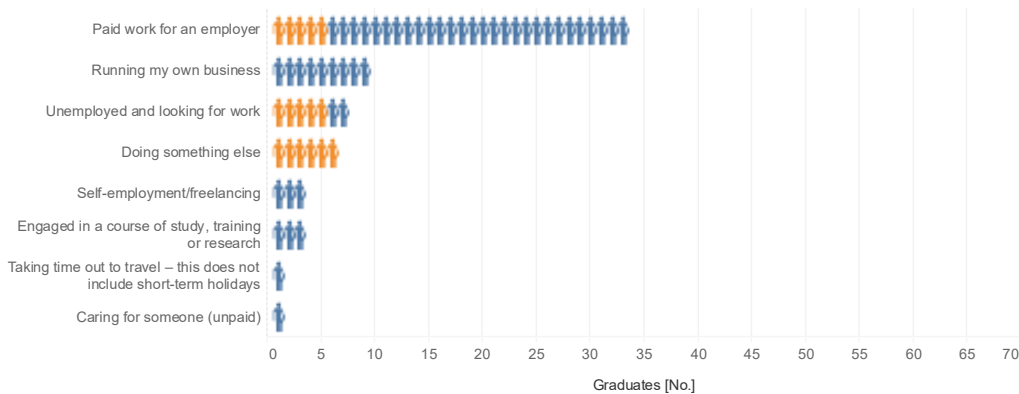


Figure 1 Business Management Tracer Study

The 2022/23 HESA Graduate Outcomes data⁶ for this group shows a high level of post-graduation employment among graduates. Of the 56 graduates included in the data, 33 were in paid employment, with an additional nine involved in running their own business and three in self-employment or freelancing. Three graduates reported being engaged in further study, and smaller numbers were caring for someone, travelling, or engaged in other activities. Seven graduates were unemployed and seeking work. Overall, over 80% of graduates were in employment or self-employment, with only a small proportion (approximately 12.5%) reporting unemployment.

BSc in Corporate Finance

This study programme combines a foundation in business management with a focus on finance, accounting, and economics. Students develop expertise in financial analysis, resource management, corporate reporting, and regulatory frameworks, with emphasis on ethical finance and the global financial ecosystem. The programme earned an Association of Chartered Certified Accountants (ACCA) accreditation in 2025, and graduates earn a total of four exemptions from ACCA examinations.

Graduates most often transition directly into employment in financial services, accounting, corporate finance, or fintech. Typical job titles include financial analyst, junior accountant, audit assistant, or junior banker. The study programme’s alignment with ACCA requirements increases graduate employability in regulated and international finance roles. A smaller proportion of graduates pursue further professional qualifications or postgraduate studies.

⁶ The HESA Graduate Outcomes Survey is a national census conducted approximately 15 months after graduation, capturing data on UK higher education leavers’ activities including employment, further study, and various other forms of engagement. Please refer to chapter 5.2.3 for more information.

Graduates shall acquire an understanding of finance and accounting within a business context. They shall be able to apply financial tools, evaluate risks, act ethically, and communicate financial data to diverse audiences. These outcomes meet FHEQ Level 6 standards and prepare students for finance roles in international or highly regulated environments. The curriculum covers international accounting standards, global financial markets, corporate finance, and ethics in finance.

Graduate Outcomes Survey: Overview
(BSc in Corporate Finance Graduates Only)

Progression:
■ Negative
■ Positive

Progression Metric: 77.3%

Response Rate: 61.4%

What activities were you doing during the census week?

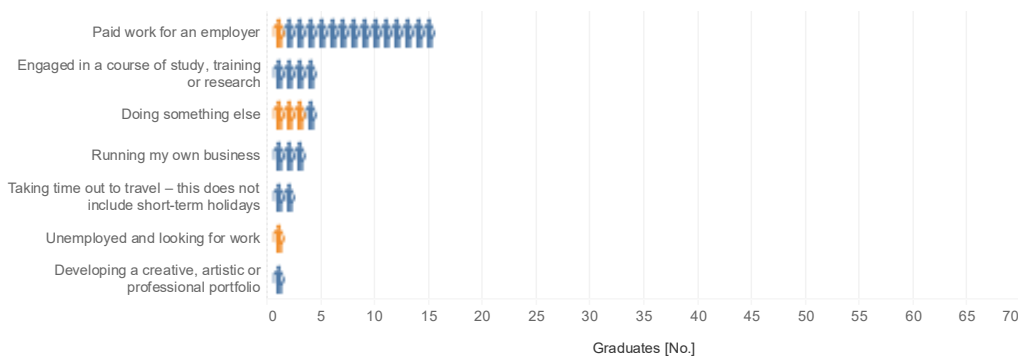


Figure 2 Corporate Finance Tracer Study

The 2022/23 HESA Graduate Outcomes data for BSc in Corporate Finance graduates shows strong post-graduation engagement, with 15 out of 28 respondents reporting full-time paid employment during the survey week. An additional four graduates were engaged in further study, three were running their own business, and two were travelling. One graduate was developing a professional portfolio. Only one graduate was unemployed and seeking work, while three indicated they were doing something else.

MSc in IT for Business Data Analytics

This study programme aims to be interdisciplinary and to integrate advanced data analytics techniques with core business understanding. Students are trained in manipulating complex datasets, supporting managerial decision-making, and communicating insights effectively. The programme was developed in consultation with industry experts, based on the ESCO database, to meet emerging employer needs in data-driven sectors.

Graduates shall be prepared for employment in roles that sit at the intersection of business and technology. Typical positions include data analyst, business data engineer, analytics consultant, or data-driven project manager. They are recruited by companies in technology, consulting, e-commerce, finance, and logistics. The study programme aims to prepare graduates to communicate insights effectively, work across disciplines, and contribute to strategic decision-making in international settings.

Graduates shall be able to integrate technical data skills with strategic business insight. They shall be able to apply advanced tools, collaborate in multidisciplinary teams, and communicate findings effectively. These outcomes are aligned with FHEQ Level 7 descriptors. The study programme is informed by international standards and addresses global trends in digitalisation, responsible AI, and business transformation.

Graduate Outcomes Survey: Overview
(MSc in IT for Business Data Analytics Graduates Only)

Progression:
■ Negative
■ Positive

Progression Metric: 85.7% **Response Rate: 54.5%**

What activities were you doing during the census week?

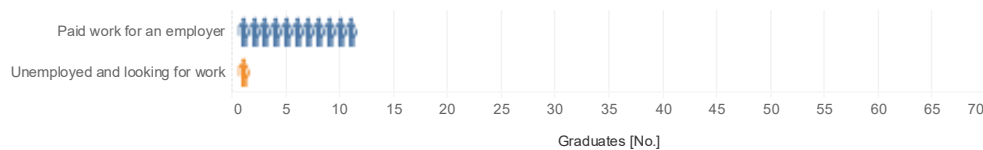


Figure 3 IT for Business Data Analytics Tracer Study

Based on the 2022/23 HESA Graduate Outcomes data for this group, 11 out of 12 graduates reported being in paid employment during the survey period, while only one graduate reported being unemployed and looking for work. This indicates an employment rate of over 90%, suggesting that the majority of graduates from this course have transitioned successfully into the workforce within 15 months of graduation.

MBA in Strategic Data-Driven Management

This MBA programme is career-oriented and prepares graduates to lead in data-driven environments. It aims to equip graduates with managerial, analytical, and communication skills and the ability to apply modern business intelligence tools. Stakeholder engagement, organisational innovation, and strategic thinking informed by data are emphasised in the curriculum.

Graduates typically step into mid-level roles in business, consultancy, or project leadership, often leveraging prior professional experience. Job titles include business intelligence manager, operations strategist, digital transformation consultant, or innovation project lead. The MBA is also relevant for professionals in technical roles transitioning into leadership positions that require a combination of data literacy and managerial insight.

Graduates shall develop strategic and data-literate managerial capabilities, including leadership, decision-making, innovation, and communication. These align with FHEQ Level 7 expectations, such as systematic understanding, originality in problem-solving, and application of knowledge in complex contexts. The study programme incorporates international management content and encourages application of learning in cross-border and multicultural business environments.

Due to the limited number of responses received for the academic year 2022/23, graduate outcomes data have not reported for this cohort.⁷

Appraisal:

The subject-specific qualification objectives of the study programmes are convincingly defined and correspond with the intended academic level at graduation. The objectives consider the requirements of the national qualification framework and the individual student’s personal development. Additionally, they are designed in alignment with the UK FHEQ and reviewed in collaboration with the validating University of Buckingham and undergo full revalidation every five years. The graduation profile of each study programme is aligned with the targeted professional field, with an emphasis on developing the employability skills necessary for the students’ chosen careers. The study programmes’ employability success is monitored through the graduate employment statistics.

| | | Exceptional | Exceed | Meet | Does not meet | n.r. | Recommendation |
|------|--|-------------|--------|------|---------------|------|----------------|
| 1.1* | Subject-specific qualifications and employability of students (Asterisk Criterion) | | | X | | | |

1.2 Positioning of the study programme on the educational market

All study programmes

The study programmes are benchmarked against leading UK and EU HEIs and professional bodies and are updated in response to global trends in sustainability, digital transformation, and internationalisation of work.

All four study programmes are positioned internationally and are designed to attract students who are looking for an affordable and practice-oriented pathway to a UK degree while studying in the EU. Each study programme leads to a **double degree**: an EU-accredited degree from IBS and a UK degree from the UoB.

The study programmes are entirely taught in English and integrate international perspectives, preparing graduates for global careers in finance, management, and data analytics. The educational model combines seminar-based, interactive UK-style teaching with small class sizes and an emphasis a practice-oriented curriculum with practitioner involvement.

While general business programmes are widely available, the specific combination offered by the IBS study programmes is uncommon: the double-degree structure (UK and EU), instruction in English face-to-face and online, and emphasis on digital, data, and finance skillsets.

⁷ See IBS SER, p. 74.

This profile is distinct from traditional national universities, which often offer single degrees in the local language, and from online providers, which lack the classroom-based learning experience.

Key competitors include national universities in Hungary with English-taught business degrees (e.g., Corvinus University, Budapest Business School), international private institutions (e.g., EU Business School, Central European University) as well as UK and US universities offering online programmes, even though they typically lack EU-accreditation or in-person teaching.

BSc in Business Management

The BSc in Business Management offers students a wide range of specialisations from Year 2 onwards, including AI and Data Analytics, Arts Management, Diplomacy and International Relations, Human Resource Management and Business Psychology, Marketing, and Tourism. This early specialisation model aims to support both career-oriented and exploratory learners by offering depth as well as flexibility. Students can also benefit from the UpSkill programme, a structured co-curricular initiative that develops soft skills, digital literacy, and career readiness in parallel with academic study.

BSc in Corporate Finance

The BSc in Corporate Finance has a key differentiator in the study programme's alignment with the ACCA qualification framework and the ACCA accreditation: graduates may benefit from exemptions for four ACCA papers, making the study programme especially attractive to those pursuing professional certification. In parallel with their academic studies, students take part in the UpSkill programme.

MSc in IT for Business Data Analytics

The MSc in IT for Business Data Analytics is one of the few study programmes in the region that purposefully integrates business insight with hands-on training in modern data tools and technologies.⁸

MBA in Strategic Data-Driven Management

Unlike traditional MBA programmes that focus broadly on leadership and functional management, the MBA in Strategic Data-Driven Management centres on equipping students with the tools and frameworks needed to lead data-enabled transformation. It is especially well-suited to professionals working in sectors undergoing digital transformation and to those looking to advance into data-savvy leadership roles.

Appraisal:

IBS has demonstrably examined the educational market and established a unique and competitive profile of the study programmes in offering an English-language education in a distinctive validation-based double-degree structure that results in students receiving EU and UK based degrees.

⁸ IBS SER, p. 24.

| | | Exceptional | Exceed | Meet | Does not meet | n.r. | Recommendation |
|-----|--|-------------|--------|------|---------------|------|----------------|
| 1.2 | Positioning of the study programme on the educational market | | X | | | | |

1.3 Positioning of the study programme within the HEI's overall strategic concept

All study programmes

These four programmes form a central component of IBS's academic portfolio and are offered as double-degree qualifications through a long-standing partnership with the University of Buckingham, aligning with IBS' institutional strategy to deliver double degrees.

BSc in Business Management

Considered as one of IBS's flagship undergraduate programmes, the study programme provides a broad-based education in business fundamentals. Its versatility and international appeal aim to make it a highly attractive option in IBS's target markets, and it serves as a key entry point into IBS's postgraduate pathways.

The study programme's design emphasises intercultural communication, problem-solving, and leadership development and features the UpSkill programme, aligning with both employer expectations and IBS's graduate attribute goals. Its role within the institutional strategy is foundational, contributing to both domestic recognition and international marketability.

BSc in Corporate Finance

The programme offers a specialist undergraduate education in finance, with modules focused on accounting, financial analysis, and risk management. The programme supports IBS's strategy to deliver professionally aligned, technically robust qualifications that respond directly to employer needs. Through its structure and outcomes, the study programme aims to strengthen IBS's reputation in financial education and further to reinforce its credibility as a provider of internationally competitive business degrees.

MSc in IT for Business Data Analytics

The study programme reflects IBS's strategic move into transdisciplinary education, linking business knowledge with data analytics and IT systems.

The programme shares IBS's overarching commitment to practical, employability-focused education. It aims to enhance the institution's postgraduate portfolio and to respond to growing global demand for professionals who can operate effectively at the interface of business and data science.

MBA in Strategic Data-Driven Management

The MBA in Strategic Data-Driven Management aims to embody IBS's strategic values: international relevance, industry integration, and applied learning. It also plays a key role in IBS's lifelong learning and professional education strategy.

Appraisal:

The study programmes' qualification objectives constitute the core of IBS's strategic concept in offering double degrees with the University of Buckingham and are clearly, measurably and permanently implemented, monitored and adjusted.

| | | Exceptional | Exceed | Meet | Does not meet | n.r. | Recommendation |
|-----|---|-------------|--------|------|---------------|------|----------------|
| 1.3 | Positioning of the study programme within the HEI's overall strategic concept | | X | | | | |

2. ADMISSION

2.1 Admission requirements (Asterisk Criterion)

All study programmes

The admission requirements for all study programmes are formally defined in the institutional admissions policy, available in English on the IBS website⁹. These requirements are reviewed annually as part of the institutional quality assurance cycle. Changes may be proposed by the Pro-Rector of Marketing and Admissions or the Pro-Rector of Student Services and are subject to approval by the Senate and/or the Executive Management Board. Revisions aim to ensure an alignment with legal requirements, international benchmarks, and the academic expectations of the University of Buckingham, which validates all four study programmes.

Updates to admissions procedures and requirements are communicated to the public through multiple channels. The IBS website serves as the primary reference point and is updated as soon as new policies are adopted. Additionally, prospective applicants are informed during institutional open days, education expos, and individual consultations.

IBS uses the DreamApply platform to manage its admissions workflow from initial submission to final decision. This system allows applicants to track their application status in real time and receive timely updates at key milestones, with automated email notifications generated through DreamApply communicating admission decisions. In cases where an applicant is not admitted, IBS offers personalised feedback through multiple channels. The Centre for Marketing and Admissions also provides personalised one-on-one guidance throughout the process. The Centre is responsible for the verification and review of submitted materials as well as making final decisions.

The appeals process is defined and accessible online. International applicants who wish to contest an admission decision may file an appeal directly to the Rector. All appeal procedures are publicly documented in the Admissions Regulations, which are available on the IBS website.

The admissions process complies with Act No. 100 of 2001 on the recognition of foreign certificates and degrees and Government Decree No. 43/2012 (29 Dec) on the admission procedure for higher education. As a private institution offering international, self-financed programmes, the study programmes in this cluster are outside the scope of the national centralised admissions platform (felvi.hu), and no state authority is involved in the allocation of study places.

The University of Buckingham also carries out an annual admissions audit as part of its annual programme monitoring process to ensure that decisions align with validated programme specifications and UK academic standards.

⁹ <https://www.ibs-b.hu/en/how-to-apply/requirements/>, accessed October 30, 2025.

BSc in Business Management and BSc in Corporate Finance

Applicants are required to present a completed secondary school leaving certificate that qualifies them for university-level study within their country of origin. The academic equivalence of such qualifications shall be determined in accordance with the standards set forth by ENIC/NARIC. Applicants to the Bachelor's programmes must demonstrate English proficiency at a minimum of B2 level. This requirement can be met by presenting an accepted English language certificate, such as IELTS (minimum score 6.0), TOEFL iBT (72), or Cambridge B2 (minimum 169), or through other recognised qualifications. These include proof of having completed secondary education in English or confirmation of native speaker status.

All applications must be submitted via the DreamApply platform, and admission decisions are rendered on the basis of the documentation provided therein.

MSc in IT for Business Data Analytics

Applicants must hold a first-cycle university degree equivalent to a minimum of 180 ECTS credits. While the undergraduate field of study is not restricted, candidates should demonstrate a clear motivation for applying information technology and data analytics within business environments.

In support of their application, candidates must submit both their degree certificate and academic transcript, alongside proof of English proficiency at a minimum of C1 level. Accepted forms of evidence include recognised certificates such as IELTS (minimum score 6.5), TOEFL iBT (79), or Cambridge C1 (minimum 176), as well as documents of prior university-level education conducted in English or native speaker status. A motivation letter is also a mandatory component of the application.

Shortlisted candidates will be invited to participate in an oral interview, designed to assess their communicative competence, motivation, and overall readiness for the programme. All applications are to be processed through the DreamApply system.

MBA in Strategic Data-Driven Management

Applicants must hold a first-cycle university degree equivalent to a minimum of 180 ECTS credits or an equivalent qualification, irrespective of the field of study. Furthermore, applicants must demonstrate a substantive professional background, with a minimum of three to five years of relevant work experience, supported by a reference from an employer or supervisor.

Proof of English proficiency is required at a minimum of C1 level with the same prerequisites as in the MSc in IT for Business Data Analytics programme. The application dossier must include a curriculum vitae, a motivation letter, and participation in a compulsory oral interview. The interview focuses on the applicant's professional background, goals, and suitability for a practice-oriented postgraduate business programme. Applications are managed through DreamApply and reviewed by the Centre for Marketing and Admissions.

2.2 Ensuring foreign language proficiency (Asterisk Criterion only for study programmes offering courses in a foreign language)

All study programmes

All components of the programmes, including lectures, seminars, course materials, assessments, and extracurricular academic activities, are conducted entirely in English. Proof of English proficiency at an appropriate level (CEFR B2 for Bachelor's programmes, C1 for Master's programmes) is part of the admission process (see above). Furthermore, for the Bachelor's programmes, there are measures in place aiming to ensure that students are able to successfully complete their studies in English.

BSc in Business Management and BSc in Corporate Finance

At the Bachelor's level, participation in English language classes is optional and must be indicated during the application process. Students who opt in are required to attend for one semester, with the option to continue for a second semester upon request. A CEFR C1-level "can-do" self-assessment test is also made available to assist applicants in making this decision. The recommendation generated by the self-assessment is non-binding.

During the interview session with lecturers, the expert panel learned that IBS has implemented a probatory period of six weeks after the start of the first semester, in which lecturers observe the English proficiency level of students and indicate those whose proficiency is not high enough to follow classes to the voluntary English language classes.

MSc in IT for Business Data Analytics and MBA in Strategic Data-Driven Management

At the **Master's level**, all applicants must demonstrate adequate English proficiency at the time of admission. No language classes or additional English language support services are integrated into the programmes' structure.

2.3 Professional experience (Asterisk Criterion for master programmes that require professional experience)

MBA in Strategic Data-Driven Management

Professional experience is a formal admission requirement for the MBA in Strategic Data-Driven Management. Applicants must have a minimum of three years of full-time, post-graduate professional experience, with most successful candidates bringing three to five years of relevant employment. This standard aligns with the EQUAL MBA Guidelines (2014), which recommend a minimum of three years of professional experience for MBA programmes.

This requirement is linked to the study programme's objectives, which focus on equipping professionals with the strategic and data-driven decision-making skills required in dynamic, digitally transforming business environments. Students are expected to contribute substantial practical insights from their workplace and engage with case-based and project-based learning on a peer-to-peer level.

Relevant professional experience includes:

- Managerial, supervisory, or team-lead positions;
- Business process development, transformation, or innovation roles;

- Data analytics, performance management, or business intelligence functions;
- Experience in strategic planning or decision-making contexts;
- Entrepreneurial or consultancy experience with demonstrable outcomes.

The admissions process is designed to assess the quality, relevance, and maturity of each applicant's experience to ensure they are prepared to engage meaningfully with the study programme's applied curriculum and collaborative learning model. IBS pays particular attention to evidence of independent responsibility, strategic involvement, and readiness to contribute to classroom discussions and group projects with practical insight in applicants.

In justified cases, applicants with slightly less than three years of formal post-graduate experience may be considered if they present a particularly strong profile, such as significant leadership responsibility in a startup, early progression into strategic roles, or consultancy work with tangible impact. All such exceptions are reviewed by the MBA programme director.

By setting a higher threshold for professional experience than the minimum required, the programme ensures that its student cohort is composed of professionals capable of engaging deeply with the curriculum and contributing meaningfully to its collaborative, practice-oriented learning model.

All other study programmes

For the other study programmes, no prior professional experience is required for admission. These study programmes are designed to accommodate both recent secondary school graduates (in the case of the Bachelor's programmes) and recent Bachelor's graduates (for the MSc), and the curriculum is structured accordingly to support students who may be entering higher education or postgraduate study without a professional background.

2.4 Selection procedure

BSc in Business Management and BSc in Corporate Finance

Admission to Bachelor's programmes is based primarily on documentary evidence. There is no additional selection component such as an interview for these programmes. Admission is granted to all applicants who meet the formal entry criteria and whose documents are verified as valid, to ensure that the process remains objective, transparent, and accessible to a wide range of qualified students.

MSc in IT for Business Data Analytics and MBA in Strategic Data-Driven Management

The admissions process for the Master's programmes is more selective and goes beyond document verification. In addition to meeting formal academic and language requirements, applicants must participate in an oral interview. This interview is conducted by academic staff and serves as a key component of the selection procedure.

The purpose of the interview is to assess the applicant's motivation, academic preparedness, and, where applicable, their readiness for international study. This is particularly important for MSc and MBA students, who are expected to engage with complex academic material,

participate in international cohorts, and often balance studying with professional or personal responsibilities.

The interview also offers an opportunity to clarify expectations and identify areas where applicants may benefit from additional preparation or support, thus aligning admissions with long-term student success.

2.5 Counselling for prospective students

All study programmes

Information on study programmes and admission requirements is presented on the IBS website and in printed brochures, as well as educational fairs and expos, and direct contact with agents and regional coordinators. To support applicants in choosing the programme that best fits their background and goals, IBS offers a self-assessment quiz on its website. This tool aims at helping prospective students explore different study programme options and reflect on their personal and academic fit. Additionally, a wide network of international recruitment agents is supported with curated programme materials and regular agent workshops, aiming to enable them to address geographically specific questions.

Counselling services aim to be inclusive and attentive to the needs of a diverse applicant pool. Special assistance is provided to international students, including dedicated website sections that address common concerns and a named contact person within the Centre for Student Services who provides tailored support. Furthermore, IBS operates with a network of regional coordinators who are available to guide applicants in their native language or regional context.

The availability of counselling services is communicated through the IBS website and brochures. Applicants may reach out via phone, e-mail, or through their regional coordinator or agent. Additionally, there are regular virtual counselling sessions to accommodate students who are unable to attend in person.

Appraisal:

The admission requirements are defined and comprehensible. The national requirements are presented and considered. The admission requirements and procedure are described, documented, and accessible for interested parties.

The admission requirements are transparent about the required language proficiency level regarding English as the language of instruction. If relevant, preparatory language courses ensure that students are able to successfully complete the study programme – this service is offered for Bachelor's students. During the interview session with students and graduates, the expert panel learned that the English language proficiency level varies between students even in the Master's programmes. Therefore, the panel **recommends** IBS assessing applicants' language proficiency very diligently and think about offering preparatory courses even for Master's students.

For the Master’s programmes, the required professional experience corresponds to the defined qualification profile of applicants and the study programme’s objectives. Certified proof of this experience must be shown at the time of the admission.

Dependent on the study places available, the selection procedure is based on transparent criteria and ensures that qualified students are admitted. The selection procedure is described, documented, and accessible to interested parties. The selection decision is communicated to all applicants.

IBS reacts to incoming enquiries in a timely manner. The counselling options are clearly tailored to the needs of the diverse applicant group, as evidenced by the wide range of communication channels available, including phone, e-mail, the use of dedicated regional coordinators, and agents. Prospective students are further supported through a self-assessment quiz on the website, curated programme materials, and regular agent workshops that enable personalised guidance. Dedicated services for international students, such as named contacts within the Centre for Student Services, regional language support, and virtual counselling sessions, demonstrate the institution’s commitment to inclusivity and responsiveness.

| | | Exceptional | Exceed | Meet | Does not meet | n.r. | Recommendation |
|---------|---|-------------|--------|--------|---------------|-----------------------|----------------|
| 2.1* | Admission requirements (Asterisk Criterion) | | | X | | | |
| 2.2 (*) | Ensuring foreign language proficiency (Asterisk Criterion only for study programmes offering courses in a foreign language) | | | X | | | |
| 2.3 (*) | Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience) | | | MBADDM | | BFIN BMAN MIBDA | |
| 2.4 | Selection procedure (if relevant) | | | X | | | |
| 2.5 | Counselling for prospective students | | X | | | | |

3. IMPLEMENTATION OF THE STUDY PROGRAMME

3.1 Structure and Content

3.1.1 Structure of the study programme

Table 2 Structure of the study programmes

| Study programmes | BSc in Business Management | BSc in Corporate Finance | MSc in IT for Business Data Analytics | MBA in Strategic Data-Driven Management |
|--|------------------------------|------------------------------|---------------------------------------|---|
| Projected study time (semesters, months/trimesters, years) | 6 semesters | 6 semesters | 3 semesters | 3 semesters |
| Number of credits (national credits and ECTS credits) | 180 ECTS credits | 180 ECTS credits | 90 ECTS credits | 90 ECTS credits |
| Workload per ECTS credit | 25 hours | 25 hours | 25 hours | 25 hours |
| Weeks per semester | 14 weeks | 14 weeks | 14 weeks | 14 weeks |
| Credits for the final thesis/ final project and time awarded for writing | 20 ECTS credits / 1 semester | 20 ECTS credits / 1 semester | 25 ECTS credits / 1 semester | 25 ECTS credits / 1 semester |

All study programmes

Hungary has fully adopted the European Credit Transfer and Accumulation System (ECTS) and therefore IBS aligned its credit calculation to the ECTS. Each ECTS credit represents 25 hours of student workload, including contact hours, independent study, assessment preparation, and practical activities. As such, a standard full-time semester workload of 30 ECTS equates to approximately 750 hours of student effort.

Workload is calculated during programme design based on the ECTS standard of 25 hours per credit, encompassing all types of learning activities. Each module specification includes a breakdown of how these hours are expected to be distributed across contact hours, guided independent learning, and self-study. Course teams aim to ensure that the workload is aligned with intended learning outcomes and teaching methods, and these assumptions are validated through ongoing feedback and review processes.

The workload is distributed across core courses, electives, and other academic components such as projects or internships. All activities within a semester are integrated into the 30 ECTS framework. The semester design aims at avoiding clustering of assessments and supporting a steady pace of learning.

To support students in completing their studies within the appropriate timeframe, IBS has established a continuous feedback mechanism. At the end of every semester, students provide module-level feedback, including detailed input on workload and its alignment with expectations. These data are reviewed systematically and shared with module leaders, who are responsible for adjusting course delivery or assessment as needed.

3.1.2 Rationale for degree and programme name

BSc in Business Management

The name “BSc in Business Management” was selected to reflect the study programme’s central aim: to equip students with a comprehensive, practice-oriented understanding of how modern businesses are managed across a range of functions and contexts. The use of an internationally standardised programme name furthermore supports IBS’s goal of attracting students who seek a globally portable degree and practical preparation for international careers.

The programme-level Intended Learning Outcomes (ILOs) underpin the appropriateness of the name. For example, students are expected to demonstrate knowledge of:

- Key theoretical frameworks, concepts, and principles in marketing, finance, HRM, operations, and strategic management;
- Contemporary business challenges, including ethical, social, and environmental considerations;
- Leadership, organisational behaviour, corporate governance, and stakeholder dynamics;
- The impact of digital technologies and data analytics on business;
- The role of sustainable and ethical decision-making in long-term organisational success.

These outcomes are embedded throughout the curriculum, which includes modules such as:

- Foundations of Management and Organisation, Human Resource Management, and Strategic Management for understanding managerial practices;
- Accounting and Finance for Managers and Supply Chain and Operations Management –supporting analytical and operational competencies;
- Artificial Intelligence in Business and Data Literacy for addressing digital skills;
- Sustainable Business in Context and Business Law for Managers for embedding ethical and regulatory frameworks.

The Final Year Challenge and Business Consultancy Skills modules aim to ensure students apply their learning to real-world problems, aligning directly with the “management” aspect of the title.

The Bachelor of Science (BSc) designation has been chosen because the study programme develops students’ ability to analyse business problems systematically, use data to inform decisions, and apply structured approaches to organisational challenges, while fostering analytical thinking, decision-making tools, and the use of empirical evidence.

The programme is benchmarked to Level 6 of the UK Framework for Higher Education Qualifications (FHEQ). This level describes graduates who can:

- Demonstrate a systematic understanding of a field of study;
- Apply their knowledge in complex, real-world settings;
- Communicate clearly, think critically, and solve problems independently.

The inclusion of research-based modules such as Research Skills for Business Projects and the capstone Final Year Challenge aims to confirm that students are expected to operate at the appropriate academic depth and independence required at Level 6.

BSc in Corporate Finance

The name “BSc in Corporate Finance” was selected to reflect the study programme’s primary objective: to develop students’ expertise in financial decision-making, corporate finance, financial markets, and strategic management of financial resources. It signals a specific professional orientation within the broader field of business and aligns closely with both the academic content and programme-level learning outcomes.

The programme-level ILOs confirm the appropriateness of the name. Graduates are expected to demonstrate knowledge and understanding of:

- Advanced financial theories, principles, and techniques applied in various financial contexts;
- Accounting standards and financial analysis for interpreting data and assessing performance;
- The role of financial institutions and markets, and the influence of regulation and global economic trends;
- Portfolio and financial management strategies tailored to risk-return goals;
- Ethical, governance, and sustainability considerations in financial decision-making;
- Contemporary issues facing the finance and accounting profession.

The Bachelor of Science (BSc) designation reflects the curriculum’s emphasis on quantitative reasoning, analytical rigour, and systematic problem-solving. Modules such as Investments, Financial Management, and Data Literacy support evidence-based thinking and structured decision-making.

The programme is designed to meet Level 6 of the UK FHEQ through the study programme’s technical modules and capstone project.

MSc in IT for Business Data Analytics

The name “MSc in IT for Business Data Analytics” was chosen to reflect the study programme’s dual focus on IT and its application in business decision-making through data analytics. It communicates to prospective students and employers that graduates will not only possess technical data handling skills but will also be capable of applying these tools in organisational and strategic business contexts.

Graduates are expected to gain the following ILOs:

- Expertise in statistical, AI, neural and non-neural machine learning, and database methods for extracting value from data;
- The ability to structure, interpret, and visualise complex data sets using techniques such as histograms, scatter plots, and parallel coordinates and tools such as Tableau, Power BI, or Python;
- Skills to address data quality, cleansing, enrichment, and transformation processes;
- Competence in retrieving and manipulating information using standardised computer languages (Python and SQL);
- A solid grounding in core business principles to ensure that data-driven insights support organisational strategy.

The skills-based ILOs further reinforce the programme's applied character. Graduates are expected to:

- Analyse large datasets and identify patterns;
- Apply statistical and machine learning techniques using ICT tools;
- Manage and normalise data to ensure quality, reliability, and usability;
- Communicate findings effectively through written reports and presentations.

The Master of Science (MSc) designation has been chosen because the study programme is grounded in quantitative, technical, and analytical learning. The use of ICT tools, algorithmic thinking, and statistical modelling defines it as a science-oriented degree. Modules such as Data Mining and Machine Learning and Python for Data Analytics require and develop systematic problem-solving and evidence-based analysis, both characteristic of MSc programmes.

The programme is aligned with Level 7 of the UK FHEQ. This level describes graduates who:

- Demonstrate a critical awareness of current issues in a specialised field;
- Use initiative and originality in problem-solving;
- Conduct independent applied research in their area of study.

This is reflected in the final semester, which is dedicated to the Business Data Analytics Project, which is a substantial, independent undertaking requiring the integration of technical and business knowledge.

MBA in Strategic Data-Driven Management

The name "MBA in Strategic Data-Driven Management" was selected to reflect the study programme's primary purpose: to prepare experienced professionals to take on strategic leadership roles by applying data-driven decision-making frameworks across diverse business contexts. The programme title combines three key elements: a) MBA (Master of Business Administration), indicating advanced managerial competence; b) Strategic, pointing to organisational direction-setting; and c) Data-Driven Management, which highlights the programme's distinctive focus on evidence-based leadership.

Through the ILOs, students are expected to:

- Demonstrate a comprehensive understanding of managerial issues in strategic data-based decision-making;

- Critically analyse global industries and markets, assessing risk and opportunity;
- Use advanced analytical skills to acquire and manage business intelligence;
- Function effectively in multinational teams, demonstrating solid team management and leadership capabilities.

MBA programmes, unlike MSc degrees, focus on developing broad managerial competence across key business functions, with an emphasis on leadership, communication, and strategic thinking in applied business settings. This programme meets those expectations while offering a distinctive specialisation in data-driven decision-making.

The programme is benchmarked to Level 7 of the UK FHEQ. The Capstone Project and modules such as Business Intelligence for Data-Driven Management meet these expectations.

3.1.3 Conceptual coherence of the curriculum

BSc in Business Management

The study programme is structured to provide a comprehensive foundation in business while offering opportunities for students to specialise and develop distinct career profiles. The programme begins with a common first year shared with the BSc in Corporate Finance. This includes broad introductory modules and pre-specialisation electives, designed to help students make informed decisions about their academic path and allow for smooth transitions between the two programmes.

From the second year onward, students may personalise their studies by selecting from thematic specialisations, such as Artificial Intelligence and Data Analytics, Arts Management, Diplomacy and International Relations, Human Resource Management and Business Psychology, Marketing, and Tourism. These specialisations are implemented through targeted management electives in Years 2 and 3.

In parallel, the UpSkill programme develops critical employability competencies, such as teamwork, digital communication, data storytelling, and AI literacy, aligned with the World Economic Forum's Skills Taxonomy.

The study programme has a Final Year Challenge, which offers students a choice between a business simulation, a work placement, a study abroad semester, or a traditional BSc thesis. Each path requires students to submit a reflective academic paper that synthesises their experience with their academic learning, demonstrating both applied and theoretical competence.

The curriculum is mapped to the study programme's qualification objectives, aiming to ensure students develop key managerial, analytical, and ethical competencies. Modules such as Foundations of Management and Organisation, Human Resource Management, and Strategic Management support the development of leadership and organisational insight. Analytical and operational skills are addressed in Accounting and Finance for Managers and Supply Chain and Operations Management. In response to digital transformation trends, modules such as Artificial Intelligence in Business and Data Literacy prepare students to manage technological

change. Courses such as Sustainable Business in Context and Business Law for Managers support students' understanding of ethical, legal, and sustainability issues in business.

The Final Year Challenge and Business Consultancy Skills module aim to ensure that students apply theoretical learning to real-world problems.

Out of 180 ECTS credits required to complete the programme, 120 ECTS credits are allocated to compulsory modules and 60 ECTS credits to electives. Elective modules primarily support the student's choice of specialisation, with structured pathways available in six thematic areas, for students to tailor their academic experience to individual interests while meeting programme-level learning outcomes.

BSc in Corporate Finance

The study programme shares its foundational first year with the Business Management programme. From the second year, the curriculum shifts toward advanced finance topics. The study programme covers corporate finance, financial markets, investments, and risk management through a series of core modules. In the final year, students select electives that may include professionally aligned topics such as Performance Management for ACCA, providing opportunities to gain exemptions from relevant professional qualifications.

The UpSkill programme is fully integrated and tailored to support competencies relevant to finance, including AI applications, business research, and communication skills.

The programme concludes with the Final Year Challenge, offering options for practical engagement such as internships, simulations, and study abroad, all supported by an academic reflection.

The curriculum builds progressively to support the study programme's aim of developing financially literate, analytically capable graduates. Key modules such as Corporate Finance, Investments, and Banking and Risk Management introduce students to the core principles of financial decision-making. Advanced modules like Financial Reporting, Financial Management, and Financial Markets and Trading add depth to students' technical and strategic understanding.

The global and innovative dimensions of finance are addressed through courses like Public and International Finance and Modern Financial Services. Practical modules such as Business Accounting and Accounting and Finance for Managers provide students with critical interpretation and application skills. Digital and data-driven competencies are addressed through IT and AI Skills for Finance and Data Literacy.

The study programme includes 140 ECTS of compulsory modules and 40 ECTS of electives. Although there are no formal specialisations, elective modules, particularly in the final year, aim to allow students to tailor their studies to align with their career goals, such as pursuing professional certification tracks.

MSc in IT for Business Data Analytics

The study programme follows a structured progression from foundational technical skills to applied business analytics. Semester 1 focuses on core tools and methods through modules like Databases for Data Science and Analytics, Python for Data Analytics, and Decision-Making and Analytical Skills. Semester 2 moves toward integration and specialisation with Data Mining and Machine Learning, Business Intelligence for Data-Driven Management, and Skills for Data Analysts, alongside a business elective.

Semester 3 is dedicated to a final Business Data Analytics Project, where students apply their technical knowledge to a real-world business challenge. The programme design aims to ensure that business understanding and data capabilities are taught concurrently to highlight the interplay between the two domains.

The curriculum is aligned with the ESCO occupational standard for data analysts, aiming to ensure that the qualification meets industry expectations. Modules such as Databases and Python build core technical skills, while Data Mining and Machine Learning and Business Intelligence develop advanced capabilities in analysis and strategic interpretation. Modules like Decision-Making and Analytical Skills and Principles and Practices of Global Business reinforce the business relevance of the programme.

The programme includes 80 ECTS of compulsory modules and 10 ECTS of electives. While there are no formal specialisations, students can tailor their experience through their choice of elective and the topic of their final project.

MBA in Strategic Data-Driven Management

The study programme is structured to deliver a contemporary business education with a focus on data-informed leadership. The curriculum spans three semesters and comprises of 90 ECTS credits, of which 84 ECTS credits are prescribed in compulsory modules and 6 ECTS credits are elective.

The study programme provides comprehensive coverage of all major business functions, in line with the EQUAL MBA Guidelines. Students gain a solid foundation in financial and operational management through modules such as Budgeting and Cost Awareness and Organisational and Project Management Skills. Strategic insight is cultivated through Strategic Management. Service Excellence and Leadership in a Globalised World strengthen customer orientation and leadership capacity.

A defining feature of the programme is its emphasis on data literacy and analytical reasoning. Modules such as Decision-Making and Analytical Skills and Business Intelligence for Data-Driven Management build core capabilities in interpreting and leveraging data for strategic advantage. These are complemented by skills-focused modules in communication, teamwork, and applied project management.

The second semester includes an elective component (6 ECTS credits), for students to personalise their learning according to their interests or professional development goals. The third semester is dedicated to the Capstone Project, a culminating applied research initiative

in which students identify and address a complex business issue using data-driven insights. This project is supported by a Research Tutorial Seminar and is a critical feature that ensures integration of all previously acquired knowledge and skills.

The study programme's qualification objectives are aligned with the learning outcomes expected of an MBA, particularly those articulated in the EQUAL MBA Guidelines. The primary aim is to develop strategic leaders who are capable of navigating complex environments, making evidence-based decisions, and leading organisational transformation. Students acquire and integrate competencies across the cognitive (knowledge), practical (skills), and affective (attitudes and values) domains. Modules such as Strategic Management and Leadership in a Globalised World aim to build decision-making capacity and foster ethical awareness and global perspective. Meanwhile, Decision-Making and Analytical Skills and Business Intelligence for Data-Driven Management ensure that graduates are capable of critically analysing information and applying it to strategic business contexts.

The study programme's applied emphasis, particularly through the Capstone Project and supporting Research Tutorial Seminar, aim to support the development of critical thinking, independent inquiry, and problem-solving, in direct connection with professional practice. Students are expected to draw on their accumulated knowledge to craft strategic recommendations backed by data, to demonstrate both theoretical understanding and practical capability. Furthermore, the curriculum aims to promote lifelong learning and adaptability by developing communication skills, team effectiveness, and self-reflection.

3.1.4 Study and exam regulations

All study programmes

The conditions of the study programmes at IBS are officially regulated in the Study and Examination Regulations, which are publicly available via the IBS's website. Students can also access detailed information about programme requirements, structures, and assessments through the "Info Centre" tab on Moodle.

The Study and Exam Regulations are reviewed annually. The Pro-Rector of Student Services typically initiates updates, which are then reviewed and adopted by the Senate, including student representatives. Major changes to the regulations are communicated to students and faculty via Moodle, institutional email, and updated tutorial videos on Moodle to reflect the current regulations.

IBS has introduced a comprehensive AI Policy that addresses different levels of permitted AI use in assessments. The policy ranges from full prohibition (Level 0) to critical or extensive AI-supported engagement (Levels 3-4), each requiring clear documentation and disclosure by students.

All assessment submissions are processed exclusively through Moodle and are automatically screened using Turnitin. Academic misconduct, including plagiarism, contract cheating, collusion, and data falsification, is defined in the Study and Examination Regulations. Suspected cases are investigated by the Academic Conduct Officer (ACO). There are procedures in place for both on-campus and remote assessments. Sanctions vary by severity

and previous academic track records. They may include resubmission limits, zero marks, or disciplinary action. A comprehensive Database of Academic Offences is maintained.

Final theses and written projects are subject to Turnitin checks. Theses are vetted by the ACO prior to being distributed for grading, while faculty members can report concerns for other written assessments. Evaluations are based on pre-published and consistently applied criteria.

Resit opportunities are defined in the module specifications. Exams may be retaken in the subsequent semester, while coursework resits are typically offered within the same semester. Appeals against assessment decisions can be submitted on the grounds of administrative errors, procedural irregularities, mitigating circumstances, examiner bias, or incorrect degree classification. Appeals based on disagreement with a grade are not accepted. Appeals must be supported by evidence and submitted within two weeks of grade publication.

IBS maintains a policy for students with disabilities and chronic medical conditions, in line with national legislation. Measures include accessible classrooms, exam accommodations (e.g., extended time, alternative formats), the use of personal assistants, and specialised educational tools. A Disability Services Coordinator manages individual cases and advises on the academic concessions and procurement of learning aids. IBS provides guidelines through the “Provisions for Disabled Students” regulation, which has been revised in 2024.

IBS recognises prior learning and external credits, in line with the Lisbon Recognition Convention. Credit transfer requests are submitted upon enrolment and reviewed by an internal committee before final approval by the UoB. External modules must match IBS modules in content, level, and credit value. Accepted modules are marked as “Exempt” and are excluded from degree classification calculations.

BSc in Business Management and BSc in Corporate Finance students may complete their fifth semester abroad under Erasmus+. Practical work periods can also be recognised in lieu of work placement. The **MSc in IT for Business Data Analytics and MBA in Strategic Data-Driven Management**, due to their duration, do not offer mobility opportunities.

3.1.5 Examination and final thesis

All study programmes

A key formalised element of external academic input is the practice of external examining. External examiners are appointed to provide an independent and impartial review of the academic standards, assessment practices, and learning outcomes within the programmes. They review a sample of student assessments, offer feedback on marking consistency, and participate in the validation of final grades. This process aims to ensure that the programme maintains academic integrity and alignment with external benchmarks, while also contributing to the continuous improvement of teaching and assessment practices.

All forms of assessment are managed through Moodle, where students submit their work and receive feedback. Faculty members are required to use a grading grid that has been approved through internal moderation and by external examiners during the pre-assessment moderation

stage. Alongside the grading grid, lecturers provide feedback files with both in-line and overall comments, giving students detailed and actionable insights into their performance.

All four study programmes employ a range of assessment types designed to reflect real-world professional contexts and support the achievement of intended learning outcomes. Individual and group home assignments are widely used and encompass formats such as case study analysis, research papers, literature reviews, business plans, financial analysis reports, project proposals, and reflective writing. These tasks are designed to encourage students to apply theoretical knowledge to practical problems, synthesise academic sources, and reflect on their professional development.

Additionally, individual and group presentations are commonly integrated into coursework to reinforce communication skills and promote peer learning. Continuous assessment tasks are used throughout the semester in various formats, most notably short quizzes used in flipped classroom settings and portfolio submissions that track student progress over time. More formal evaluations include 60-minute mid-term tests and 120-minute examinations.

Assessment types are intentionally selected based on the ILOs of each module. Across all four programmes, there is a strong preference for assessment tasks that replicate professional scenarios and decision-making processes. IBS aims at a progression in the complexity of assignments: in Year 1 of undergraduate programmes, the emphasis is on accurate application and referencing of external sources. By Year 3, students are expected to conduct their own data collection and analysis. At the MSc and MBA levels, assessments demand critical synthesis of diverse information, application of scientific methods, and original evaluation.

The academic difficulty of assessments is managed through a structured process of internal and external pre- and post-assessment moderation to ensure that all assessment tasks are pitched at the appropriate cognitive level for the stage of study and are fully aligned with the qualification framework. It also helps maintain consistency and fairness in grading.

Emphasis is placed on the development of students' analytical and scientific reasoning skills. Home assignments and formal tests are predominantly problem- or case-driven. Multiple-choice formats are deliberately avoided in favour of open-ended tasks that require critical thinking, problem-solving, and the application of scientific methods.

Tutors provide detailed in-line feedback directly within student submissions, as well as overarching summative comments. Grading grids (rubrics) are used for all assessment tasks to ensure consistency, transparency, and alignment with learning outcomes. These feedback mechanisms are designed not only to justify grades but also to guide students in improving their academic performance.

Students are supported in their exam and assignment preparation through the provision of sample examination papers and model assignments, which are strongly encouraged across the board. Assessment task descriptions and grading rubrics are published at the beginning of the semester, after they are approved by external examiners.

BSc in Business Management and BSc in Corporate Finance

As part of the Final Year Challenge, students choose from four capstone options: Business Simulation, BSc Dissertation, Work Placement, or Study Abroad Semester. Each option has specific academic requirements.

- The BSc Dissertation must be 10,000 \pm 10% words, using at least 20 academic sources, and can be either a project report or an empirical investigation. Both should follow a structured format. The project report includes Executive Summary, Introduction, Description of the Project, Methodology of Investigation, Project Analysis and Conclusions; while the empirical investigation follows a format including Abstract, Introduction, Literature Review, Methodology, Results, Discussion, and Conclusion.
- The Business Simulation culminates in an individual reflective paper of 4,000 \pm 10% words, with a minimum of 10 academic sources.
- The Work Placement Report also requires a 4,000 \pm 10% word reflective paper, integrating at least 10 academic sources.
- The Study Abroad Reflective Paper is similarly 4,000 \pm 10% words, emphasising critical reflection on intercultural and academic experiences, supported by at least 10 sources.

In all cases, assessment rubrics are published, and referencing must follow the Harvard style. Criteria, rules, and procedures are published in the Final Year Challenge Handbook and Moodle.

The Final Year Challenge aims to consolidate and apply academic knowledge in real or simulated professional settings. Each option serves the following overarching objectives:

- To demonstrate the ability to undertake independent, research- or reflection-based academic work;
- To integrate academic theory with practical application;
- To develop critical thinking, analytical reasoning, and problem-solving skills;
- To reflect on personal development, teamwork, and strategic decision-making where applicable.

Each student is assigned a supervisor according to their selected Final Year Challenge option. Supervision is structured and mandatory:

- For the dissertation and project report, students must attend at least two consultations, one at the beginning and one during the writing phase.
- In the Business Simulation, students attend one group consultation during the simulation and one individual consultation while writing the reflective paper.
- For the Work Placement and Study Abroad options, students have at least one formal consultation on their reflective report.

Students receive structured academic support as part of the Final Year Challenge. Those undertaking the dissertation or project report participate in the Research Skills for Business Projects module, which includes workshops on topic selection, methodology, and proposal writing. All students receive detailed handbooks outlining expectations, assessment criteria, and structural guidelines. Sample templates, assessment rubrics, and academic writing resources are provided via Moodle. Supervisors offer feedback on draft proposals or chapters.

MSc in IT for Business Data Analytics

Students on the study programme complete a Business Data Analytics Project as their capstone thesis. This project is designed to integrate advanced data science skills with business knowledge to solve a substantive, real-world problem. The final submission must include: A written report (approx. 10,000 words $\pm 15\%$), as well as a GitHub repository with well-documented code and project documentation. The project must address the full data analytics lifecycle: problem definition, data acquisition and preprocessing, exploratory data analysis, model implementation and optimization (primarily using Python), model validation, and business interpretation. A structured format is recommended, including sections such as Introduction, Literature Review, Methodology, Exploratory data analysis, Implementation, Results, Business Insights, and Conclusion.

Assessment is based on academic quality and practical relevance, covering both technical accuracy and the business value of the insights generated. Harvard-style referencing is required, and the project must be submitted via Moodle by the deadline announced each semester.

The Business Data Analytics Project aims to develop and showcase a student's ability to independently apply data science and business analytics to address a significant problem. The project serves as a demonstration of the student's readiness for professional roles in analytics and decision science, combining technical depth with business acumen. The objectives include:

- Demonstrating advanced technical proficiency in data preprocessing, algorithm implementation, and model optimisation;
- Applying theoretical and practical knowledge to produce actionable business insights;
- Validating and evaluating models using robust metrics;
- Communicating findings effectively to technical and non-technical stakeholders;
- Integrating analytical output with strategic business considerations to support decision-making.

Each student is assigned two supervisors: one with a background in data analytics and one in business. Supervisors are allocated in the third semester based on topic alignment and expertise. Students are responsible for maintaining communication and arranging consultation sessions. Supervision includes regular guidance on methodology, structure, and development of the project, feedback on draft sections, provided in a timely manner, and a mandatory supervision report documenting the frequency and content of consultations, which is submitted by the supervisors before grading. Students also receive detailed assessment rubrics, examples of expected outputs, and advice on academic integrity and use of AI tools, ensuring clarity of expectations.

MBA in Strategic Data-Driven Management

MBA students complete their studies with a Capstone Project, a written assignment (13,000 $\pm 15\%$ words) that integrates academic knowledge with a real-world business issue. The Capstone Project is not a traditional theory-based dissertation; instead, it critically analyses a real-life work-related project with which the student has had direct or planned involvement.

Acceptable topics include change management initiatives, software implementation, geographic or product expansion, or entrepreneurial business plans.

The project must follow a structured format, including sections such as: Introduction, Project Description, Literature Review, Research Methods, Data Analysis and Critical Review, Conclusions and Recommendations, References, and Appendices. The Capstone Project is assessed on its academic rigour, relevance to practical business problems, and integration of theory and empirical analysis. Harvard-style referencing is mandatory, and all work is submitted electronically via Moodle.

The Capstone Project serves as a culminating academic and professional exercise, designed to demonstrate the student's capacity to:

- Critically appraise complex business problems and proposed solutions;
- Integrate and apply knowledge acquired throughout the MBA programme;
- Employ appropriate methodologies for analysing organisational issues;
- Interpret and evaluate empirical data in a strategic context;
- Develop practical, well-justified recommendations that offer real-world value.

Each student is assigned a supervisor during the second semester, based on the topic area and supervisor availability. Students are expected to maintain an active and professional supervisory relationship, with three to five structured meetings planned across the research and writing period. These include discussions on topic refinement, proposal development, and feedback on draft chapters. A supervisory report is completed by the tutor prior to grading to document the student's engagement and academic development.

Students receive preparatory support for the Capstone Project. During the second semester, they participate in research tutorial seminars and submit a draft and final proposal. These preparatory activities help define the research question, objectives, methodology, and expected outcomes.

Appraisal:

The study programmes' structure supports the smooth implementation of the curriculum and helps students to reach the intended learning outcomes. The study programmes consist of courses and assign credits per course based on regularly conducted workload assessments. The study programmes can be completed within the projected study time.

Practical components are designed and integrated in such a way that credits can be acquired. The course descriptions provide detailed descriptions of intended learning outcomes, and the information defined in the ECTS Users' Guide 2015.

The MBA programme includes a substantial proportion of contact between student and teaching staff as it is offered in the evenings, with lectures starting at 5 o'clock in the afternoon. The same is true for the MSc. programme.

The degree and study programme names correspond to the content of the curriculum and the study programmes' qualification objectives and are in line with the national requirements.

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

Electives are an integral part of the curriculum that enable students to gain additional competences and skills.

For both Master programmes, the contents of the programme take into account the students' prior professional experience and build on and refer to it.

The contents of the MBA programme are in line with the EQUAL MBA Guidelines.

There are regulations which contain all necessary rules and procedures for teaching, studies and examination. They also take AI developments into account. Especially in view of fast-paced developments in the use of AI, the panel notes that sometimes regulations have to be implemented swiftly. Nevertheless, clear and timely communication of regulatory changes is essential to ensure that students are adequately prepared and can adjust their academic planning without disruption. By informing the relevant cohorts in advance, IBS can demonstrate transparency and safeguard student trust in institutional processes. Therefore, the expert panel **recommends** communicating changes in regulations to the relevant students before the implementation.

The faculty has available solutions to detect forms of plagiarism. Specific policies and/or tools are in place how to address AI-generated content.

The final/written projects, such as final theses and/or capstone projects, are evaluated based on previously published and coherently applied criteria, rules, and procedures, and are checked for the prevention of plagiarism.

Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the study programme and examinations. This is stipulated in the "Provisions for Disabled Students" regulation.

The recognition of degrees and periods of study at other HEIs is regulated in accordance with the Lisbon Recognition Convention; the recognition of periods of practical work is also clearly defined.

Upon graduation, all students receive a Diploma Supplement including a transcript of records, prepared in accordance with the ECTS User's Guide (2015). Final grades are awarded, and an ECTS Grade Distribution Table is provided for comparative purposes.

All examinations, as they are defined for the courses, are suited in format and content to achieve the intended learning outcomes. The requirements are in accordance with the desired qualification level. The examinations are characterised by a wide variety of test formats.

The expert panel **commends** the use of external examiners, who are regularly appointed for examinations and provide an independent and impartial review of the academic standards, assessment practices, and learning outcomes.

The students prove their ability to undertake scientific work and the achievement of the study programme’s qualification objectives.

Since the “Final Year Challenge” for the Bachelor’s programmes has been implemented only recently, no outcomes are yet available to assess the effectiveness of this form of final project in demonstrating scientific work. Revisiting the design after the graduation of the first cohort will help ensure that all challenges consistently demonstrate the same level of scientific ability. Therefore, the expert panel **recommends** revisiting the Final Year Challenge after the graduation of the first cohort to make sure that all types of Final Year Challenge are of comparable academic difficulty and that students demonstrate the same level of scientific ability regardless of which option they choose.

| | | Exceptional | Exceed | Meet | Does not meet | n.r. | Recommendation |
|---------------|--|-------------|--------|------|---------------|------|----------------|
| 3.1 | Structure and content | | | | | | |
| 3.1.1* | Structure of the study programme (Asterisk Criterion) | | | X | | | |
| 3.1.2* | Rationale for degree and programme name (Asterisk Criterion) | | | X | | | |
| 3.1.3* | Conceptual coherence of the curriculum (Asterisk Criterion) | | | X | | | |
| 3.1.4* | Study and exam regulations (Asterisk Criterion) | | | X | | | X |
| 3.1.5* | Examination and final thesis (Asterisk Criterion) | | | X | | | X |

3.2 Intended competences and skills

3.2.1 Methods and scientific practice

All study programmes

All four study programmes are designed to cultivate academic and methodological skills through a structured learning pathway. Students begin with foundational training in academic writing, quantitative reasoning, and critical thinking, and progress toward more advanced applications such as data analysis, research methodology, and strategic problem-solving. These skills are developed through a range of assignments and projects that increase in complexity as the programmes advance. By the time students reach their final year, they should be well-prepared to undertake independent research and analytical work at the appropriate academic level.

Digital literacy and the use of AI tools are embedded throughout all four study programmes. Students learn to use a range of digital technologies for research, analysis, and presentation,

and are trained to critically reflect on the implications of these tools for academic integrity, data ethics, and scientific precision. Assignments often require students to integrate AI-generated output into their work, fostering an understanding of how these tools can support but also complicate the research process.

BSc in Business Management

Students in the study programme follow a structured pathway that introduces and deepens their academic and methodological capabilities. In Year 1, they undertake Critical Analysis & Effective Writing, where they engage in academic writing while exploring the integration of AI-generated content. Complementary modules such as Data Literacy and Business Presence and Oral Communication develop quantitative reasoning, critical thinking, and presentation skills. In Year 2, students expand their digital competencies through Business Insights and Storytelling, and learn to critically examine emerging technologies in Artificial Intelligence in Business. By Year 3, they should be equipped to carry out independent research in Research Skills for Business Projects and apply their accumulated skills in the final capstone experience, Final Year Challenge and Business Consultancy Skills. Additionally, the study programme offers a specialisation track in AI and Data Analytics, where students learn to build machine learning pipelines using low-code and no-code tools.

BSc in Corporate Finance

The programme follows a similar pedagogical progression to BSc in Business Management. The content is tailored to the finance context. Students begin with foundational modules in academic and quantitative skills, including Critical Analysis & Effective Writing and Data Literacy. In Year 2, they also gain experience in data visualisation and storytelling through Business Insights and Storytelling. The study programme includes a dedicated module, IT and AI Skills for Finance, which introduces AI applications in financial analysis and decision-making. In the final year, students are trained in research methodology and complete a capstone consultancy project that synthesises their academic and professional competencies.

MSc in IT for Business Data Analytics

The study programme is designed to be data-driven, with emphasis on empirical research, advanced analytics, and machine learning. Students develop technical and methodological skills through core modules such as Decision-Making and Analytical Skills, Python for Data Analytics, and Data Mining and Machine Learning. They also receive training in empirical research design and statistics in Skills for Data Analysts. They learn to generate actionable insights in Business Intelligence for Data-Driven Management. The final Business Data Analytics Project serves as a comprehensive synthesis of all methodological and applied learning.

MBA in Strategic Data-Driven Management

The MBA is designed with a focus on data literacy, analytical decision-making, and strategic research application. Students are trained in academic and professional communication in the Communication Skills module. They build their analytical foundations in Decision-Making and Analytical Skills. In Business Intelligence for Data-Driven Management, students apply

business intelligence techniques The Research Tutorial Seminar aims to prepare students to design and carry out independent research projects. The final Capstone Project enables students to synthesise and apply all previously acquired skills to a strategic, data-driven business challenge. Throughout the study programme, students are encouraged to use AI and digital tools and to reflect critically on their role in the management and research process.

3.2.2 Integration of theory and practice

All study programmes

The integration of research-oriented skills into vocational contexts is a core component of all four study programmes. Throughout their studies, students apply their academic and methodological training in practice-oriented modules, consultancy challenges, and capstone projects. These real-world learning experiences simulate professional environments to enable students to develop problem-solving strategies based on empirical evidence and analysis. Case studies are routinely employed in both teaching and assessment, including mid-term tests and final examinations. A preference for open-ended assessment formats shall encourage students to move beyond knowledge recall and engage in higher-order thinking, such as synthesis, critical analysis, and problem-solving, thereby reinforcing the practical relevance of theoretical learning. The balance between theoretical and practical content is monitored through the involvement of external examiners.

At IBS, the exclusive use of small-group seminars, even in place of traditional lectures, aims to ensure a dynamic integration of theoretical concepts and practical applications. In these interactive settings, students can engage directly with academic content through real-world case studies, current business scenarios, and applied project work.

BSc in Business Management and BSc in Corporate Finance

The study programmes have a practice-oriented approach (60–70%), with an emphasis on applied learning outcomes and case-based instruction, preparing students for entry-level and mid-level roles in diverse business sectors. The **BSc in Corporate Finance** is also ACCA-accredited, and as such, curriculum design and module content are aligned with ACCA's professional standards.

MSc in IT for Business Data Analytics

This programme has a practice-oriented structure of approximately 70–80% applied content. Technical modules, especially those covering Python programming and machine learning, are delivered by practising data scientists, providing students with direct exposure to industry-standard tools, methodologies, and real-world case applications.

MBA in Strategic Data-Driven Management

Like MSc in IT for Business Data Analytics, the MBA programme is practice-oriented, with 70–80% of content focused on applied learning. The programme aims to develop executive-level competencies by closely interweaving business theory with strategic, data-driven decision-making processes grounded in real-life business contexts.

3.2.3 Interdisciplinary and transdisciplinary thinking

All study programmes

All four programmes integrate interdisciplinary and/or transdisciplinary components within their structure and qualification objectives. These elements are embedded through both core and elective modules that span fields such as data analytics, communication, sustainability, technology, psychology, and political science. Students are encouraged to connect knowledge and methods from various disciplines to solve real-world business challenges.

Didactical and methodological measures supporting this integration include project-based learning, case studies, simulations, group assignments, and applied research. These approaches aim to enable students to develop analytical, reflective, and communicative competences that transcend disciplinary boundaries. Although formal benchmarking against external frameworks is not uniformly applied across all programmes, curricula are regularly updated based on labour market trends, academic best practices, and stakeholder feedback to ensure the development of relevant cross-functional skillsets.

Students in all four programmes have access to structured elective opportunities, either as part of early general education modules or through later-stage specialisations.

BSc in Business Management and BSc in Corporate Finance

The study programmes aim to foster interdisciplinary and transdisciplinary competences from the outset. In Year 1, students choose from Pre-Specialisation Electives such as Introduction to Psychology, Introduction to Political Science, and Introduction to Visual Culture, which provide foundational insights into the social sciences and humanities. Core modules like Data Literacy and Business Insights and Storytelling combine quantitative and narrative techniques to support decision-making, integrating skills from data science, business, and communication. The module Sustainable Business in Context introduces environmental and ethical dimensions to core business functions.

In Year 2, **BSc in Business Management** students take Artificial Intelligence in Business, a transdisciplinary module connecting technological trends with strategic management. Cross-Cultural Communication Electives further broaden students' perspectives by engaging with intercultural theory and practice. Additionally, students can select from a range of transdisciplinary specialisations: AI and Data Analytics, Arts Management, Diplomacy and International Relations, Human Resource Management and Business Psychology, Marketing, and Tourism, that allow deeper exploration of interdisciplinary intersections tailored to career aspirations. For **BSc in Corporate Finance** students in Year 2, the course IT and AI Skills for Finance bridges the domains of financial theory and technological application, reflecting the increasing demand for digital literacy in finance roles.

MSc in IT for Business Data Analytics

The study programme is designed as a transdisciplinary programme, operating at the interface of business, data science, and information technology. Core modules integrate technical proficiency with strategic insight and communication skills. The curriculum directly reflects the ESCO (European Skills, Competences, Qualifications and Occupations) framework for data analysts, which serves as a formal benchmark for programme content and learning outcomes.

Students engage with real-world business problems requiring integrated analytical and managerial responses. Teaching methods include applied data projects and collaborative exercises that mirror cross-functional teamwork in professional environments.

MBA in Strategic Data-Driven Management

The MBA programme provides an interdisciplinary platform and aims at preparing students for complex leadership roles that require a synthesis of analytical, strategic, and interpersonal skills. Modules such as Decision-Making and Analytical Skills incorporate elements from cognitive psychology, statistics, and operations research to support effective judgement in uncertain environments. Business Intelligence for Data-Driven Management integrates data science, information systems, and strategic planning.

Communication Skills is another key module that brings together psychological theory, negotiation techniques, and intercultural communication to enhance leadership and stakeholder engagement. Additional electives like Market and Competition Analysis combine marketing, economics, and competitive strategy. The programme's teaching approach is built on case studies and real-world business challenges business simulations and reinforces the ability to work across disciplines in high-level strategic contexts.

3.2.4 International contents

All study programmes

Internationalisation is considered as a core dimension of all four study programmes and is reflected across curricula, teaching methods, student composition, and learning outcomes. All module specifications explicitly reference relevant United Nations Sustainable Development Goals (SDGs), aiming to ensure that global issues are addressed meaningfully and systematically throughout the learning process.

The international composition of the student body significantly enhances intercultural learning. Over 60% of students enrolled in the BSc programmes and over 80% of students in the MSc and MBA programmes come from international backgrounds.

Moreover, international case studies, simulations, and datasets are used across the curricula. These tools aim for students to apply theoretical knowledge to global business scenarios and to understand market behaviour in varied cultural and economic contexts. Finally, all programmes offer the opportunity to apply for Erasmus+ funding for international placements after graduation.

BSc in Business Management and BSc in Corporate Finance

In the Bachelor programmes in Business Management and Corporate Finance, students are introduced to global business concepts through courses such as Sustainable Business in Context, which includes case studies like Alibaba, and Business Economics, which explores macroeconomic frameworks. The course Business Law for Managers includes a session on Private International Law, aiming at familiarising students with the legal context of cross-border transactions. Furthermore, the **BSc in Business Management** offers specialisations in Diplomacy and International Relations.

Intercultural understanding is explicitly addressed through electives in Cross-Cultural Communication and reinforced in mandatory courses such as Human Resource Management, which includes international Human Resource Management case studies. The Study Abroad Semester in Year 3 offers students the opportunity to gain exposure to international academic environments.

MSc in IT for Business Data Analytics

The MSc in IT for Business Data Analytics integrates internationalisation across both the business and technology dimensions of the programme. Courses such as Principles and Practices of Global Business aim to ensure that students develop a solid understanding of international business operations and decision-making. Elective modules such as Managing Global Brands, Market and Competition Analysis, and Team Management Skills highlight the international context in which data-driven strategies are implemented.

Students work in diverse international teams on applied group projects, simulating the collaborative and cross-cultural dynamics of modern data analytics environments. In Skills for Data Analysts, students are expected to conduct empirical research in multinational teams while exploring an international topic of their choice. The use of real-world datasets sourced from various international markets aims to reinforce students' ability to interpret and respond to culturally and economically diverse scenarios.

MBA in Strategic Data-Driven Management

The MBA in Strategic Data-Driven Management is designed for working professionals and aspiring leaders who intend to operate in global, data-centric environments. Modules such as Leadership in a Globalised World and Strategic Management focus on international business strategies, using case studies like US Airlines and Madonna to simulate decision-making in global markets. Additionally, Budgeting and Cost Awareness and Decision-Making and Analytical Skills draw on data and examples from international contexts.

The Communication Skills module includes a dedicated Intercultural Communication Workshop, where students develop the ability to adapt their leadership and communication styles to multicultural settings. Through collaborative work in diverse teams, students' awareness of cultural nuances in strategic and operational decision-making is strengthened.

3.2.5 Professional ethics and societal issues

All study programmes

For all four study programmes, the modules align with the SDGs with the aim of the global SDG framework helping to ensure that students develop critical awareness of economic, environmental, and social sustainability challenges relevant to their field of study and future careers.

Each study programme includes course-based learning and applied research training that address ethical behaviour, responsible decision-making, and cultural sensitivity. Modules cover topics such as academic integrity, ethical implications of technology, and intercultural communication, preparing students to identify, analyse, and respond to complex professional scenarios. Assignments often involve reflective tasks, group collaboration, and real-world case

studies. Students are evaluated through essays, projects, and presentations that require them to apply ethical frameworks and reflect on global and local challenges. Research-focused modules in each programme guide students through ethically responsible practices.

All students are subject to the institution-wide Academic Conduct Policy, accessible via Moodle on every module page. This policy outlines various forms of academic misconduct, such as plagiarism, collusion, falsification, and inappropriate use of AI tools, and includes defined procedures, penalties, and appeal mechanisms.

Faculty and staff are equally guided by the Code of Ethics for Faculty Members and Officials, which sets expectations for professional conduct, cultural sensitivity, fairness, and responsibility. An Ethics Committee supports the implementation of this code with advisory services and reporting on institutional practices.

BSc in Business Management and BSc in Corporate Finance

Foundational modules such as Sustainable Business in Context and Business Ethics expose students to ethical decision-making and corporate responsibility. The programmes also integrate Cross-Cultural Communication electives that support students' ability to work in international and diverse settings.

The **BSc in Business Management** programme offers a wide range of specialisations with modules that deepen engagement with ethical and societal concerns, such as Ethical Use of AI and Data, Cultural Diversity and Sustainability in the Arts, Diversity Management, and Responsible Marketing. Additionally, ethical considerations in research are addressed in Critical Analysis & Effective Writing, Artificial Intelligence in Business, and Research Skills for Business Projects, where students learn to apply ethical standards in data handling, analysis, and academic authorship.

The **BSc in Corporate Finance** programme's focus on technology and finance is balanced with ethical scrutiny in courses such as IT and AI Skills for Finance and Research Skills for Business Projects, where students are trained to manage data and AI tools responsibly while maintaining academic and professional integrity.

MSc in IT for Business Data Analytics

Modules such as Principles and Practices of Global Business provide students with an understanding of corporate responsibility in international contexts. Students also develop intercultural awareness through Skills for Data Analysts. Technical modules like Python for Data Analytics and Business Intelligence for Data-Driven Management address ethical data handling. Students learn to critically assess AI-generated content and are guided in ethical research design through project-based assessments that require the documentation of AI usage according to the institutional AI Policy.

MBA in Strategic Data-Driven Management

The module Leadership in a Globalised World addresses ethical challenges in multinational environments and encourages students to reflect on their responsibilities as future leaders. Communication Skills help fostering effective intercultural dialogue.

Research preparation is handled through the Research Tutorial Seminar, where students are required to engage with ethics in academic writing and data collection. As with all study programmes, assessments are aligned with the AI Policy, requiring disclosure and documentation of any AI-generated contributions.

Appraisal:

Students acquire methodological competences and are enabled to do scientific work on the required level. Dedicated courses strengthen students' scientific understanding. On the Bachelor level, students get introduced to academic writing and research through the courses "Critical Analysis & Effective Writing" and "Data Literacy". On the Master level, students deepen their academic understanding through "Decision-Making and Analytical Skills". Students are trained to use AI technologies ethically to support their learning and research process and to critically reflect the influence of AI on their studies.

Theory and practice are systematically interrelated throughout the curriculum, also promoting students' ability to transfer theoretical knowledge to solve problems in practice.

Students acquire interdisciplinary qualifications in accordance with the qualification objectives. This is supported by means of suitable didactical and methodological measures, such as case studies and consultancy projects.

The acquisition of qualifications and skills to strengthen the ability to act in an international and intercultural context is a key focus of the programmes and is consistently promoted through the use of international case studies, simulations, and datasets. Students are predominantly educated for international tasks in an international work environment.

Ethical implications, intercultural perspectives and current societal issues are appropriately integrated in the study programmes through dedicated courses as well as through an institution wide Academic Conduct Policy.

| | | Exceptional | Exceed | Meet | Does not meet | n.r. | Recommendation |
|---------------|---|-------------|--------|------|---------------|------|----------------|
| 3.2 | Intended competences and skills | | | | | | |
| 3.2.1* | Methods and scientific practice (Asterisk Criterion) | | | X | | | |
| 3.2.2* | Integration of theory and practice (Asterisk Criterion) | | | X | | | |

| | | Exceptional | Exceed | Meet | Does not meet | n.r. | Recommendation |
|--------|---|-------------|--------|------|---------------|------|----------------|
| 3.2.3* | Interdisciplinary and transdisciplinary thinking (Asterisk Criterion) | | | X | | | |
| 3.2.4* | International contents (Asterisk Criterion) | | X | | | | |
| 3.2.5* | Professional ethics and societal issues (Asterisk Criterion) | | | X | | | |

3.3 Teaching and Learning Methodology

3.3.1 Logic and plausibility of the Teaching and Learning Methodology

All study programmes

The didactical concept across all four programmes is built on a shared commitment to interactive, student-centred, and practically relevant learning. Teaching is delivered exclusively through small-group seminars and computer-lab-style workshops; traditional lectures are not used.

Learning methods include group assignments, reflective exercises, and, where applicable, business simulations. Several modules adopt a flipped classroom model, where students complete pre-class assignments via Moodle, and then participate in classroom sessions focused on analysis and application. Moodle is used to distribute course materials and collect assignments, and additionally to structure pre-learning activities that support flipped classroom approaches. In-class activities are enhanced with digital tools, particularly in modules with quantitative or technical content. Each module specification includes a section on “How the course is delivered”, where teaching and learning strategies are explicitly described.

IBS does not offer distance learning programmes, but synchronous online delivery is selectively employed. This format is used primarily in specific modules or in early semesters to improve accessibility for international students or to enhance technical instruction, depending on the needs of the programme.

BSc in Business Management and BSc in Corporate Finance

In both Bachelor programmes, synchronous online delivery is offered in addition to face-to-face teaching during the first semester. This aims at enabling students awaiting visa approval to begin their studies remotely and join face-to-face classes upon arrival. The Final Year Challenge integrates an elective business simulation to test students’ strategic thinking, teamwork, and practical application of accumulated knowledge.

MSc in IT for Business Data Analytics

In the programme, Python-based workshops are delivered online to allow students to take advantage of their home computing setups to facilitate smooth technical delivery and supports

efficient skill acquisition in coding-intensive modules. Due to its technical orientation, the use of workshops and lab-based instruction is particularly prominent in this Master programme.

MBA in Strategic Data-Driven Management

The programme emphasises practice-based learning, often through group projects, case studies, and integrated business simulations. These methods are designed to mirror real-world executive decision-making processes. The study programme's teaching approach, paired with structured blended elements, aims to accommodate the needs of working professionals while maintaining a high degree of interactivity.

3.3.2 Acquisition of future and soft skills

All study programmes

Emphasis is placed on equipping students with future-oriented competencies, including communication, collaboration, data literacy, and digital skills. Teaching and learning methods are interactive and application-driven, using discussions, case studies, collaborative projects, presentations, and simulations to train key soft and professional skills.

Faculty members play an essential role in skills development through seminar-based teaching that provides regular, personalised feedback. Additionally, Moodle module pages offer resources and self-study materials to support independent improvement of skills such as writing, presentation, and teamwork. While there are no centralised mentorship programmes, seminar leaders provide one-on-one academic guidance within smaller group settings.

The integration of skills is supported through dedicated modules and embedded course components, ensuring that these competencies are continuously developed throughout the programmes rather than confined to standalone workshops.

BSc in Business Management and BSc in Corporate Finance

Students benefit from the UpSkill programme, a structured framework grounded in the World Economic Forum's Skills Taxonomy. This programme delivers training in areas such as Business Presence and Oral Communication, Critical Analysis and Effective Writing, Productivity and Digital Collaboration, Effective Teamwork, Artificial Intelligence in Business, Career and Employability Skills, and more. These modules ensure that students gain both technical literacy and workplace-relevant soft skills that align with employer expectations. For **BSc in Corporate Finance** students, the UPSkill programme has tailored components such as IT and AI Skills for Finance, reflecting the technical demands of the financial sector.

An optional Final Year Challenge allows students to undertake a Work Placement (20 ECTS credits), enhancing practical exposure and supporting career preparation.

MSc in IT for Business Data Analytics

The programme is built around the ESCO occupational profile for data analysts. Key modules include Skills for Data Analysts, which trains students in collaboration, communication, and use of platforms like GitHub; Decision-Making and Analytical Skills, which strengthens problem-solving competencies; and the Business Data Analytics Project, which serves as a capstone for applying technical and soft skills in an integrated business context.

MBA in Strategic Data-Driven Management

The MBA programme integrates soft skills development throughout its modules. Emphasis is placed on leadership, data-driven decision-making, strategic communication, and managing multicultural teams. These skills are embedded in assessments, group projects, and case simulations across the curriculum.

3.3.3 Course materials and recommended literature

All study programmes

Course materials across all four study programmes are curated to support student learning and align with academic and professional expectations. Module leaders provide textbooks, literature recommendations (listed in module specifications), case studies, presentation slides, handouts, multimedia content, and practical examples. These materials are designed to reinforce classroom learning and guide students in achieving the intended learning outcomes at the appropriate qualification level.

All course materials are made available through the institution's Virtual Learning Environment, ensuring barrier-free access for all students. Any compulsory literature must either be publicly accessible or available through Perlego, a digital library service offered free of charge to all IBS students. Course materials are structured to promote and support independent learning. Many modules include references to further reading and supplementary resources, which encourage students to explore topics in greater depth and develop their critical thinking and research skills.

Each module leader is responsible for the development of course materials. They are expected to maintain the quality and relevance of content in line with the evolving landscape of research and industry trends. Module leaders have the autonomy to design and update materials, with academic area leaders providing oversight across related modules to ensure consistency, avoid content overlap, and support curriculum coherence. All module specifications, including recommended literature and learning materials, are subject to regular review by external examiners.

Digital education techniques include online quizzes administered through Moodle are widely used, and H5P interactive content is becoming more prevalent across modules. These tools enhance engagement and offer varied modes of learning, supporting students with different learning preferences.

3.3.4 Extracurricular events

All study programmes

The four study programmes regularly invite individuals from the field of professional practice, particularly alumni as well as representatives from politics, to give special lectures. These sessions are integral to the academic environment and contribute to the practical orientation of the curriculum. The Political and International Relations Club plays a key role in hosting speakers from political and economic fields.

Guest lecturers are selected based on how well their professional experience aligns with the programme's learning objectives and its relevance to students' future careers. In accordance with the Policy to Prevent Radicalisation and Extremism: Code of Practice, all guest speakers must be approved by the Head of Academic Services to ensure a balance between freedom of speech and the protection of the academic community from extremist viewpoints. Guest lectures cover a broad range of timely and career-focused topics, including alumni success stories, emerging trends, and real-world challenges. Most guest lectures are designed as interactive sessions to encourage student engagement.

Extracurricular activities are primarily student-led, with several thematic clubs offering diverse opportunities for personal growth and the development of transversal skills. Current offerings include:

- the Arts and Culture Society that organises cultural outings and weekly discussions to enrich students' artistic sensibilities;
- the Board Game Club that creates a social space for students to build community and improve strategic thinking through playing games;
- the Political and International Relations Club that hosts open lectures on political and economic issues;
- the Erasmus Student Network that focuses on cultural integration and networking for international students through various leisure activities, and
- the Outdoor Club that encourages physical wellness and appreciation of nature through hikes and outdoor excursions suitable for various fitness levels.

Appraisal:

The teaching and learning methodology of the study programmes is plausible and oriented towards the qualification objectives. It allows for application of varied teaching and learning methods, including AI. Students are encouraged to take an active role in creating the learning process, such as through flipped-classroom concepts, group work, and the use of computer lab workshops. The teaching and learning methods are described for each course in the course descriptions. IBS has installed a Learning Management System based on Moodle as a practical tool that facilitates the delivery of the programmes. There is an elaborated concept for the use of the corresponding formats including up-to-date techniques for digital education.

The students acquire future skills that are currently in demand on the labour market and are expected to be in even greater demand in the future. Students are trained in digital literacy skills as well as communication and presentation skills in accordance with the intended qualification level. This is supported by means of suitable teaching and learning methods. Master students have a dedicated "Data Literacy" course. Bachelor students benefit from the "Upskill Programme" with courses such as "Business Presence and Oral Communication", "Critical Analysis and Effective Writing", "Productivity and Digital Collaboration", "Effective Teamwork", "Artificial Intelligence in Business", and "Career and Employability Skills". The study programmes offer internships or practical work experiences.

The accompanying course materials including literature recommendations are regularly and pro-actively reviewed for their adequacy and up-to-dateness by the module leaders and

Academic Area Leaders as well as by external examiners. The course materials are aligned with the intended learning outcomes. They correspond to the required qualification level reflecting the research and trends in the areas of study. The course materials are compatible with techniques of digital education, and access is barrier-free, being either publicly accessible or through the digital library service Perlego. They support the learning process according to students' needs and motivate students to engage in further independent studies.

When compiling online learning course materials, the specific up-to-date techniques for digital education are used. They reflect the latest research and trends in the areas of programme study.

IBS organises extracurricular events that contribute to the students' qualification process by inviting external lecturers with their special experience, either from professional practice or scientific work, or for example, from culture and politics (on-campus or on-line).

| | | Exceptional | Exceed | Meet | Does not meet | n.r. | Recommendation |
|---------------|--|-------------|--------|------|---------------|------|----------------|
| 3.3 | Teaching and Learning Methodology | | | | | | |
| 3.3.1* | Logic and plausibility of the Teaching and Learning Methodology (Asterisk Criterion) | | | X | | | |
| 3.3.2 | Acquisition of future and soft skills | | | X | | | |
| 3.3.3* | Course materials and recommended literature (Asterisk Criterion) | | X | | | | |
| 3.3.4 | Extracurricular events | | | X | | | |

3.4 International environment and mobility opportunities

3.4.1 Foreign language contents

All study programmes

All four study programmes are taught entirely in English, which serves as the sole language of instruction and academic communication. As such, English is used exclusively across the curriculum, not only in classroom teaching but also in all course materials, assignments, and assessments. Due to the highly international student body, English also functions as the everyday lingua franca across the campus community.

Lecturers are selected through a hiring process that includes a compulsory demo teaching session to evaluate both pedagogical skills and English language proficiency. Once hired, academic staff participate in Level 1 training at IBS and are subject to regular quality assurance through peer observation and oversight by academic area leaders. These measures aim to ensure consistent instructional quality and effective delivery in English.

Student proficiency in English is assessed at the point of admission, as detailed in Section 2.2.

BSc in Business Management and BSc in Corporate Finance

In the Bachelor programmes, first-year students have access to the optional courses English Language Skills Development 1 and English Language Skills Development 2. These courses aim at providing structured opportunities for students to further develop their academic English proficiency.

MSc in IT for Business Data Analytics and MBA in Strategic Data-Driven Management

These programmes do not offer additional English language support, as students entering these postgraduate programmes are expected to already possess a high level of proficiency suitable for advanced academic and professional contexts.

3.4.2 International mobility of students and teaching staff

All study programmes

IBS has established a framework for internationalisation, primarily supported through Erasmus+ agreements with 47 partner institutions both within and outside the European Higher Education Area. These agreements enable student exchange opportunities, as well as staff mobility for academic and administrative personnel. IBS also supports Erasmus+ post-graduation internships, further enhancing international exposure.

Teaching and administrative staff are increasingly engaged in Erasmus+ mobility weeks at partner institutions to foster academic collaboration and professional development. Although support for participation in international conferences and research projects is ad hoc, research activities and international publications are formally recognised in the workload of core faculty. Teaching assignments abroad are also included in workload allocations. IBS encourages collaborative international research on an individual, researcher-driven basis, and likewise recognises it within the faculty workload. While IBS does not operate formal faculty exchange programmes beyond Erasmus+, existing agreements provide the necessary framework for short-term international academic engagement.

IBS also monitors the ratio of incoming to outgoing Erasmus+ students as a key performance indicator, ensuring strategic balance in student flows. All programmes benefit from this structured international engagement, contributing to students' intercultural skills development, particularly through direct immersion experiences.

BSc in Business Management and BSc in Corporate Finance

Students enrolled in the study programmes have access to the Final Year Challenge, which optionally includes the possibility of undertaking a Study Abroad Semester. Those who choose this option may submit a reflective report that applies cross-cultural communication theory to their exchange experience, promoting both academic reflection and personal development in intercultural contexts.

MSc in IT for Business Data Analytics and MBA in Strategic Data-Driven Management

Students on these programmes benefit from access to Erasmus+ mobility opportunities, primarily for post-graduation internships. The programmes also draw on faculty who are encouraged to publish internationally and engage in global academic networks, reinforcing the international dimension of teaching content through indirect exposure.

3.4.3 International composition of students and teaching staff

All study programmes

IBS is committed to fostering a distinctly international academic environment across all its programmes. The institution actively recruits international students through a network of agents and Regional Coordinators, complemented by an English-language website and targeted social media outreach. Throughout the application process, international applicants are supported with guidance on visa procedures, documentation requirements, and language expectations.

IBS understands the international composition of both the student body and the international experience of the faculty as a key feature that shapes the academic profile and competitive positioning of the four study programmes. Furthermore, IBS believes that the international dimension is central to the educational model. Students benefit from learning in a multicultural environment, gaining exposure to varied perspectives, and developing cross-cultural competencies essential for global careers. Faculty members frequently draw on their own international educational or professional backgrounds to enrich course delivery with real-world examples and global insights.

While IBS does not have a formal institutional strategy for promoting international faculty recruitment, the current academic staff includes a notable proportion of lecturers from abroad, along with many who have gained substantial experience outside Hungary. These lecturers help embed international relevance in their teaching practices and curriculum content.

BSc in Business Management and BSc in Corporate Finance

Approximately 60% of the student body in both Bachelor programmes consists of international students. Currently, the BSc in Corporate Finance programme includes students from 36 different countries. Major cohorts include Hungary (89 students), Kazakhstan (seven), Azerbaijan (six), Iran and the Russian Federation (five each), and Pakistan and Serbia (four each). The BSc in Business Management programme includes students from 66 different countries. Major cohorts include Hungary (259 students), India (46), Pakistan (43), Turkey (40), Nepal (34), Azerbaijan (30), Iran and the Russian Federation (19 each), and Kazakhstan (19).

Regarding faculty, about 5% of full-time and 18% of part-time faculty are from abroad, with approximately 80% having international educational or professional experience.

MSc in IT for Business Data Analytics

This Master programme is one of the most internationally oriented at IBS, with approximately 80% of the student body coming from abroad. Currently, the study programme includes

students from 21 different countries. Major cohorts include India (26 students), Iran (twelve), Hungary (eleven), Pakistan (nine), and Tunisia (eight). The high level of diversity is particularly relevant to the IT and analytics sectors, which operate in global ecosystems and require multicultural collaboration skills.

While 17% of the part-time faculty are international (equivalent to around 10% overall), 90% of the lecturers have international experience.

MBA in Strategic Data-Driven Management

Around 50% of MBA students come from outside Hungary. Currently, the MBA programme includes students from four different countries. Major cohorts include Hungary (six students) and India (four students).

The MBA benefits from a faculty with 33% of its part-time members being international (roughly 19% overall), and 95% of lecturers possessing international experience.

Appraisal:

The exclusive use of English across teaching, course materials, academic literature, and academic life creates a stimulating and globally oriented learning atmosphere and enhances students' international outlook.

IBS makes use of its Erasmus+ network with partner institutions both within and outside the European Higher Education Area to enhance international student exchange and mobility, fostering students' intercultural skills. During the on-site visit, the expert panel learned that there is only one staff member responsible for all Erasmus placements. This entails the risk of overwork and delays in the event of holiday or illness. Therefore, consideration should be given to how recruitment policy can be adjusted to meet demand.

Additionally, IBS supports academic mobility for teaching staff through Erasmus+ and through agreements concerning short-term mobility. Nevertheless, the expert panel is confident that IBS has not yet fully realised its potential in the area of international mobility. It therefore **recommends** providing further support to teaching staff in their participation in international conferences, teaching assignments and research projects, as well as considering specific goals that could be achieved through these measures.

The expert panel **commends** the international composition of both the student body that plays a defining role in shaping the profile of the study programmes and is actively promoted by IBS. While the international composition of the teaching staff (lecturers from foreign countries, lecturers with international academic degrees and/or international professional experience) by and large corresponds to the study programmes' concept, it does not match the student body's international composition. The expert panel sees room for improvement here and **recommends** expanding recruitment efforts towards lecturers with international backgrounds.

| | | Exceptional | Exceed | Meet | Does not meet | n.r. | Recommendation |
|--------------|--|-------------|--------|------|---------------|------|----------------|
| 3.4 | International environment and mobility opportunities | | | | | | |
| 3.4.1 | Foreign language contents | | X | | | | |
| 3.4.2 | International mobility of students and teaching staff | | | X | | | X |
| 3.4.3 | International composition of students and teaching staff | | | X | | | X |

4. ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS

4.1 Teaching staff

4.1.1 Structure and quantity of teaching staff

Table 3 Structure and quantity of teaching staff

| | BSc in Business Management | BSc in Corporate Finance | MSc in IT for Business Data Analytics | MBA in Strategic Data-Driven Management |
|---|----------------------------|--------------------------|---------------------------------------|---|
| Full-time teaching staff | 19 | 20 | 8 | 7 |
| Part-time teaching staff incl. visiting/adjunct lecturers | 73 | 58 | 12 | 9 |
| Total number of teaching staff | 92 | 78 | 20 | 16 |
| Among them: | | | | |
| Teaching staff with professional experience | 66 | 53 | 14 | 12 |
| Teaching staff with international experience | 75 | 61 | 18 | 15 |
| PhD holders | 29 | 23 | 7 | 6 |
| Master degree holders | 63 | 55 | 13 | 10 |
| Number of professors | 6 | 5 | 3 | 3 |
| Number of senior lecturers | 18 | 15 | 4 | 3 |
| Number of lecturers | 7 | 5 | 1 | 0 |
| Number of assistant lecturers | 7 | 7 | 2 | 1 |
| Number of distinguished tutors | 54 | 46 | 10 | 9 |
| Guest lecturers | 6 | 0 | 0 | 1 |

All study programmes

The teaching staff is composed of full-time and part-time faculty members. The number and structure of teaching staff are designed to support the achievement of each programme's qualification objectives, with permanent staff contributing to research, administration, and institutional development, and part-time professionals leveraging current industry insight. The allocation of staff is reviewed regularly to ensure alignment with pedagogical goals and student needs.

As of the on-site visit, IBS is currently developing a formal gender balance policy for academic staffing, in line with Environmental, Social, and Governance reporting guidelines. While the

policy is in progress, gender representation is actively monitored, and recruitment processes are designed to be inclusive and equitable.

4.1.2 Academic and comprehensive qualification of teaching staff

All study programmes

IBS requires a minimum of a Master's degree for all teaching staff, with a PhD preferred, particularly in postgraduate and research-intensive programmes. Professorial appointments are vetted through a national process and formally confirmed by the Prime Minister, in accordance with Act No. 204 (2011) on Hungarian national higher education.

Faculty in the **BSc in Business Management** support the study programme's emphasis on leadership, entrepreneurship, and strategic thinking. For the **BSc in Corporate Finance**, faculty members have a profile in corporate governance, investment analysis, and financial modelling. The **MSc in IT for Business Data Analytics** is staffed by a specialised group of faculty members with interdisciplinary expertise in data analytics, IT systems, and business intelligence. The faculty for the **MBA in Strategic Data-Driven Management** includes lecturers who have industry experience in strategic management, big data, and organisational leadership.

The qualifications of the teaching staff are verified through a multi-step internal procedure, which includes assessment of academic credentials, evaluation of relevant teaching experience, and a demo teaching session that allows faculty candidates to demonstrate pedagogical competence.

Promotion to the rank of College Professor (Főiskolai tanár) is governed by clear institutional and national criteria. A candidate must have held a PhD for at least five years, have authored a minimum of five scholarly publications (registered in the Hungarian Scientific Works Repository), and demonstrate excellence in teaching, research, and institutional service. The Rector initiates the nomination, and final confirmation is made by the Prime Minister.

IBS is committed to the continued professional development of its academic staff. Faculty receive financial support specifically for pursuing higher degrees at IBS, including PhD and Master's programmes. In addition, Graduate Teaching Assistantships offer junior academics the opportunity to combine teaching duties with academic study.

Staff development is further supported by internal training programmes such as the Brown Bag Lunch Series, a peer-led platform for knowledge exchange, and the upcoming Postgraduate Certificate in Teaching in International Higher Education, which is currently undergoing validation with UoB.

Faculty members contribute to scholarly activity through publications, conference presentations, and applied research. Their work covers a broad range of disciplines including management, finance, data analytics, and business strategy. Many publications are featured in internationally recognised, high-impact journals, particularly those registered in MTMT. Recently, faculty members have contributed research regarding Integration of Large Language Models in Business Education, EU-Funded Gender Equality Research in Higher Education

and Society, Human Resources Management, Language and Communication, Marketing, and International Relations.

4.1.3 Pedagogical qualification of teaching staff

All study programmes

At IBS, all new faculty are required to conduct a demo teaching session as part of the selection process to show their pedagogical and didactical competencies. Upon joining, lecturers must complete Level 1 training, a structured onboarding programme that introduces the core principles of teaching and learning at IBS. This standardised requirement applies uniformly across all programmes.

The pedagogical qualifications of the teaching staff are closely aligned with the qualification objectives of the study programmes, aiming to ensure consistency between teaching practice and programme learning outcomes.

IBS offers a wide range of internal training initiatives. A key platform for this is the Brown Bag Lunch Series, a professional development programme recurring on Wednesdays during the semester and offering sessions on pedagogical methods, technological integration, assessment practices, and current societal topics. Recent sessions include:

- Pedagogical Workshops,
- Guidance on Assessing Group Assignments,
- Feedback for Students,
- Assessment Grids,
- Designing Class Presentation Slides.

Furthermore, IBS provides targeted training on emerging technologies and digital learning, such as Using Generative AI in Teaching, Detecting AI-Written Assignments, AI on Advanced Level, and Smart Teaching with ChatGPT: Practical AI Strategies for University Classrooms.

To further enhance teaching quality, IBS is in the process of launching a Postgraduate Certificate in Teaching in International Higher Education, developed in collaboration with the UoB. This programme is aligned with descriptors D1 and D2 of the Professional Standards Framework 2023 of Advance HE, supporting a structured approach to academic professionalism and inclusive teaching practices.

The professional development activities at IBS extend beyond core teaching skills to include sessions that tackle broader societal issues and ethical considerations. For example, recent workshops have explored the implications of AI in education, trends in corporate governance, and methods to detect AI-generated content in student work.

Faculty members at IBS integrate technology into their teaching through the use of Moodle, the institution's primary learning management system. Moodle is employed for distributing course materials, managing assessments, facilitating communication, and enhancing student engagement. All lecturers receive training in how to effectively use the platform to support didactic goals and ensure a coherent digital learning experience.

While IBS does not offer fully online or distance learning programmes, synchronous online instruction is a standard part of delivery. Consequently, there is no need for separate training programmes in asynchronous distance education.

IBS recognises and celebrates teaching excellence through an internal award system based on student evaluations. Every three years, faculty members with consistently outstanding student feedback are recognised with the Certificate for Student Satisfaction award. This system provides both recognition and motivation for staff to maintain a high standard of teaching quality across all programmes.

4.1.4 Professional experience of teaching staff

All study programmes

The academic staff across the four study programmes bring a wide range of high-level industry experience into the classroom. Many have held executive or consultancy roles in banking, finance, technology, and entrepreneurship, also frequently in international contexts. These experiences directly aim to enhance both teaching content and methodology and to ensure that the curriculum reflects the latest developments in the respective industries. Their networks often result in student access to internships, guest lectures, and applied projects, helping graduates enter the job market with confidence and relevant skills.

Curriculum development is driven by individual faculty members who continuously integrate new professional insights gained through ongoing work outside academia. This is formalised and reviewed through the Annual Module Monitoring process, which helps ensure that each course remains aligned with evolving industry expectations and student employability goals.

BSc in Business Management

In the study programme, lecturers embed their professional experience by using consulting projects, startup simulations, and practical business challenges in class. Part-time lecturers actively work as consultants, HR leaders, and entrepreneurs, ensuring that students are regularly exposed to real-time business issues and solutions. Faculty members include former CEOs, startup founders, and senior consultants.

BSc in Corporate Finance

The study programme benefits from lecturers with backgrounds in finance, banking, and consultancy. Many of those have worked with institutions such as ING Bank, Ernst & Young, and the Hungarian Eximbank. These professionals bring real-life case studies and financial scenarios into the classroom to enable students to apply theory to current market challenges.

Part-time lecturers are typically active in finance or consulting roles. Their participation bridges academic learning with actual industry needs, reinforcing students' analytical and strategic thinking.

MSc in IT for Business Data Analytics

Lecturers in the study programme are involved in applied AI, data analytics, and digital transformation initiatives. They bring ongoing projects, tools, and datasets into the classroom with the aim to link theory to real business applications and to expose students to technologies

and methodologies currently in demand in the job market. Part-time lecturers are typically engaged in tech consultancy or AI implementation.

MBA in Strategic Data-Driven Management

The MBA programme employs the executive and consultancy experience of its faculty to deliver a curriculum that implements real-world strategy, leadership, and data-driven decision-making. Lecturers frequently update content based on their consulting engagements and board-level responsibilities, ensuring alignment with C-suite level expectations.

4.1.5 Internal cooperation

All study programmes

Collaboration across IBS is fostered through regular communication among programme management, faculty, students, and administrative staff. Programme management maintains close relationships with teaching staff to monitor delivery quality and encourage pedagogical innovation. They also engage with students directly through feedback mechanisms to ensure that the programmes remain responsive to learner needs.

Initiatives to enhance the study programmes are organically embedded in these collaborative and reflective processes. Faculty are encouraged to engage with current scholarly work and to develop new materials and approaches aligned with IBS's learning and teaching strategy. The culture of continuous improvement is maintained through individual and team-level initiative, supported by institutional structures.

Cooperation among teaching staff occurs at both the study programme level and the module level, facilitated through structured meetings and collaborative practices. At the programme level, Academic Area Committees meet once per semester and serve as formal platforms for module leaders to coordinate the alignment of course content, address student and moderator/external examiner feedback, and ensure consistency across modules. These meetings are chaired by Academic Area Leaders, who help ensure that teaching aligns with the overall qualification objectives of the programme. Insights and action points from these committees are escalated to the Learning and Teaching Committee, the highest-level decision-making body for educational matters.

At the module level, collaboration is embedded within teaching teams consisting of module leaders and seminar leaders. These teams conduct kick-off meetings at the start of each semester, organise benchmarking sessions, and maintain ongoing communication throughout the teaching period. This internal cooperation aims to ensure that delivery is consistent across seminar groups and that teaching and assessment strategies are aligned with the intended learning outcomes. This structure does not currently include formal "team teaching" (i.e., multiple lecturers jointly delivering sessions), but aims to foster a strong collaborative culture within modules.

Collaboration with external teaching staff or guest lecturers is managed at the module level. Module leaders are responsible for integrating any external contributors into the teaching process, with oversight and support from the Centre for Education and Research, which

manages staffing and delivery. These collaborations are typically module-specific and based on academic relevance or professional expertise.

4.1.6 Student support by the teaching staff

All study programmes

Student support is organised through a combination of face-to-face and online methods, so that learners have multiple channels to seek assistance throughout their studies. Full-time and part-time Lecturers are available before and after classes for informal, in-person consultations. To accommodate diverse needs and schedules, online consultations are also offered. Additionally, lecturers maintain regular communication with students via email and through Moodle, which serves as the central platform for course materials, sample assignments, announcements, and feedback.

Given that the majority of students are international, all academic and pastoral support services are designed with this demographic in mind. Faculty members also consult with the Student Wellbeing Team when needed, particularly to support students with special educational needs and disabilities.

the Centre for Student Services carries out academic advising responsibilities and provide structured support to students across their academic journey, ensuring they receive timely and appropriate guidance independent of individual teaching schedules or workloads.

Faculty members play a key role in supporting student engagement with research. This includes thesis and dissertation supervision as a standard part of final-year academic work. In addition, students are encouraged to participate in the Országos Tudományos Diákköri Konferencia, Hungary's national scholarly competition for students.

Appraisal:

The structure and number of teaching staff in the study programme ensure the achievement of the intended qualification objectives.

IBS is already working on a policy for a balanced gender-ratio of teaching staff. The expert panel **recommends** completing and implementing the policy in the running academic year.

The academic qualification of the teaching staff in the study programmes corresponds to the qualification objectives of the study programmes. IBS verifies the qualifications of the teaching staff by means of an established procedure. Additionally, UoB verifies the teaching qualifications as part of the validation agreement. Specific measures for further academic qualification and comprehensive qualification (e.g.: training on inclusion and equity) of the teaching staff are implemented. The expert panel nevertheless **recommends** to further enhance the academic qualifications of teaching staff.

IBS offers and promotes pedagogical training for their teaching staff and verifies the pedagogical qualifications of the teaching staff by means of an established procedure. Noteworthy is the regularly occurring Brown Bag Lunch Series, a professional development

programme. The pedagogical qualification of the teaching staff corresponds to the qualification objectives of the study programme.

Specific measures for further qualification of the teaching staff are implemented, including appropriate qualification regarding online teaching and learning elements. Here, the regularly occurring Brown Bag Lunch Series is noteworthy, a professional development programme.

According to the shared CVs of the teaching staff the panel could identify that the faculty members have above-average business experience and use their experience and practical examples in their teaching activities, especially the adjunct faculty members.

There is a regular process for internal cooperation between teaching staff of the study programme, the programme management as well as external teaching staff (from other study programmes and guest lecturers). They cooperate with each other to tune the courses towards the overall qualification objectives. The current structure supports collaborative teaching within module teams, but co-designed or jointly delivered modules across different academic areas are not a common feature. Similarly, while informal collaboration on teaching does occur, there are no formal institutional mechanisms or incentive schemes in place to actively promote or reward joint or multidisciplinary teaching initiatives. In its self-evaluation report¹⁰, IBS recognises this as a potential area for enhancement. The expert panel **encourages** IBS to pursue this line of thought further.

Student support is offered on a regular basis and serves to help students to study successfully. The teaching staff take appropriate time to answer their inquiries and while there are no regular office hours for consultation, teaching staff is available before and after lectures as well as via email and at scheduled meetings in person or online.

| | | Exceptional | Exceed | Meet | Does not meet | n.r. | Recommendation |
|---------------|---|-------------|--------|------|---------------|------|----------------|
| 4.1 | Teaching staff | | | | | | |
| 4.1.1* | Structure and quantity of teaching staff (Asterisk Criterion) | | | X | | | X |
| 4.1.2* | Academic and comprehensive qualification of teaching staff (Asterisk Criterion) | | | X | | | X |
| 4.1.3* | Pedagogical qualification of teaching staff (Asterisk Criterion) | | | X | | | |
| 4.1.4 | Professional experience of teaching staff | | X | | | | |
| 4.1.5* | Internal cooperation (Asterisk Criterion) | | | X | | | |

¹⁰ See IBS's SER, p. 92.

| | | Exceptional | Exceed | Meet | Does not meet | n.r. | Recommendation |
|--------|--|-------------|--------|------|---------------|------|----------------|
| 4.1.6* | Student support by the teaching staff (Asterisk Criterion) | | | X | | | |

4.2 Programme management and administrative support

4.2.1 Programme management

All study programmes

Academic study programme management is primarily overseen by the Learning and Teaching Committee, which comprises of Academic Area Leaders (AALs) and Programme Directors, both of whom are responsible for coordinating the content and academic delivery of their respective programmes and are required to be full-time faculty members.

Programme Directors hold primary responsibility for academic leadership and study programme design. They are responsible for

- curriculum mapping to ensure alignment between individual modules and programme-level learning outcomes;
- reducing overlaps and gaps in the curriculum;
- confirming that assessments accurately measure student progress;
- reviewing student evaluations and surveys, using this feedback to identify and implement enhancements at the module and programme levels.

Academic Area Leaders complement the work of programme directors by promoting scholarly interaction among faculty members, mentoring junior lecturers, and acting as a liaison between teaching staff and IBS management. AALs help ensure the quality of teaching by conducting classroom observations, evaluating Annual Module Monitoring Reports, providing feedback on Change Requests, and facilitating regular feedback discussions. They also contribute to decision-making on resource allocation, including hiring and substituting teaching staff.

Furthermore, each module is typically led by a module leader, who is responsible for designing the syllabus, setting learning objectives, delivering lectures, and assessing student performance. Seminar leaders support the module delivery through small, interactive sessions focused on applying knowledge, facilitating discussions, and deepening student engagement. Both roles may be filled by full-time or part-time faculty, based on expertise and availability.

The organisational and administrative aspects of programme management are supported by four dedicated centres at IBS:

- The Centre for Student Services, which offers frontline support for both academic and non-academic matters, including student wellbeing,
- The Centre for Education and Research, which coordinates educational operations and supports faculty in instructional matters.,

- The Centre for Quality Assurance and Enhancement, which monitors and advises on programme quality,
- And the Centre for Marketing and Admissions, which handles recruitment and promotional activities.

To ensure that the programme management is well-integrated into the overall governance of IBS, it is additionally supported by key units such as HR, Data, IT Operations, and Finance.

4.2.2 Administrative support

All study programmes on administrative support for students

Administrative support for students at IBS is coordinated through the Centre for Student Services, which manages all educational and examination-related activities. Student administrators are assigned to specific academic programmes to ensure they provide competent and reliable information to students. Their duties include the organisation of studies (student timetables, exam schedules), financial and academic recordkeeping and issuing the required certificates (student status certificates, transcripts, awards, diploma supplements), and administrative paperwork. The Centre also offers academic counselling and responds to student inquiries regarding their progress and obligations.

The IBS Wellbeing Team is part of the Centre for Student Services and provides a wide range of personal and psychological support services. Students can access one-on-one or group sessions in person or online. The service is available on a drop-in basis as well as by appointment. Issues addressed include mental health challenges, academic motivation, homesickness, cultural adaptation, family and financial problems, bereavement, substance abuse, and more. IBS Wellbeing also monitors attendance, academic performance, and enrolment status to proactively identify students at risk and intervene early, in close cooperation with academic staff.

Students facing exceptional or unforeseen circumstances are supported through a structured mitigating circumstances process. This allows for deadline extensions, or excused absences from classes or assessments after students submit appropriate documentation. The Centre for Student Services handles all requests confidentially.

IBS also has a comprehensive Supplementary Regulation aiming at ensuring full inclusion and accessibility for students with disabilities or long-term medical conditions. This regulation sets out rights, procedures, and specific accommodations for a wide spectrum of special needs, including mobility impairments, sensory impairments, mental health issues, neurodivergent conditions, and chronic illnesses. The regulation outlines the responsibilities of an appointed coordinator, available accessibility tools, and detailed conditions under which exemptions and academic concessions may be granted. This includes assessment adjustments, assistive technology, extended time, and attendance leniency, ensuring an equitable academic experience.

Students are informed of the services available to them, and who they should turn to with issues of specific types, via Moodle information pages, and the Student Manual also available on Moodle. At the same time, a central email address is also permanently available, from which

they will be redirected to the appropriate unit or person. Students can also take advantage of the “Red Button” on Moodle. While using this is recommended for panic situations, students can use it for any type of inquiry.

IBS’s support services are strategically structured to aim at retention, teaching quality, and student success. IBS’s Policies and Procedures of Student Support define a proactive, data-informed approach to identifying struggling students.

This strategic approach includes:

- Systematic monitoring of attendance and coursework marks;
- Proactive and timely support for students showing early signs of disengagement;
- Coordination with faculty to intervene supportively rather than punitively.

All study programmes on administrative support for lecturers

Lecturers receive structured administrative support through the Centre for Education and Research, which is the main contact point for academic staff in both teaching and research matters. Course scheduling is handled collaboratively: the Centre negotiates allocations with lecturers in April-May (for the autumn semester) and October-November (for the spring semester), after which they submit their availability via a timetable questionnaire. Based on this information, schedules are finalised by the Chief Data Officer.

All information about additional support services is published on the IBS website and Moodle. Services include:

- Facility Management, which assists with classroom arrangements and physical resources,
- IT Support,
- Moodle Faculty Support, which helps IBS module leaders to create and develop their modules on Moodle and the seminar leaders to use Moodle,
- The Centre for Quality Assurance and Enhancement, which advises on academic policies, grading deadlines, and moderation processes,
- The Academic Conduct Officer who is responsible for the investigation on academic misconducts and provides guidance to the tutors regarding these matters,
- And Research support is provided through the Centre for Education and Research, in alignment with IBS’s broader academic goals.

All study programmes on professional development of administrative staff

IBS provides ongoing professional development for its administrative staff. Areas of development are identified through the annual goal-setting procedure that all IBS staff members participate in.

Recent in-house trainings have included:

- AI tools to improve efficiency and data-driven decision-making.
- Excel and other digital tools essential to academic administration.
- Language training and intercultural communication, supporting a multilingual and international community.

Additionally, staff have access to international mobility opportunities through the Erasmus+ programme, allowing them to gain new perspectives and skills from peer institutions across Europe. These development efforts are directly aligned with IBS's mission to deliver high-quality, responsive support services to students and faculty alike.

4.2.3 Public information

All study programmes

IBS makes assessable up-to-date information about its study programmes through a variety of channels. The primary source is the official website (www.ibs-b.hu/en), which contains detailed study programme pages including admission requirements, tuition fees, curriculum structure, and career prospects. This is complemented by brochures, available both digitally and in print. IBS also maintains an active presence across social media platforms that includes Facebook, Instagram, YouTube, and TikTok, where both academic updates and student life content are shared regularly.

While English is the primary language of communication, some general content is also available in Hungarian, particularly on the Hungarian-language version of the website. This version provides an overview of all programmes and links to the full English-language descriptions.

Each study programme page provides detailed and structured content which contains information on the title and level of the degree, awarding institution, duration, start dates, tuition fees, language of instruction, and a summary of qualification objectives. Curriculum information is officially published on the programme pages and includes the list of modules and areas of focus.

The accuracy and currency of public-facing content are ensured through a coordinated institutional process governed by ESG Standard 1.8 on Public Information. IBS is implementing a structured information management framework as outlined in its Institutional Quality Assurance Regulations. This includes the creation of a central registry of all website and Moodle pages that require regular review, the assignment of content reviewers and editors for each page, and a lightweight notification system to prompt timely updates.

Both academic and non-academic activities are communicated widely. Academic updates include calendars, registration deadlines, and accreditation-related news, while non-academic announcements cover student events, cultural programmes, and career services.

At the time of the on-site visit, IBS does not have formal feedback mechanisms in place for evaluating the effectiveness of its public communications. While informal feedback may be shared during personal interactions, no systematic tools (e.g., surveys or user experience evaluations) are currently used to gather structured input from students, staff, or external users. IBS plans to introduce user feedback loops such as periodic surveys or feedback forms as part of its continuous improvement efforts under ESG 1.8 compliance.

IBS prepares an annual institutional report containing performance data, strategic updates, and academic developments. However, this report is not currently published online and is instead used internally for governance and quality assurance purposes.

4.2.4 Inclusive and equitable education

All study programmes

IBS has a commitment to equality, diversity, and non-discrimination demonstrated through its central and binding Equality, Diversity and Inclusion Policy.¹¹ This policy applies to all members of the IBS community (students, staff, contractors, visitors, and applicants) and outlines the HEI's responsibility to create an inclusive, respectful academic environment. Discrimination on the basis of age, gender, race, ethnicity, disability, religion or belief, sexual orientation, family circumstances, nationality, socio-economic background, or political affiliation is explicitly prohibited.

The Religious Policy is complementary and affirms IBS's secular but inclusive stance toward personal belief systems. While academic calendars and timetables do not accommodate all forms of religious observance, IBS supports students are through respectful absence policies and optional assessment rescheduling where justified. The expression of religious identity through dress and symbols is also welcomed, with limitations only for reasons of health and safety.

Policies are communicated through multiple channels including the Moodle and the publicly accessible institutional website. The principles of non-discrimination and inclusion are embedded not only in student life but also in employment contracts and disciplinary procedures, and all policies are reviewed regularly in line with Hungarian and European legal frameworks.

IBS maintains an institutional framework to protect all members of its community from discrimination, harassment, bullying, victimisation, and irregular or illegal conduct. The Bullying, Harassment, Victimisation and Discrimination Policy¹² outlines clearly defined procedures for reporting any form of misconduct, including peer and staff-related incidents. Students may report issues as a concern, a report, or a formal complaint, with processes handled confidentially by the Wellbeing Team; members of staff may report issues to the Chief HR Officer. These procedures include protective or precautionary measures where needed, such as reassigning tutors or modifying class groupings to mitigate harm during investigations.

The Complaints Procedures¹³ provides a structured three-stage process (informal, formal, review) and applies equally to individual and group complaints. It includes protections against retaliation and aims to ensure a fair and timely response. For staff, the Grievance Policy and Procedures for Employees serve a similar purpose.

¹¹ https://www.ibs-b.hu/documents/201/IBS_Equality_2020_02_24.pdf, last accessed December 18, 2025.

¹² https://www.ibs-b.hu/documents/757/IBS_BullyingHVD_EN_20241028.pdf, last accessed December 18, 2025.

¹³ https://www.ibs-b.hu/documents/758/IBS_Complaints-20241028.pdf, last accessed December 18, 2025.

IBS has established a legally aligned system of support for students with disabilities and long-term health conditions. The Supplementary Regulation to the Study and Examination Regulations outlines detailed procedures for academic accommodations based on documented expert testimony. Covered conditions include sensory, mobility, and speech impairments; psychological and developmental disorders, specific learning difficulties, and chronic illnesses.

IBS offers extended examination time, the use of assistive technologies and educational aids, alternative formats for assessments (oral vs. written), exemptions from certain physical or practical requirements, and the use of personal assistants. Students may request that their conditions remain confidential from academic staff, and all requests are centrally reviewed by the Centre for Student Services in coordination with a designated Disabilities Services Coordinator.

In addition, IBS supports students in a range of special life circumstances beyond disability, with formal mechanisms that allow for academic flexibility and personal wellbeing. The mitigating circumstances procedure enables students affected by serious, documented situations (e.g., illness requiring hospitalisation, bereavement, legal obligations, military call-up, or major accidents) to request deadline extensions, alternative assessments, or excused absences. All such requests are processed confidentially and independently of academic tutors to ensure objectivity. Students with children under the age of 14 are granted unlimited excused absences for caregiving upon request. IBS also recognises menstruation-related absences as valid mitigating circumstances once per month, without requiring specific evidence. Students facing life disruptions may appeal any mitigation decision to the Rector based on fairness and are supported throughout by the Centre for Student Services. When mental health or chronic illness significantly impacts a student's ability to study, options such as temporary leave (called "passive semester") are also available to prioritise recovery.

While IBS does not have standalone policies for economically disadvantaged or international students, their inclusion is embedded within the broader framework of non-discrimination and academic equity. Socio-economic background and nationality are explicitly recognised as protected characteristics in the Equality, Diversity and Inclusion Policy. All general institutional supports apply equally to students from all financial and cultural backgrounds. For Erasmus+ mobilities, additional funding is available for students with fewer opportunities.

To improve access and opportunity, IBS offers a range of scholarships¹⁴ that serve both merit-based and equity-oriented goals:

- The Starter Scholarship provides tuition reductions for incoming students.
- The Academic Scholarship rewards students with excellent academic records.
- The Dr. Frances Robinson Scholarship is awarded to one student with an outstanding undergraduate degree.
- The Budapest Master's Scholarship supports high-achieving postgraduate students, including those from abroad.

¹⁴ <https://www.ibs-b.hu/en/how-to-apply/scholarships/starter-scholarship/>, last accessed December 18, 2025.

IBS is home to a diverse international student body and promotes intercultural inclusivity through its secular stance, multilingual resources, and academic policies that do not disadvantage students due to cultural or religious differences. While integration support is not currently formalised in policy, the integration of international students is facilitated by the peer mentoring system, organised and overseen by the IBS Wellbeing within the Centre for Student Services. The institution is committed to further developing structured services tailored to the specific needs of international students.

4.2.5 Career counselling and placement service

All study programmes

IBS offers a comprehensive suite of career services to all current domestic and international students and graduates. These services include support in job and internship searches, career planning, job application preparation, and general employability coaching. The services are coordinated and delivered by the Career Office. This centralised unit serves as the primary point of contact for all career-related matters.

IBS provides a range of services designed to meet the individual needs of students and graduates. These include one-on-one counselling sessions in person and online for CV and motivation letter writing, mock interviews, LinkedIn profile consultations, and personal career coaching. The Career Office regularly conducts workshops and seminars to strengthen job search strategies and professional presentation for students and graduates. The Career Office also organises job fairs: every semester on campus and frequently online. These services are marketed through the official website, internal communications, the monthly career newsletter, and the dedicated IBS job portal.

Additional to job fairs, IBS hosts on-campus employer events, company presentations, and seminars led by industry professionals. In 2025, events have included:

- “Conscious Job Search Training; How to prepare for a successful job interview” (Randstad)
- “Investment Banking Workshop; How to Thrive in the World's Top Financial Firm; Lunch & Learn” (Morgan Stanley)
- “Connect to opportunity: A guide to LinkedIn success” (Adecco)
- “Preparing for a Job Interview” (Avis Budget Group).

Students can utilise an online job portal (IBSTalentNet) to find employment opportunities and internships. Additionally, students have access to the Career Office Moodle page, which hosts past employer presentations, video introductions from companies, and career tips.

Student satisfaction with the Career Office is measured twice a year through the Student Feedback Questionnaire. Student satisfaction with the Career Office has remained consistently high on the Budapest campus, with SUP values ranging from 4.01 to 4.18 over the past five semesters. In contrast, student satisfaction on the Vienna campus has been lower, with values between 3.63 and 3.87, indicating a need for improvement. The overall ratings across both campuses also reflect strong performance, with combined scores remaining stable between 4.00 and 4.18. These results suggest that while the Career Office is well-regarded

overall – particularly in Budapest – there is a notable opportunity to enhance services and student support in Vienna.

4.2.6 Alumni activities

All study programmes

IBS does not currently have a formal alumni organisation, alumni office or dedicated alumni budget. The Career Office is the main institutional unit responsible for alumni relations and associated activities. It coordinates professional services, maintains communication channels, organises events, and ensures that alumni have access to developmental resources, such as the Career counselling services described in chapter 4.2.5 that are open to alumni as well as to current students. IBS also maintains a dedicated Meet Our Alumni webpage¹⁵, where the achievements and career paths of graduates are highlighted.

The primary formal mechanism for alumni engagement is the Graduate Outcomes Survey, conducted 15 months after graduation. This survey serves not only to gather employment and further study data but also provides an opportunity to reconnect with alumni. Respondents can indicate the types of services they wish to receive from the institution and how they are willing to contribute, such as through mentoring, speaking engagements, or collaboration in academic or professional settings. A number of alumni take this opportunity to engage further with IBS after graduation through guest lectures or as seminar or module leaders.

Additionally, IBS maintains an active LinkedIn Alumni Group, which serves as a platform for professional networking, knowledge sharing, and event promotion. An annual alumni newsletter is also distributed, offering updates on institutional developments, success stories, and opportunities for involvement. In 2024, IBS launched its first Alumni Night, a dedicated networking event held in the library, which brought together graduates from various cohorts to reconnect with each other and the institution.

Appraisal:

The responsibilities for programme management in academic and organisational terms are defined and ensure that the programmes run smoothly.

The administrative staff's support services clearly go beyond the organisation of studies and teaching. The support structures are strategic, tailored, and designed to enhance teaching quality, student success, and the well-being of students and teaching staff (e.g. psychological services offered by the IBS Wellbeing Team, remedial activities for disadvantaged groups). The administrative staff utilises current tools (e.g. AI tools) to provide support services.

The study programmes' content and qualification objectives are suitably communicated to the public and are available in English. IBS regularly publishes current news and information about the study programmes on different communication channels such as its website and social media channels.

¹⁵ <https://www.ibs-b.hu/en/career/meet-our-alumni/>, last accessed December 18, 2025.

The study programmes comply with principles of inclusive and equitable education, or non-discrimination policies. There are assistance and support for students in special circumstances, such as students with impairments or disabilities, with children, foreign students, economically disadvantaged students and/or students from non-academic backgrounds. Responsibilities are clearly assigned to senior management, support teams, and academic staff. Students and staff are empowered to report concerns without fear of reprisal, and the institution demonstrates transparency and procedural fairness through its layered response systems starting with initial complaints up to Rector-level appeals.

IBS offers students and graduates support in career counselling. Placement services including internships take place through available channels and events, such as job fairs, resume workshops, on-campus employer events, company presentations, and seminars led by industry professionals. Furthermore, there is the career website IBSTalentNet with job listings.

Although IBS maintains some alumni activities, no formal alumni organisation has been set up with dedicated staff and budget. The expert panel **recommends** establishing a dedicated alumni organisation to strengthen professional networking opportunities for alumni and current students, support IBS with an additional stream of income and to preserve community and IBS identity.

| | | Exceptional | Exceed | Meet | Does not meet | n.r. | Recommendation |
|---------------|--|-------------|--------|------|---------------|------|----------------|
| 4.2 | Programme management and administrative support | | | | | | |
| 4.2.1 | Programme management | | | X | | | |
| 4.2.2 | Administrative support | | X | | | | |
| 4.2.3 | Public information | | | X | | | |
| 4.2.4* | Inclusive and equitable education (Asterisk Criterion) | | | X | | | |
| 4.2.5 | Career counselling and placement service | | | X | | | |
| 4.2.6 | Alumni activities | | | | X | | X |

4.3 Cooperation and partnerships

4.3.1 Cooperation with HEIs and other academic institutions or networks

All study programmes

International cooperation is a strategic cornerstone of IBS's institutional identity. The institution defines itself as a provider of higher education in English that leads to dual degrees, and this positioning directly shapes its approach to programme delivery and partnership development.

All programmes in this cluster are conducted through validation-based cooperation with UoB, a UK higher education institution. This model enables students to graduate with two degrees, one awarded by IBS and one by the University of Buckingham. The partnership is governed by a comprehensive Academic Affiliation Agreement, which defines the responsibilities of both institutions. This agreement includes detailed provisions for academic delivery, quality assurance, student services, data management, assessment protocols, and awarding procedures. Specifically, Schedule 2 of the agreement outlines IBS's role in delivering the programmes and the validating partner's role in maintaining and monitoring academic standards.

IBS, among other aspects, is responsible for daily academic operations, such as teaching, student administration, induction, support services, and assessment. UoB maintains oversight of academic quality, appoints external examiners, approves assessment methods, and issues the final UK award.

Moreover, all IBS students, including those enrolled in the above programmes, have access to Erasmus+ mobility opportunities with 41 partners as well as three non-Erasmus student exchange agreements, allowing for study or internships at partner institutions across Europe.

As part of its enhancement strategy, IBS regularly reviews the validation agreement with UoB and works to expand its network of Erasmus+ partners to offer additional academic and mobility options.

4.3.2 Cooperation with professional fields

All study programmes

Cooperation with industry partners is embedded in IBS's strategic objectives and monitored through dedicated Key Performance Indicators. As a result, IBS maintains active cooperation with a wide range of partners with 110 strategic partnership agreements and 283 internship agreements from the professional field across nearly all its business-related programmes such as KPMG, Morgan Stanley, IBM, and PwC. These partnerships involve multinational corporations, professional associations, consultancy firms, technology providers, and financial institutions. They are initiated through targeted institutional outreach, academic-industry networks, and faculty contacts, and are sustained through ongoing collaboration such as internships, joint events, guest lectures, and collaborative projects.

All strategic partnerships are formalised through Strategic Partnership Agreements, which define the scope, objectives, and terms of collaboration. These agreements clearly outline the responsibilities of each party and include provisions to ensure that institutional quality standards are upheld.

These industry collaborations aim to provide tangible benefits to students enrolled in the business-related programmes. Through the partnerships, students gain access to internships, real-world case studies, guest lectures, and practice-oriented projects. This exposure aims to enhance their practical skills, broadens their professional perspective, and significantly improves their employability upon graduation.

Appraisal:

Cooperation with HEIs and other academic institutions and networks with effects on the programme is actively pursued. The agreements forming the basis of the cooperation are documented. 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 expert 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.

While cooperation with the professional field relevant to the programmes is plausibly presented and actively pursued, and the agreements forming the basis of this cooperation are documented, the expert panel concluded that IBS has not yet fully exhausted its potential regarding collaboration with professional fields. The expert panel **recommends** broadening the range of companies with which IBS cooperates, particularly those strategically located in Graphisoft Park, such as Microsoft, SAP, and Graphisoft. In the case of already established collaborations, the expert panel **recommends** strengthening these by intensifying the involvement of those companies in the development of the study programmes. One idea could be the establishment of an advisory board with business representatives, especially for the Master's programmes.

| | | Exceptional | Exceed | Meet | Does not meet | n.r. | Recommendation |
|------------------|---|-------------|--------|------|---------------|------|----------------|
| 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 professional fields (Asterisk Criterion for educational and vocational programmes, franchise programmes) | | | X | | | X |

4.4 Facilities and equipment

4.4.1 Quantity, quality, media and IT equipment of HEI's facilities

All study programmes

IBS is located in Graphisoft Park, a business and academic campus recognised for its strong sustainability standards. The park promotes environmentally conscious architecture, energy-efficient operations, and eco-friendly transport solutions. As such, the IBS benefits from a

physical environment that aligns with modern sustainability expectations and responsible resource use.

Learning spaces on campus include four fully equipped computer labs, 19 seminar rooms of various sizes, and seven skills rooms designed for hands-on and practice-based training. Additionally, the campus features two special-purpose rooms and three student lounges that serve as informal learning and community spaces. Additionally, a library with about 193 m² and a research room are available.

Each room is equipped with IT and media tools such as whiteboards, projectors, PC workstations, and audio systems. The typical capacity of seminar and skills rooms ranges between 16 and 40 seats, which corresponds well to the programme's instructional model and group sizes. Additionally, there are several large seminar rooms accommodating up to 54 students.

The campus is fully barrier-free and accessible for students with disabilities through features such as ramps, elevators, and accessible restrooms.

There is an internet connection via Wi-Fi provided in all buildings for students, teachers and staff use. In terms of digital resources, students are granted access to the full Microsoft Office Suite through the institution's Campus Agreement with Microsoft, as well as data analysis tools like Tableau and Power BI. These tools align closely with the academic and practical needs of the study programmes. In addition, IBS has started using the Safe Exam Browser integrated with Moodle to ensure secure and controlled online assessments. This tool locks down the examination environment, helping to maintain academic integrity during digital tests and evaluations.

Online and blended learning components are supported through the use of Moodle, the primary digital learning platform for asynchronous study, and Microsoft Teams, which facilitates synchronous teaching and interaction. These platforms are integrated into the curriculum to support flexible learning modes, including hybrid and remote participation.

IBS also uses Constructor's AI Proctoring tool, a secure, scalable solution designed to support online assessments with integrity and flexibility. It offers automated identity verification, real-time monitoring, and AI-driven behaviour analysis to detect potential misconduct during exams. The system can operate in both live and asynchronous modes, allowing institutions to adapt proctoring to different assessment formats. Integrated with major learning management systems, including Moodle, Constructor's proctoring tool aims to ensure a seamless user experience while safeguarding academic standards.

IBS has a IT Support Unit, which provides both on-site and remote assistance during working hours and helps students, staff and teachers resolve technical issues related to digital tools, software, and infrastructure.

The institution has implemented a cybersecurity framework that includes multi-factor authentication, firewalls, intrusion detection systems, access controls, and secure data backup

and storage practices. Data privacy and security for students and staff are governed by the IBS General Data Protection Regulation, which aligns with the EU General Data Protection Regulation and Hungarian legislation. This regulation covers all aspects of data collection, processing, access, and retention. A designated Data Protection Officer oversees compliance, maintains records of data processing activities, and provides institutional training and guidance. The regulation defines strict rules for the handling of personal and sensitive data, mandates consent protocols, ensures access and correction rights, and establishes safeguards for both manual and automated data processing systems.

4.4.2 Access to literature

All study programmes

IBS ensures access to academic literature through a digital-first approach, significantly reducing reliance on physical textbooks. While the print collection is maintained selectively for supplementary and recreational reading, the library's primary focus is on acquiring and updating digital resources.

All students are provided with institutional access to Perlego, an extensive digital library offering over one million e-books covering academic, professional, and general-interest topics. This platform supports all required and recommended reading for the study programmes, as IBS mandates that key texts listed in module specifications must be available in Perlego. Furthermore, IBS is a member of Elektronikus Információszolgáltatás, a national Hungarian consortium that provides access to a wide range of scholarly databases.

Additionally, IBS holds subscriptions to several major digital journal platforms, including:

- EBSCO – Business Source Elite
- Emerald Insight
- Green File
- JSTOR
- Library, Information Science & Technology Abstracts
- World Politics Review
- MeRSZ (Magyar Elektronikus Referenciamű Szolgáltatás).

All resources are available with full off-campus access, aiming to enable students to study and conduct research from any location, at any time, including outside regular university hours.

As of the most recent academic year 2024 to 2025, the IBS library holds a total of 9,570 unique documents in 15,707 copies. The physical collection includes 4,306 different books, 3,716 theses and dissertations, 57 video recordings, and various other media such as CDs. An additional 63 dissertations are available online. The library subscribes to eight digital magazines and journals, including The Economist, Time, Financial Times, Harvard Business Review, Capital, Fortune, Der Spiegel, and HVG360.

The Library also facilitates access to a wide array of external academic resources through its Interlibrary Loan service. This service allows students and faculty to request books and

materials not held in the IBS collection by borrowing them from other libraries within Hungary or through broader library networks.

The IBS Library operates on weekdays during both teaching (Monday to Thursday 9:00-17:30 o'clock and Friday 9:00-14:00 o'clock) and non-teaching periods (Monday to Thursday 9:30-16:00 o'clock and Friday 9:30-14:00 o'clock). On Saturday and Sunday, the physical library is closed.

The Library Acquisitions Policy governs how materials are selected and maintained. Acquisitions are driven by faculty recommendations, student requests, and institutional priorities. Resources are chosen to support module development, thesis research, and emerging academic trends such as artificial intelligence, blockchain technology, global sustainability, and economic stability. Literature is also selected from best-seller lists of leading publishers in relevant disciplines. Regular assessments of both digital and physical holdings are conducted to remove outdated materials and align the collection with current academic standards.

IBS offers a range of support services and training opportunities to assist students in effectively using library resources. Students can access individual research consultations with library staff for tailored guidance additional to workshops and training sessions to enhance information literacy. Training is typically offered during student orientation, embedded in coursework, or available upon request.

Appraisal:

The quantity, quality and equipment of the facilities as well as the number and size of teaching rooms correspond to the necessities described for the study programmes. A sufficient number of workplaces (individual and for study groups) is available. During the on-site visit, the expert panel learned that students wished for plug sockets in the classrooms to be able to use their laptops during class. Sufficient IT equipment and software appropriate for the programme are available. There are dedicated computer labs. Further, the technical equipment is adequate for online learning elements as applied by the study programme's concept and content. Technical support is offered to students during working hours. Free access to a Wi-Fi network is available for students.

The requirements for students with special needs are adequately provided.

Aspects of sustainability and cybersecurity are taken into account for the provision of the infrastructure.

Students have access to relevant recent literature including in other languages, international and national magazines, licence subscriptions and databases required for the study programmes. The opening hours and the facilities of the library take students' needs sufficiently into account. Through the Perlego digital library service and available databases, all digital resources can be accessed from outside the campus. A support system for students is available.

| | | Exceptional | Exceed | Meet | Does not meet | n.r. | Recommendation |
|---------------|--|-------------|--------|------|---------------|------|----------------|
| 4.4 | Facilities and equipment | | | | | | |
| 4.4.1* | Quantity, quality, media and IT equipment of HEI's facilities (Asterisk Criterion) | | | X | | | |
| 4.4.2* | Access to literature (Asterisk Criterion) | | | X | | | |

4.5 Financing of the study programme (Asterisk Criterion)

All study programmes

The study programmes are funded exclusively through tuition fees, with no additional support from government grants or third-party financial institutions. While there are no programme-specific budgets, funds are centrally allocated by IBS based on projected student enrolment and operational needs. The main cost components include faculty salaries (approximately 15-20%), administrative staff (around 10%), and core services (5%), which cover areas such as the library, student clubs, career fairs, and graduation ceremonies. Budgetary oversight is the responsibility of the CEO and chief accountant, who leads a dedicated financial team of three staff members.

The institution ensures that income from tuition fees is sufficient to support the entire academic journey of each student cohort admitted during the accreditation period. This is achieved through careful financial planning linked to enrolment projections, and through policies that require the institution to guarantee teach-out arrangements in the unlikely event of a programme phase-out.

To avoid financial barriers to education, IBS offers a flexible tuition payment option, allowing students to pay their annual fees in two instalments. Furthermore, there is a variety of scholarship opportunities available to students.

While there are no internal scholarship or grant schemes for faculty and administrative staff, both groups are eligible for Erasmus+ funding. This EU-supported mobility programme provides grants for international teaching assignments and training activities, covering travel and living expenses. Participation is based on eligibility and the availability of partnerships and is managed through internal application procedures.

IBS communicates information regarding scholarships through the website and the Centre for Marketing and Admissions, which offers personalised guidance during the application and admission process. For faculty and administrative staff, financial opportunities such as Erasmus+ are communicated via the institution's Moodle platform.

Appraisal:

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. Furthermore, 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 UoB to undertake completion of the teaching of the programmes. The legal framework of Hungarian law and the Academic Affiliation Agreement between IBS and UoB 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, the income related to the study programme ensures that each cohort of students starting within the accreditation period is able to complete the study programme.

| | | Exceptional | Exceed | Meet | Does not meet | n.r. | Recommendation |
|------|---|-------------|--------|------|---------------|------|----------------|
| 4.5* | Financing of the study programme (Asterisk Criterion) | X | X | X | | | |

5. QUALITY ASSURANCE

5.1 Quality assurance and quality development with respect to contents, processes and outcomes

All study programmes

Quality assurance and development at IBS are governed by an integrated and institution-wide Quality Management System (QMS). This system aligns with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) and the UK Quality Code.

The governance of quality assurance is structured across all institutional levels. The Rector holds overall responsibility for the conceptualisation and operation of the system, supported by the Executive Management Board and the Centre for Quality Assurance and Enhancement (CQAE). The heads of functional centres oversee implementation within their domains, while the Academic Area Leaders and Programme Directors manage quality at the study programme level through module and programme monitoring. Faculty are engaged in module delivery, assessment, and review processes. Students, employers, and alumni provide input via structured feedback mechanisms.

Responsibilities are formally documented in the Quality Assurance Regulations and Rules of Organisation and Operation. Key bodies such as the Senate and Learning and Teaching Committee ensure participatory governance by including representatives from faculty, students, and staff.

The quality assurance system operates on a continuous improvement cycle (Plan-Do-Check-Act), with a structured set of core elements. These include annual and quinquennial monitoring processes, moderation and assessment audits, stakeholder feedback integration, and curriculum development protocols.

Evaluation methods comprise:

- Annual Module Monitoring and Programme Monitoring, which focus on student achievement, assessment, delivery quality, and workload;
- Programme Reviews for comprehensive curriculum evaluation and strategic alignment every five years;
- Assessment Moderation that involves both internal and external reviewers;
- Student, Graduate, and Employer Feedback through surveys and consultations, systematically reviewed and integrated into quality processes;
- Faculty Appraisal and class observations.

All quality-related data is synthesised into annual reports prepared by the CQAE and discussed at senior levels, ensuring an evidence-based approach to enhancement.

IBS regularly collects and analyses statistical data to inform decision-making and programme development. This includes:

- Student recruitment, progression, retention, and graduation rates;
- Module-level assessment outcomes and satisfaction scores;

- Graduate employment rates and employer satisfaction;
- Faculty turnover.

These indicators are used in both programme-level and institutional-level monitoring and planning. Strategic Performance Indicators are set annually to guide institutional objectives and are reviewed in the institutional self-evaluation report.

The quality assurance process directly influences the curriculum development. Monitoring reports and periodic reviews generate actionable recommendations for curriculum enhancement. Updates to the curriculum follow a formal change management process, aiming to ensure that all modifications are justified, reviewed, and documented.

Student feedback, employer surveys, and external examiner reports help inform curriculum content, delivery methods, and assessment structures. The feedback of these stakeholders plays a significant role in shaping programme content and ensuring market relevance.

IBS aims to ensure the adequacy of course workload and credit allocation through systematic checks. Each module is designed based on ECTS standards and qualifications frameworks. Module and study programme reviews assess whether the expected workload aligns with actual student experience (surveyed through student surveys twice a year) and achievement. Adjustments are made based on data and stakeholder feedback and formalised through the change request process.

Improvement measures are documented through monitoring reports, evaluation forms, and change requests. These are tracked over time, with outcomes reviewed in subsequent QA cycles. The Institutional self-evaluation reports consolidate findings on the programme level, summarise implemented actions, and propose new measures.

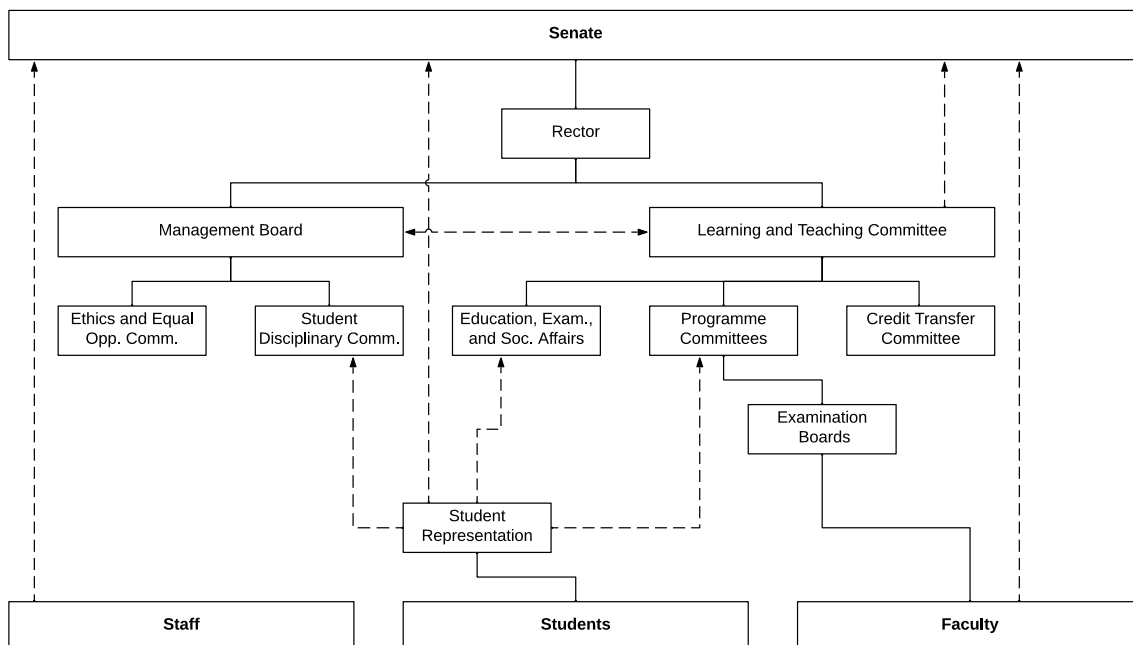


Figure 4 Channels for Feedback

The study programmes in this report also fall under the quality assurance framework of the University of Buckingham. This entails annual programme monitoring meetings and collaborative reviews every five years, aiming to ensure that the academic quality and strategic development of the study programmes are regularly scrutinised and aligned with UK standards.

5.2 Instruments of quality assurance

5.2.1 Evaluation by students

All study programmes

At IBS, student evaluation of the study programmes is conducted through a structured feedback system twice a year. All enrolled students are asked to complete a standardised student satisfaction questionnaire during weeks 10-11 of each semester, delivered through the School's LimeSurvey server. The survey focuses on multiple dimensions of the student experience, including the quality of teaching, assessment methods, academic support, and institutional services. The evaluation tools are aligned with IBS's Quality Assurance Regulations (QAR), and the data feed directly into both module-level and programme-level quality monitoring processes. These surveys also include items addressing perceived skills development, satisfaction with institutional services, and workload balance ("In terms of the time required for completing my academic tasks, this module for me has been... very hard to manage; hard to manage; just right; easy to manage; very easy to manage"). Responses are collected electronically and processed by the CQAE.

Responsibility for analysing and responding to evaluation results is distributed across multiple institutional levels. The CQAE is in charge of data processing and reporting. Programme Directors and Academic Area Leaders interpret the results for their respective study programmes, while Module Leaders receive tailored reports related to their own modules. Where patterns or concerns emerge, action points are formulated and tracked through annual monitoring processes. Strategic or cross-programme issues are reviewed by the Learning and Teaching Committee and escalated to the Management Board where institutional coordination or resourcing is required.

Evaluation results and action plans are formally documented in the Annual Module Monitoring and Annual Programme Monitoring Reports. Where significant changes are proposed (e.g. revisions to assessment formats or module content), the Change Request Procedure is triggered. All actions taken in response to feedback are tracked within these frameworks and contribute to the Institutional Self-Evaluation Report, which supports both internal planning and external accreditation reporting.

After the analysis of survey results, IBS shares summary findings and planned actions are shared with students through various channels, including Moodle announcements. Faculty members also address student feedback during opening or closing meetings of the semester. In addition, student representatives, who are full members of the Senate and Learning and Teaching Committee, participate in discussions where programme-level results and improvements are reviewed.

Due to the modular structure of IBS programmes and the individualised nature of student study paths, full anonymity at the point of data collection is not feasible. Students provide feedback on the specific modules they attend, which can allow identification by inference. However, anonymisation is applied during data analysis and reporting: the CQAE removes identifying information before forwarding results to academic staff, and all qualitative comments are screened for confidentiality.

IBS does not currently include direct questions in its student satisfaction survey regarding personal circumstances such as caregiving duties, health conditions, or part-time status. Instead, IBS offers confidential support channels through which students can disclose and receive support for individual circumstances as needed.

BSc in Business Management and BSc in Corporate Finance

In addition to the institutional evaluation, students studying on the last semester in the Bachelor programmes also participate in the UK National Student Survey (NSS). The NSS is an externally managed, sector-wide survey conducted in accordance with UK higher education quality standards. It provides additional benchmarking on dimensions such as academic support, learning community, and organisation and management. These results are analysed by programme leaders and reviewed within the broader UK collaborative provision framework, offering a comparative basis for enhancing the quality of teaching and student engagement.

Feedback from both the IBS internal survey and the NSS is jointly used to monitor the programmes, and NSS-specific findings are discussed with external partners such as UoB, where applicable.

A key outcome of student feedback was the redevelopment of the UpSkill programme. Students expressed concerns that certain skills modules were either too advanced for Year 1 or insufficiently aligned with their Year 2 priorities. Some students felt that they would have benefited earlier development of some of these skills, while others preferred to focus on professional or subject-specific modules in later years. In response, the UpSkill programme was restructured and redistributed across all six semesters. With the revised structure, the UpSkill content never exceeds 10 ECTS per semester, thus balancing the workload while preserving the developmental intent of the programme. This change was documented in recent revalidation of the programme.

MSc in IT for Business Data Analytics

Student feedback indicated that students struggled with practical application of GitHub led to the introduction of additional lab-based tutorials in Skills for Data Analysts.

MBA in Strategic Data-Driven Management

In response to student feedback, the MBA Communication Skills module was revised and restructured as MBA Persuasive Communication in the new curriculum. While students found the basics of report writing useful, they highlighted a greater need for stronger oral communication skills, noting that AI tools would likely assist with writing tasks in professional settings. The updated module places increased emphasis on oral communication, with a focus on presentations, effective data storytelling, and enhancing students' business presence.

5.2.2 Evaluation by teaching staff

All study programmes

Faculty members provide structured feedback on study programmes and individual courses primarily through their participation in the institution's committee structure. Key platforms include Academic Area Meetings, Learning and Teaching Committee (LTC) Meetings, and school meetings, where curriculum, assessment, and administrative issues are discussed. Faculty evaluations typically address curriculum content, assessment practices, and related administrative processes. These evaluations are conducted once per semester through a prescribed internal process, ensuring systematic review and ongoing quality development.

The primary methods for collecting faculty input are Academic Area Meetings and LTC meetings. All LTC meetings are formally recorded in writing, providing a documented record of faculty feedback, discussions, and decisions. When significant action points emerge, they are escalated to the Senate for institutional-level review. While there is no single formal policy guiding the communication of outcomes, faculty are regularly informed via newsletters, committee meetings, and IBS-level briefings.

The Head of the Centre for Education and Research, who also serves as Head of the LTC, plays a central role in managing the faculty evaluation process. This role includes analysing evaluation results, proposing responsive measures, and, when appropriate, initiating the formal change request process to ensure prompt implementation.

5.2.3 External evaluation by alumni, employers and third parties

All study programmes

External stakeholders are regularly involved in the evaluation of all four study programmes through structured mechanisms designed to ensure continuous quality assurance and relevance to industry needs. External examiners participate in examination boards held at the end of each semester, offering formal evaluations of academic standards and assessment practices.

Alumni feedback is collected 15 months after graduation via the HESA Graduate Outcomes Survey¹⁶. The HESA Graduate Outcomes Survey is a national census conducted approximately 15 months after graduation, capturing data on UK higher education leavers' activities including employment, further study, and various other forms of engagement. HESA is the official body responsible for collecting, processing, and publishing these data. The Office for Students, the independent regulator for higher education in England, uses the survey results to calculate its progression metric, which measures the proportion of graduates entering professional or managerial employment or further study commonly referred to as "positive outcomes." Managerial employment is defined using the Standard Occupational Classification (SOC) system and includes jobs classified at SOC major groups 1 to 3: these are typically managerial, professional, or associate professional/technical roles, such as teachers, engineers, nurses, software developers, or business analysts. To standardise expectations, the Office for Students sets outcome thresholds: for full-time first-degree undergraduates, at

¹⁶ Please refer to chapter 1.1 for the outcomes of the most recent tracer study.

least 60% must achieve positive outcomes; for full-time postgraduate taught programmes, the benchmark is 70%.

Evaluation timelines are regular and predictable: the HESA Graduate Outcomes Survey is conducted once per graduate cohort (15 months after completion), while external examiner feedback is collected biannually through semester-end boards. In the case of work placements, feedback is gathered every semester from participating workplace supervisors.

The Head of Quality Assurance and Enhancement is responsible for analysing the data from these external sources and determining the appropriate measures to be taken. Outcomes from these evaluations are documented and action-pointed, then incorporated into the annual self-evaluation reports. While there is no formal policy for communicating evaluation outcomes back to external stakeholders, the collected feedback nonetheless plays a vital role in programme development.

BSc in Business Management and BSc in Corporate Finance

In addition to the standard mechanisms applied across all programmes, both study programmes integrate feedback from workplace supervisors of students undertaking semester-long work placements. This feedback is collected regularly each semester.

Appraisal:

A quality assurance and development procedure has been established, which systematically and continuously monitors and develops the quality of the study programmes with respect to its contents, processes, and outcomes. The expert panel **commends** for implementing internal and also external best practices, where the University of Buckingham is included in annual programme monitoring meetings and collaborative reviews every five years. The procedure takes into account the evaluation results and an analysis on student workload, success rate and graduate employment. At present, the student survey includes a workload question that focuses on satisfaction (“In terms of the time required for completing my academic tasks, this module for me has been... very hard to manage; hard to manage; just right; easy to manage; very easy to manage”). While this provides information on how students perceive the workload, it does not capture the actual number of hours typically spent on each course. The expert panel therefore **recommends** rephrasing the workload question into a quantitative format to generate more comparable data on student effort (e.g. “Please indicate the number of hours you spent working on this module (in total / per week” or a similar question).

Responsibilities for quality management are clearly defined. IBS ensures that necessary measures and developments are implemented and documented. Representatives of faculty members and students are involved in the quality assurance and development procedures. Currently, industry representatives are not part of the Teaching and Learning Committee. The expert panel sees potential in increasing the presence of industry representatives in committees to strengthen the link between the study programmes and professional practice and to use insights to help align curricula with evolving labour market needs and to enhance graduate employability. Therefore, the expert panel **recommends** inviting representatives of key industry partners to regularly take part in Steering Committees.

An evaluation by the students of the study programmes is carried out on a regular basis and in accordance with a prescribed procedure twice a year, including questions on the quality of teaching, assessment methods, academic support, and institutional services. The results are documented and clearly communicated to the students. They provide input for the quality development process.

Quality control of the programme by the internal and external teaching staff is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are documented and adequately communicated and provide input for the quality development process.

An external evaluation is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process, for instance in the form of a report on employment. The expert panel **commends** the use of External Examiners, who aside from taking parts in examinations, also participate in examination boards for formal evaluations of academic standards and assessment practices.

| | | Exceptional | Exceed | Meet | Does not meet | n.r. | Recommendation |
|-------|---|-------------|--------|------|---------------|------|----------------|
| 5.1* | Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion) | | | X | | | X |
| 5.2 | Instruments of quality assurance | | | | | | |
| 5.2.1 | Evaluation by students | | | X | | | |
| 5.2.2 | Evaluation by teaching staff | | | X | | | |
| 5.2.3 | External evaluation by alumni, employers and third parties | | | X | | | |

Appendices

Abbreviations

| Abbreviation | Explanation |
|---------------------|--|
| AAL | Academic Area Leader |
| ACCA | Association of Chartered Certified Accountants |
| ACO | Academic Conduct Officer |
| AI | Artificial Intelligence |
| CEFR | Common European Framework of Reference for Languages |
| CQAE | Centre for Quality Assurance and Enhancement |
| ECTS | European Credit Transfer System |
| ENIC | European Network of Information Centres |
| ESCO | European Skills, Competences, Qualifications and Occupations |
| ESG | Standards and Guidelines for Quality Assurance in the European Higher Education Area |
| FHEQ | Framework for Higher Education Qualifications |
| HESA | Higher Education Statistics Agency |
| IBS | International Business School |
| ICT | Information and Communications Technologies |
| IELTS | International English Language Testing System |
| ILO | Intended Learning Outcome |
| LTC | Learning and Teaching Committee |
| NGO | Non-Governmental Organisations |
| NSS | National Student Survey |
| QAR | Quality Assurance Regulations |
| QMS | Quality Management System |
| SDG | Sustainable Development Goals |
| SME | Small and Medium-sized Enterprises |
| SOC | Standard Occupational Classification |
| TOEFL | Test of English as a Foreign Language |
| UoB | University of Buckingham |
| VLE | Virtual Learning Environment |
| WEF | World Economic Forum |

Curriculum Overview

Table 4 Curriculum Overview of BMAN

| Curriculum Overview | | | | | | | | | | | | | |
|----------------------------|-------------|---|----------|----------|----------|----------|----------|----------|----------------|------------------|--------------------|---|--------------------------------|
| BSc in Business Management | | | | | | | | | | | | | |
| Module Group | Module Code | Module Name | 1 | 2 | 3 | 4 | 5 | 6 | Hours in Class | Hours Self-Study | Method of Teaching | Assessment | Relative weight in final grade |
| Semester 1 | All | All | 3 | 0 | 0 | 0 | 0 | 0 | 144 | 606 | | | |
| Compulsory | All | All | 3 | 0 | 0 | 0 | 0 | 0 | 144 | 606 | | | |
| Compulsory | BPS B107 | Sustainable Business in Context | 1 | | | | | | 48 | 202 | S | Group presentation (15 min.) / Individual continuous assessment / Individual home assignment (2,500 words) | 0/120 |
| Compulsory | ECO B106 | Business Economics | 5 | | | | | | 24 | 101 | S | Group presentation (15 min.) / Individual continuous assessment / Individual test (60 min.) | 0/120 |
| Compulsory | ITLB 118 | Productivity and Digital Collaboration Essentials | 5 | | | | | | 24 | 101 | S | Group home assignment (2,000 words) / Group presentation (10 min.) / Individual continuous assessment | 0/120 |
| Compulsory | LAW B104 | Business Law for Managers | 5 | | | | | | 24 | 101 | S | Examination (120 min.) / Individual continuous assessment / Individual presentation (7-8 minutes) | 0/120 |
| Compulsory | SKIB 115 | Critical Analysis & Effective Writing | 5 | | | | | | 24 | 101 | S | Individual class contribution / Individual continuous assessment / Individual home assignment (1,500 words) | 0/120 |
| Semester 2 | All | All | 3 | 0 | 0 | 0 | 0 | 0 | 144 | 606 | | | |
| Compulsory | All | All | 2 | 0 | 5 | 0 | 0 | 0 | 120 | 505 | | | |

| | | | | | | | | | | | | | | |
|-------------------------------------|------------|--|----------|----------|----------|----------|----------|----------|----------|------------|------------|---|---|-------|
| Compulsory | FINB 118 | Accounting and Finance for Managers | 5 | | | | | | | 24 | 101 | S | Examination (120 min.) / Individual continuous assessment / Individual test (60 min.) | 0/120 |
| Compulsory | MAN B115 | Foundations of Management and Organisation | 5 | | | | | | | 24 | 101 | S | Group presentation (20 min.) / Individual home assignment (2,000 words) | 0/120 |
| Compulsory | MKT B107 | Fundamentals of Marketing | 5 | | | | | | | 24 | 101 | S | Examination (120 min.) / Group presentation (20 min.) / Individual continuous assessment | 0/120 |
| Compulsory | SKIB 116 | Business Presence and Oral Communication | 5 | | | | | | | 24 | 101 | S | Individual continuous assessment / Individual presentation | 0/120 |
| Compulsory | STA B103 | Data Literacy | 5 | | | | | | | 24 | 101 | S | Individual continuous assessment / Individual test (60 min.) | 0/120 |
| Pre-Specialisation Electives | All | All | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 24 | 101 | | | |
| Pre-Specialisation Electives | ART B110 | Introduction to Visual Culture | 5 | | | | | | | 24 | 101 | S | Group presentation (15 minutes) / Individual continuous assessment / Individual home assignment (1,500 words) | 0/120 |
| Pre-Specialisation Electives | DIPB 111 | Introduction to Political Science | 5 | | | | | | | 24 | 101 | S | Individual continuous assessment / Individual home assignment (1,000 words) / Individual test (60 min.) | 0/120 |
| Pre-Specialisation Electives | MAN B101 | Business Ethics (BU) | 5 | | | | | | | 24 | 101 | S | Individual continuous assessment / Individual home assignment (1,500 words) / Individual presentation | 0/120 |
| Pre-Specialisation Electives | PSY B111 | Introduction to Psychology | 5 | | | | | | | 24 | 101 | S | Examination (120 min.) / Group home assignment (1,500 words) / Individual continuous assessment | 0/120 |
| Semester 3 | All | All | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 144 | 606 | | | |
| Compulsory | All | All | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 96 | 404 | | | |
| Compulsory | HRM B105 | Human Resource Management | 5 | | | | | | | 24 | 101 | S | Individual continuous assessment / Individual home assignment (2,500 words) | 5/120 |
| Compulsory | MAN B116 | Business Insights and Storytelling | 5 | | | | | | | 24 | 101 | S | Individual continuous assessment / Individual test (60 min.) | 5/120 |

| | | | | | | | | | | | | | | |
|------------------------------|------------|---|----------|----------|----------|----------|----------|----------|----------|------------|------------|---|--|--------|
| Compulsory | MAN B117 | Principles of Project Management | | | 5 | | | | | 24 | 101 | S | Examination (120 min.) / Group home assignment (2,000 words) / Individual continuous assessment | 5/120 |
| Compulsory | SKIB 117 | Effective Teamwork | | | 5 | | | | | 24 | 101 | S | Group presentation (20 min.) / Individual continuous assessment | 5/120 |
| Management Elective 1 | All | All | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 48 | 202 | | | |
| Management Elective 1 | ART B141 | Art World | | | 1 | | | | | 48 | 202 | S | Individual continuous assessment / Individual home assignment (2,000 words) / Individual presentation (10 minutes) | 10/120 |
| Management Elective 1 | INTB 107 | Foundations of International Relations | | | 1 | | | | | 48 | 202 | S | Individual continuous assessment / Individual home assignment (3,000 words) / Individual presentation (12 min.) | 10/120 |
| Management Elective 1 | ITLB 121 | Python and Statistics in Data Analytics | | | 1 | | | | | 48 | 202 | S | Individual continuous assessment / Individual home assignment (2,500 words) / Individual test (60 min.) | 10/120 |
| Management Elective 1 | MKT B108 | Marketing Communication and Branding | | | 1 | | | | | 48 | 202 | S | Individual continuous assessment / Individual home assignment (3,000 words) / Individual presentation (10 min.) | 10/120 |
| Management Elective 1 | PSY B133 | Psychology in Organisations (BU5) | | | 1 | | | | | 48 | 202 | S | Group presentation / Individual continuous assessment / Individual home assignment (3,000 words) | 10/120 |
| Management Elective 1 | TUR B113 | Introduction to Tourism Management | | | 1 | | | | | 48 | 202 | S | Group presentation (15 minutes) / Individual continuous assessment / Individual home assignment (3,000 words) | 10/120 |
| Semester 4 | All | All | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 144 | 606 | | | |
| Compulsory | All | All | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 96 | 404 | | | |
| Compulsory | ITLB 119 | Artificial Intelligence in Business | | | | | | | 5 | 24 | 101 | S | Group presentation (15 min.) / Individual continuous assessment / Individual home assignment (1,500 words) | 5/120 |
| Compulsory | ITLB 120 | Supply Chain and Operations Management | | | | | | | 5 | 24 | 101 | S | Examination (120 min.) / Individual continuous assessment / Individual home assignment (1,500 words) | 5/120 |

| | | | | | | | | | | | | | |
|---|------------|--|----------|----------|----------|----------|----------|----------|-----------|------------|---|--|-------|
| Compulsory | MAN B118 | Entrepreneurial Journey | | | | 5 | | | 24 | 101 | S | Individual continuous assessment / Individual home assignment (1,500 words) / Individual presentation (5 min.) | 5/120 |
| Compulsory | SKIB 118 | Career and Employability Skills | | | | 5 | | | 24 | 101 | S | Individual home assignment (3,000 words) | 5/120 |
| Cross-Cultural Communication Electives | All | All | 0 | 0 | 0 | 5 | 0 | 0 | 24 | 101 | | | |
| Cross-Cultural Communication Electives | CUL B114 | Cross-Cultural Communication in Arabic-Speaking Contexts | | | | 5 | | | 24 | 101 | S | Individual continuous assessment / Individual home assignment (1,500 words) / Individual presentation (12 minutes) | 5/120 |
| Cross-Cultural Communication Electives | CUL B115 | Cross-Cultural Communication in Chinese-Speaking Contexts | | | | 5 | | | 24 | 101 | S | Individual continuous assessment / Individual home assignment (1,500 words) / Individual presentation (12 minutes) | 5/120 |
| Cross-Cultural Communication Electives | CUL B116 | Cross-Cultural Communication in Japanese-Speaking Contexts | | | | 5 | | | 24 | 101 | S | Individual continuous assessment / Individual home assignment (1,500 words) / Individual presentation (12 minutes) | 5/120 |
| Cross-Cultural Communication Electives | CUL B117 | Cross-Cultural Communication in French-Speaking Contexts | | | | 5 | | | 24 | 101 | S | Individual continuous assessment / Individual home assignment (1,500 words) / Individual presentation (12 minutes) | 5/120 |
| Cross-Cultural Communication Electives | CUL B118 | Cross-Cultural Communication in Russian-Speaking Contexts | | | | 5 | | | 24 | 101 | S | Individual continuous assessment / Individual home assignment (1,500 words) / Individual presentation (12 minutes) | 5/120 |
| Management Elective 2 | All | All | 0 | 0 | 0 | 5 | 0 | 0 | 24 | 101 | | | |
| Management Elective 2 | ART B142 | Managing an Art Project | | | | 5 | | | 24 | 101 | S | Individual continuous assessment / Individual home assignment (2,000 words) | 5/120 |
| Management Elective 2 | DIPB 101 | Foreign Policy and Diplomacy | | | | 5 | | | 24 | 101 | S | Examination (120 min.) / Individual continuous assessment / Individual home assignment (1,000 words) | 5/120 |

| | | | | | | | | | | | | | |
|---------------------------------|------------|---------------------------------------|----------|----------|----------|----------|----------|----------|------------|------------|---|---|--------|
| Management Elective 2 | HRM B102 | Contemporary HRM Tools | | | | 5 | | | 24 | 101 | S | Individual continuous assessment / Individual home assignment (2,500 words) | 5/120 |
| Management Elective 2 | ITLB 122 | Introduction to Relational Databases | | | | 5 | | | 24 | 101 | S | Individual continuous assessment / Individual test (60 min.) | 5/120 |
| Management Elective 2 | MKT B133 | Marketing of Services (X0) | | | | 5 | | | 24 | 101 | S | Group presentation (15 min.) / Individual continuous assessment / Individual home assignment (1,500 words) | 5/120 |
| Semester 5 | All | All | 0 | 0 | 0 | 0 | 0 | 0 | 120 | 630 | | | |
| Compulsory | All | All | 0 | 0 | 0 | 0 | 0 | 0 | 48 | 202 | | | |
| Compulsory | SKIB 119 | Research Skills for Business Projects | | | | 1 | | | 48 | 202 | S | Individual continuous assessment / Individual home assignment (2,000 words) | 10/120 |
| Final Year Challenge | All | All | 0 | 0 | 0 | 0 | 0 | 0 | 72 | 428 | | | |
| Final Year Challenge | BPS B109 | Business Simulation | | | | 2 | | | 12 | 488 | S | Individual home assignment (4,000 words) | 20/120 |
| Final Year Challenge | DISB 102 | BSc Dissertation | | | | 2 | | | 12 | 488 | T | Individual home assignment (10000 words) | 20/120 |
| Final Year Challenge | PLC B101 | Work Placement (BU) | | | | 2 | | | | 500 | T | Individual home assignment (4,000 words) | 20/120 |
| Final Year Challenge | PLC B111 | Study Abroad Semester | | | | 2 | | | 72 | 428 | T | Individual home assignment (4000 words) | 20/120 |
| Semester 6 | All | All | 0 | 0 | 0 | 0 | 0 | 0 | 144 | 606 | | | |
| Compulsory | All | All | 0 | 0 | 0 | 0 | 0 | 0 | 72 | 303 | | | |
| Compulsory | BPS B108 | Strategic Management | | | | 1 | | | 48 | 202 | S | Group presentation (15 minutes) / Individual continuous assessment / Individual home assignment (1,500 words) | 10/120 |
| Compulsory | MAN B119 | Business Consultancy Skills | | | | 5 | | | 24 | 101 | S | Individual continuous assessment / Individual home assignment (2,500 words) | 5/120 |
| Management Electives 3-5 | All | All | 0 | 0 | 0 | 0 | 0 | 0 | 72 | 303 | | | |
| Management Electives 3-5 | ART B116 | Music and Performing Arts Management | | | | 5 | | | 24 | 101 | S | Individual continuous assessment / Individual home assignment (2,500 words) | 5/120 |

| | | | | | | | | | | | | | | |
|--------------------------|----------|---|--|--|--|--|--|--|---|----|-----|---|--|-------|
| Management Electives 3-5 | ART B118 | Contemporary Galleries (BU) | | | | | | | 5 | 24 | 101 | S | Individual home assignment (2,500 words) / Individual presentation (10 min.) | 5/120 |
| Management Electives 3-5 | ART B125 | Cultural Diversity and Sustainability in the Arts | | | | | | | 5 | 24 | 101 | S | Group presentation (15 min.) / Individual continuous assessment / Individual home assignment (2,000 words) | 5/120 |
| Management Electives 3-5 | ART B140 | Film Industry (BU4) | | | | | | | 5 | 24 | 101 | S | Individual continuous assessment / Individual home assignment (2,500 words) | 5/120 |
| Management Electives 3-5 | DIPB 105 | Diplomatic Skills and Practice | | | | | | | 5 | 24 | 101 | S | Individual continuous assessment / Individual home assignment (2,500 words) | 5/120 |
| Management Electives 3-5 | DIPB 106 | Public Diplomacy and Soft Power | | | | | | | 5 | 24 | 101 | S | Individual continuous assessment / Individual home assignment (1,500 words) / Individual presentation (15 minutes) | 5/120 |
| Management Electives 3-5 | HRM B103 | Diversity Management | | | | | | | 5 | 24 | 101 | S | Individual continuous assessment / Individual home assignment (2,500 words) | 5/120 |
| Management Electives 3-5 | HRM B106 | Digital HRM and People Analytics | | | | | | | 5 | 24 | 101 | S | Individual continuous assessment / Individual home assignment (2,500 words) | 5/120 |
| Management Electives 3-5 | HRM B107 | Talent Management and Employee Development | | | | | | | 5 | 24 | 101 | S | Individual continuous assessment / Individual home assignment (2,500 words) | 5/120 |
| Management Electives 3-5 | INTB 102 | EU Institutions and Policies | | | | | | | 5 | 24 | 101 | S | Individual continuous assessment / Individual home assignment (2,500 words) | 5/120 |
| Management Electives 3-5 | INTB 105 | Sustainable Development and Development Policy | | | | | | | 5 | 24 | 101 | S | Individual continuous assessment / Individual home assignment (1,500 words) / Individual presentation (15 minutes) | 5/120 |
| Management Electives 3-5 | INTB 106 | Global Governance | | | | | | | 5 | 24 | 101 | S | Group presentation (15 min.) / Individual continuous assessment / Individual home assignment (1,500 words) | 5/120 |
| Management Electives 3-5 | ITLB 123 | Visual Introduction to Machine Learning | | | | | | | 5 | 24 | 101 | S | Individual continuous assessment / Individual test (60 min.) | 5/120 |
| Management Electives 3-5 | ITLB 124 | Ethical Use of AI and Data | | | | | | | 5 | 24 | 101 | S | Individual continuous assessment / Individual home assignment (2,500 words) | 5/120 |
| Management Electives 3-5 | MAN B109 | Change Management (BU) | | | | | | | 5 | 24 | 101 | S | Individual continuous assessment / Individual home assignment (2,500 words) | 5/120 |
| Management Electives 3-5 | MAN B110 | Corporate Governance (BU) | | | | | | | 5 | 24 | 101 | S | Group presentation (15-20 minutes) / Individual continuous assessment / Individual home assignment (2,000 words) | 5/120 |

| | | | | | | | | | | | | | | |
|--------------------------|------------|--|----------|----------|----------|----------|----------|----------|----------|------------|-------------|---|--|-------|
| Management Electives 3-5 | MKT B109 | Digital Consumer Marketing | | | | | | | 5 | 24 | 101 | S | Individual continuous assessment / Individual home assignment (2,500 words) | 5/120 |
| Management Electives 3-5 | MKT B110 | Buyer Behaviour | | | | | | | 5 | 24 | 101 | S | Individual continuous assessment / Individual home assignment (2,000 words) / Individual presentation (10 min.) | 5/120 |
| Management Electives 3-5 | MKT B111 | Responsible Marketing | | | | | | | 5 | 24 | 101 | S | Individual continuous assessment / Individual home assignment (2,500 words) | 5/120 |
| Management Electives 3-5 | MKT B112 | Public Relations and Reputation Management | | | | | | | 5 | 24 | 101 | S | Individual continuous assessment / Individual home assignment (2,500 words) | 5/120 |
| Management Electives 3-5 | MKT B113 | Marketing Data Analytics | | | | | | | 5 | 24 | 101 | S | Individual continuous assessment / Individual home assignment (2500 words) | 5/120 |
| Management Electives 3-5 | PSY B136 | Power and Leadership (BU4) | | | | | | | 5 | 24 | 101 | S | Individual continuous assessment / Individual home assignment (2,000 words) / Individual presentation (10 minutes) | 5/120 |
| Management Electives 3-5 | STA B104 | Advanced Quantitative Skills | | | | | | | 5 | 24 | 101 | S | Individual continuous assessment / Individual test (60 min.) | 5/120 |
| Management Electives 3-5 | TUR B110 | Sustainability and Diversity in Tourism | | | | | | | 5 | 24 | 101 | S | Group presentation (20 min.) / Individual continuous assessment / Individual home assignment (1,500 words) | 5/120 |
| Management Electives 3-5 | TUR B112 | Hotel Operations | | | | | | | 5 | 24 | 101 | S | Group presentation (20 minutes) / Individual continuous assessment / Individual home assignment (2,000 words) | 5/120 |
| Management Electives 3-5 | TUR B135 | Strategic Planning in Tourism (BU4) | | | | | | | 5 | 24 | 101 | S | Group presentation (15 minutes) / Individual continuous assessment / Individual home assignment (1,500 words) | 5/120 |
| GRAND TOTAL | All | All | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 840 | 3660 | | | |

Table 5 Curriculum Overview of BFIN

| Curriculum Overview | | | | | | | | | | | | | |
|--------------------------|-------------|---|----------|----------|----------|----------|----------|----------|----------------|------------------|--------------------|---|--------------------------------|
| BSc in Corporate Finance | | | | | | | | | | | | | |
| Module Group | Module Code | Module Name | 1 | 2 | 3 | 4 | 5 | 6 | Hours in Class | Hours Self-Study | Method of Teaching | Assessment | Relative weight in final grade |
| Semester 1 | All | All | 3 | 0 | 0 | 0 | 0 | 0 | 144 | 606 | | | |
| Compulsory | All | All | 3 | 0 | 0 | 0 | 0 | 0 | 144 | 606 | | | |
| Compulsory | BPS B107 | Sustainable Business in Context | 1 | | | | | | 48 | 202 | S | Group presentation (15 min.) / Individual continuous assessment / Individual home assignment (2,500 words) | 0/120 |
| Compulsory | ECO B106 | Business Economics | 5 | | | | | | 24 | 101 | S | Group presentation (15 min.) / Individual continuous assessment / Individual test (60 min.) | 0/120 |
| Compulsory | ITLB 118 | Productivity and Digital Collaboration Essentials | 5 | | | | | | 24 | 101 | S | Group home assignment (2,000 words) / Group presentation (10 min.) / Individual continuous assessment | 0/120 |
| Compulsory | LAW B104 | Business Law for Managers | 5 | | | | | | 24 | 101 | S | Examination (120 min.) / Individual continuous assessment / Individual presentation (7-8 minutes) | 0/120 |
| Compulsory | SKIB 115 | Critical Analysis & Effective Writing | 5 | | | | | | 24 | 101 | S | Individual class contribution / Individual continuous assessment / Individual home assignment (1,500 words) | 0/120 |
| Semester 2 | All | All | 3 | 0 | 0 | 0 | 0 | 0 | 144 | 606 | | | |
| Compulsory | All | All | 2 | 0 | 5 | 0 | 0 | 0 | 120 | 505 | | | |
| Compulsory | FINB 118 | Accounting and Finance for Managers | 5 | | | | | | 24 | 101 | S | Examination (120 min.) / Individual continuous assessment / Individual test (60 min.) | 0/120 |

| | | | | | | | | | | | | | | |
|-------------------------------------|------------|--|----------|----------|----------|----------|----------|----------|----------|------------|------------|---|---|-------|
| Compulsory | MAN B115 | Foundations of Management and Organisation | 5 | | | | | | | 24 | 101 | S | Group presentation (20 min.) / Individual home assignment (2,000 words) | 0/120 |
| Compulsory | MKT B107 | Fundamentals of Marketing | 5 | | | | | | | 24 | 101 | S | Examination (120 min.) / Group presentation (20 min.) / Individual continuous assessment | 0/120 |
| Compulsory | SKIB 116 | Business Presence and Oral Communication | 5 | | | | | | | 24 | 101 | S | Individual continuous assessment / Individual presentation | 0/120 |
| Compulsory | STA B103 | Data Literacy | 5 | | | | | | | 24 | 101 | S | Individual continuous assessment / Individual test (60 min.) | 0/120 |
| Pre-Specialisation Electives | All | All | 0 | 5 | 0 | 0 | 0 | 0 | 0 | 24 | 101 | | | |
| Pre-Specialisation Electives | ART B110 | Introduction to Visual Culture | 5 | | | | | | | 24 | 101 | S | Group presentation (15 minutes) / Individual continuous assessment / Individual home assignment (1,500 words) | 0/120 |
| Pre-Specialisation Electives | DIPB 111 | Introduction to Political Science | 5 | | | | | | | 24 | 101 | S | Individual continuous assessment / Individual home assignment (1,000 words) / Individual test (60 min.) | 0/120 |
| Pre-Specialisation Electives | MAN B101 | Business Ethics (BU) | 5 | | | | | | | 24 | 101 | S | Individual continuous assessment / Individual home assignment (1,500 words) / Individual presentation | 0/120 |
| Pre-Specialisation Electives | PSY B111 | Introduction to Psychology | 5 | | | | | | | 24 | 101 | S | Examination (120 min.) / Group home assignment (1,500 words) / Individual continuous assessment | 0/120 |
| Semester 3 | All | All | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 144 | 606 | | | |
| Compulsory | All | All | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 144 | 606 | | | |
| Compulsory | ACC B105 | Business Accounting | 5 | | | | | | | 24 | 101 | S | Examination (120 min.) / Individual continuous assessment / Individual test (60 min.) | 5/120 |
| Compulsory | FINB 102 | Corporate Finance (BU) | 5 | | | | | | | 24 | 101 | S | Examination (120 min.) / Individual continuous assessment / Individual home assignment (1,000 words) | 5/120 |

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|---|------------|--|----------|----------|----------|----------|----------|----------|----------|----------|------------|------------|---|--|-------|
| Compulsory | FINB 103 | Banking and Risk Management | | | | 5 | | | | | 24 | 101 | S | Examination (120 min.) / Group home assignment (2,000 words) / Individual continuous assessment | 5/120 |
| Compulsory | FINB 104 | Investments (BU) | | | | 5 | | | | | 24 | 101 | S | Examination (120 min.) / Individual continuous assessment / Individual test (60 min.) | 5/120 |
| Compulsory | MAN B116 | Business Insights and Storytelling | | | | 5 | | | | | 24 | 101 | S | Individual continuous assessment / Individual test (60 min.) | 5/120 |
| Compulsory | SKIB 117 | Effective Teamwork | | | | 5 | | | | | 24 | 101 | S | Group presentation (20 min.) / Individual continuous assessment | 5/120 |
| Semester 4 | All | All | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 144 | 606 | | | |
| Compulsory | All | All | 0 | 0 | 0 | 2 | 5 | 0 | 0 | 0 | 120 | 505 | | | |
| Compulsory | ACC B102 | Financial Reporting | | | | 5 | | | | | 24 | 101 | S | Group presentation (15 minutes) / Individual continuous assessment / Individual home assignment (1,500 words) | 5/120 |
| Compulsory | FINB 105 | Financial Management (BU) | | | | 5 | | | | | 24 | 101 | S | Individual continuous assessment / Individual home assignment (2,500) | 5/120 |
| Compulsory | FINB 120 | IT and AI Skills for Finance | | | | 5 | | | | | 24 | 101 | S | Individual continuous assessment / Individual home assignment (1,500 words) / Individual test (60 min.) | 5/120 |
| Compulsory | FINB 121 | Financial Markets and Trading | | | | 5 | | | | | 24 | 101 | S | Individual continuous assessment / Individual home assignment (1,500 words) / Individual test (60 min.) | 5/120 |
| Compulsory | SKIB 118 | Career and Employability Skills | | | | 5 | | | | | 24 | 101 | S | Individual home assignment (3,000 words) | 5/120 |
| Cross-Cultural Communication Electives | All | All | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 0 | 24 | 101 | | | |
| Cross-Cultural Communication Electives | CUL B114 | Cross-Cultural Communication in Arabic-Speaking Contexts | | | | 5 | | | | | 24 | 101 | S | Individual continuous assessment / Individual home assignment (1,500 words) / Individual presentation (12 minutes) | 5/120 |

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|--|------------|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|------------|------------|---|--|--------|
| Cross-Cultural Communication Electives | CUL B115 | Cross-Cultural Communication in Chinese-Speaking Contexts | | | | | | | 5 | | | | | | 24 | 101 | S | Individual continuous assessment / Individual home assignment (1,500 words) / Individual presentation (12 minutes) | 5/120 |
| Cross-Cultural Communication Electives | CUL B116 | Cross-Cultural Communication in Japanese-Speaking Contexts | | | | | | | 5 | | | | | | 24 | 101 | S | Individual continuous assessment / Individual home assignment (1,500 words) / Individual presentation (12 minutes) | 5/120 |
| Cross-Cultural Communication Electives | CUL B117 | Cross-Cultural Communication in French-Speaking Contexts | | | | | | | 5 | | | | | | 24 | 101 | S | Individual continuous assessment / Individual home assignment (1,500 words) / Individual presentation (12 minutes) | 5/120 |
| Cross-Cultural Communication Electives | CUL B118 | Cross-Cultural Communication in Russian-Speaking Contexts | | | | | | | 5 | | | | | | 24 | 101 | S | Individual continuous assessment / Individual home assignment (1,500 words) / Individual presentation (12 minutes) | 5/120 |
| Semester 5 | All | All | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 120 | 630 | | | |
| Compulsory | All | All | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 48 | 202 | | | |
| Compulsory | SKIB 119 | Research Skills for Business Projects | | | | | | | 1 | | | | | | 48 | 202 | S | Individual continuous assessment / Individual home assignment (2,000 words) | 10/120 |
| Final Year Challenge | All | All | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 72 | 428 | | | |
| Final Year Challenge | BPS B109 | Business Simulation | | | | | | | 2 | | | | | | 12 | 488 | S | Individual home assignment (4,000 words) | 20/120 |
| Final Year Challenge | DISB 102 | BSc Dissertation | | | | | | | 2 | | | | | | 12 | 488 | T | Individual home assignment (10,000 words) | 20/120 |
| Final Year Challenge | PLC B101 | Work Placement (BU) | | | | | | | 2 | | | | | | | 500 | T | Individual home assignment (4,000 words) | 20/120 |
| Final Year Challenge | PLC B111 | Study Abroad Semester | | | | | | | 2 | | | | | | 72 | 428 | T | Individual home assignment (4,000 words) | 20/120 |
| Semester 6 | All | All | 0 | 0 | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 | 0 | 0 | 144 | 606 | | | |
| Compulsory | All | All | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 | 0 | 0 | 96 | 404 | | | |

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|--------------------------|------------|--|----------|----------|----------|----------|----------|----------|----------|------------|-------------|-----|---|---|--------|
| Compulsory | BPS B108 | Strategic Management | | | | | | | 1 | 0 | 48 | 202 | S | Group presentation (15 minutes) / Individual continuous assessment / Individual home assignment (1,500 words) | 10/120 |
| Compulsory | FINB 108 | Public and International Finance (BU) | | | | | | | 5 | 24 | 101 | S | Individual continuous assessment / Individual home assignment (1,500 words) / Individual test (60 min.) | 5/120 | |
| Compulsory | FINB 119 | Modern Financial Services | | | | | | | 5 | 24 | 101 | S | Group presentation (20 minutes) / Individual continuous assessment / Individual home assignment (1,500 words) | 5/120 | |
| Finance Electives | All | All | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 48 | 202 | | | | |
| Finance Electives | ACC B112 | Advanced Financial Accounting (BU) | | | | | | | 5 | 24 | 101 | S | Group presentation (15 minutes) / Individual continuous assessment / Individual test (60 min.) | 5/120 | |
| Finance Electives | ACC B113 | Principles and Practices of Audit (BU) | | | | | | | 5 | 24 | 101 | S | Group presentation (15 minutes) / Individual continuous assessment / Individual home assignment (1,500 words) | 5/120 | |
| Finance Electives | ACC B114 | Performance Management for ACCA | | | | | | | 5 | 24 | 101 | S | Examination (120 min.) | 5/120 | |
| Finance Electives | FINB 107 | Business Planning (BU) | | | | | | | 5 | 24 | 101 | S | Group home assignment (4,000 words) / Group presentation (10 min.) / Individual continuous assessment | 5/120 | |
| Finance Electives | FINB 111 | Advanced Banking (BU) | | | | | | | 5 | 24 | 101 | S | Individual continuous assessment / Individual home assignment (2,500 words) | 5/120 | |
| Finance Electives | FINB 113 | Quantitative Methods for Finance | | | | | | | 5 | 24 | 101 | S | Individual continuous assessment / Individual test (60 min.) | 5/120 | |
| Finance Electives | FINB 122 | Blockchain for Finance | | | | | | | 5 | 24 | 101 | S | Individual continuous assessment / Individual home assignment (2,500 words) | 5/120 | |
| Finance Electives | MAN B119 | Business Consultancy Skills | | | | | | | 5 | 24 | 101 | S | Individual continuous assessment / Individual home assignment (2,500 words) | 5/120 | |
| GRAND TOTAL | All | All | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 840 | 3660 | | | | |

Table 6 Curriculum Overview of MIBDA

| Curriculum Overview | | | | | | | | | | | |
|---------------------------------------|-------------|--|----------|----------|----------|----------------|------------------|--------------------|---|--------------------------------|--|
| MSc in IT for Business Data Analytics | | | | | | | | | | | |
| Module Group | Module Code | Module Name | 1 | 2 | 3 | Hours in Class | Hours Self-Study | Method of Teaching | Assessment | Relative weight in final grade | |
| Semester 1 | All | All | 3 | 0 | 0 | 192 | 558 | | | | |
| Compulsory | All | All | 3 | 0 | 0 | 192 | 558 | | | | |
| Compulsory | ECO B303 | Principles and Practices of Global Business | 5 | | | 24 | 101 | S | Individual continuous assessment / Individual home assignment (2,500 words) | 5/90 | |
| Compulsory | ITLB3 60 | Databases for Data Science and Analytics | 10 | | | 48 | 202 | S | Individual continuous assessment / Individual home assignment (2,500 words) / Individual test (60 minutes) | 10/90 | |
| Compulsory | ITLB3 61 | Python for Data Analytics | 10 | | | 96 | 154 | S | Individual continuous assessment / Individual home assignment / Individual test (60 minutes) | 10/90 | |
| Compulsory | SKIB 350 | Decision-Making and Analytical Skills | 5 | | | 24 | 101 | S | Examination (120 minutes) / Individual continuous assessment | 5/90 | |
| Semester 2 | All | All | 0 | 3 | 0 | 192 | 558 | | | | |
| Compulsory | All | All | 0 | 2 | 5 | 168 | 457 | | | | |
| Compulsory | ITLB3 62 | Data Mining and Machine Learning | | 10 | | 96 | 154 | S | Individual continuous assessment / Individual home assignment / Individual home assignment | 10/90 | |
| Compulsory | MAN B350 | Business Intelligence for Data-Driven Management | | 10 | | 48 | 202 | S | Group home assignment (4,500 words) / Group presentation (15 minutes) / Individual continuous assessment | 10/90 | |
| Compulsory | SKIB 353 | Skills for Data Analysts | | 5 | | 24 | 101 | S | Group home assignment (2,000 words) / Individual continuous assessment / Individual home assignment (1,000 words) | 5/90 | |

| | | | | | | | | | | |
|------------------------------------|------------|---|----------|----------|----------|-----------|------------|---|--|-------|
| MIB Business Elective | All | All | 0 | 5 | 0 | 24 | 101 | | | |
| MIB Business Elective | ACC B351 | Business and Accounting Fundamentals | | 5 | | 24 | 101 | S | Examination (120 min.) / Individual test (60 min.) | 5/90 |
| MIB Business Elective | HRM B403 | Strategic HRM | | 5 | | 24 | 101 | S | Individual continuous assessment / Individual home assignment (2,500 words) | 5/90 |
| MIB Business Elective | MKT B352 | Managing Global Brands | | 5 | | 24 | 101 | S | Individual continuous assessment / Individual home assignment (2,500 words) | 5/90 |
| MIB Business Elective | SKIB 407 | Team Management Skills | | 5 | | 24 | 101 | S | Group assignment (60 minutes) / Individual continuous assessment / Individual home assignment (2,000 words) | 5/90 |
| MIB Business Elective | SKIB 408 | Market and Competition Analysis | | 5 | | 24 | 101 | S | Individual continuous assessment / Individual home assignment (2,000 words) / Individual presentation (20 minutes) | 5/90 |
| Semester 3 | All | All | 0 | 0 | 3 | 36 | 714 | | | |
| Compulsory | All | All | 0 | 0 | 2 | 12 | 613 | | | |
| Compulsory | CAPB 352 | Business Data Analytics Project | | 2 | 5 | 12 | 613 | T | Individual home assignment (10,000 words (excl. code)) | 25/90 |
| MIB Data Analytics Elective | All | All | 0 | 0 | 5 | 24 | 101 | | | |
| MIB Data Analytics Elective | ITLB3 63 | Data Science with R | | 5 | | 24 | 101 | S | Group home assignment (2,500 words) / Group presentation (20 minutes) / Individual continuous assessment | 5/90 |
| MIB Data Analytics Elective | ITLB3 65 | Text Mining and Natural Language Processing | | 5 | | 24 | 101 | S | Group home assignment (2,500 words) / Group presentation (20 minutes) / Individual continuous assessment | 5/90 |
| MIB Data Analytics Elective | ITLB3 66 | Advanced Forecasting Techniques for Data Scientists | | 5 | | 24 | 101 | S | Group home assignment (2,500 words) / Group presentation (20 minutes) / Individual continuous assessment | 5/90 |

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|-----------------------------|------------|--|-----------|-----------|-----------|------------|-------------|---|--|------|
| MIB Data Analytics Elective | MAT B350 | Quantitative Methods for Data Analysts | | | 5 | 24 | 101 | S | Individual continuous assessment / Individual test (60 min.) | 5/90 |
| GRAND TOTAL | All | All | 30 | 30 | 30 | 420 | 1830 | | | |

Table 7 Curriculum Overview of MBADDM

| Curriculum Overview | | | | | | | | | | |
|---|-------------|---|-----------|-----------|----------|----------------|------------------|--------------------|---|--------------------------------|
| MBA in Strategic Data-Driven Management | | | | | | | | | | |
| Module Group | Module Code | Module Name | 1 | 2 | 3 | Hours in Class | Hours Self-Study | Method of Teaching | Assessment | Relative weight in final grade |
| Semester 1 | All | All | 30 | 0 | 0 | 144 | 606 | | | |
| Computory | All | All | 30 | 0 | 0 | 144 | 606 | | | |
| Computory | BPSB 403 | The Leadership Journey 1 | 5 | | | 24 | 101 | S | Individual home assignment (1,500 words) / Individual presentation (15 minutes) | 5/90 |
| Computory | BPSB 407 | MBA Business Strategy | 5 | | | 24 | 101 | S | Individual continuous assessment / Individual home assignment (2,500 words) | 5/90 |
| Computory | FINB4 02 | Strategic Financial Analysis for Business Leaders | 5 | | | 24 | 101 | S | Examination (120 minutes) / Individual presentation (15 minutes) | 5/90 |
| Computory | MANB 404 | Project Management: Tools and Practices | 5 | | | 24 | 101 | S | Group home assignment (1,000 words per member) / Group presentation (15 minutes per member) | 5/90 |
| Computory | SKIB4 09 | Persuasive Communication | 5 | | | 24 | 101 | S | Group home assignment (1,200 words per member) / Individual presentation (15 minutes) | 5/90 |
| Computory | SKIB4 10 | Decision-Making and Business Analytics with AI | 5 | | | 24 | 101 | S | Examination (120 minutes) / Group presentation (10 minutes per member) | 5/90 |
| Semester 2 | All | All | 0 | 30 | 0 | 128 | 622 | | | |

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|----------------------|------------|--|----------|----------|----------|------------|-------------|---|--|-------|
| Compulsory | All | All | 0 | 2 | 0 | 104 | 521 | | | |
| Compulsory | BPSB 404 | The Leadership Journey 2 | | 5 | | 8 | 117 | T | Individual home assignment (2,000 words) / Individual presentation (15 minutes) | 5/90 |
| Compulsory | BPSB 406 | Business Strategy Team Project | | 5 | | 24 | 101 | S | Group home assignment (1,200 words per member) / Group presentation (15 minutes per member) | 5/90 |
| Compulsory | MANB 350 | Business Intelligence for Data-Driven Management | | 1 | 0 | 48 | 202 | S | Group home assignment (4,500 words) / Group presentation (15 minutes) / Individual continuous assessment | 10/90 |
| Compulsory | SKIB4 11 | Advanced Analytics and Optimisation with AI | | 5 | | 24 | 101 | S | Individual home assignment (1,500 words) / Individual test (60 minutes) | 5/90 |
| MBA Electives | All | All | 0 | 5 | 0 | 24 | 101 | | | |
| MBA Electives | HRMB 404 | Data-Driven HRM | | 5 | | 24 | 101 | S | Group home assignment (2,000 words per member) / Individual continuous assessment | 5/90 |
| MBA Electives | ITLB4 06 | AI for Business Innovation | | 5 | | 24 | 101 | S | Group presentation (5 minutes per member) / Individual home assignment (2,000 words) | 5/90 |
| Semester 3 | All | All | 0 | 0 | 0 | 20 | 730 | | | |
| Compulsory | All | All | 0 | 0 | 0 | 20 | 730 | | | |
| Compulsory | BPSB 405 | The Leadership Journey 3 | | | 5 | 8 | 117 | T | Individual home assignment (2,500 words) | 5/90 |
| Compulsory | CAPB 401 | MBA Capstone Project | | | 2 | 12 | 613 | T | Individual home assignment (13000 words) | 25/90 |
| GRAND TOTAL | All | All | 3 | 3 | 3 | 292 | 1958 | | | |

