

Date of the site visit: 19. March 2013.

#### COMPOSITION OF THE EXPERT PANEL

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#### EXPERT PANEL WAS SUPPORTED BY:

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INTRODUCTION

Short description of the evaluated institution

NAME OF HIGHER EDUCATION INSTITUTION: International Graduate Business School

Zagreb

ADDRESS: Trg J.F. Kennedya 7, 10 000 Zagreb, Croatia

NAME OF THE HEAD OF HIGHER EDUCATION INSTITUTION: Dean, dr. sc. Zlatan

Fröhlich

ORGANISATIONAL STRUCTURE: The Schools management consist of the Dean and the

**Board of Trustees** 

LIST OF STUDY PROGRAMMES: Master of Business Administration

NUMBER OF STUDENTS: Part-time students: 27

NUMBER OF TEACHERS: Full-time employees: 0

NUMBER OF SCIENTISTS: Doctors of science full-time:0

Elected to grades full-time: 0

**TOTAL BUDGET: 1.355.791** 

MSES FUNDING:/

OWN FUNDING: 1.340.179

SHORT DESCRIPTION OF HIGHER EDUCATION INSTITUTION:

The School was founded on 20 March 2003 as the International Graduate Business

School Zagreb with public liability - IGBS . The School was established by the Institute

by the Institute of Economics, Zagreb as a private college delivering an international

MBA programme in academic cooperation with the Kelley School of Business at Indiana

University, U.S.A. The owner of the School is the Institute of Economics, Zagreb. IGBS

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Zagreb is a non-profit institution an any profit earned is used execute and develop Schools acitivities.

## The work of the Expert Panel

For its work the Panel drew upon the Self-Evaluation Report, prepared by the International Graduate Business School Zagreb. A site visit was carried out on 19<sup>th</sup> March 2013. During the visit to the Higher Education Institution the Expert Panel held meetings with the representatives of the following groups:

- The Management;
- The Working Group that compiled the Self-Evaluation, and the representatives of the Teaching Quality;
- Meeting with Teachers;
- Meeting with students;
- The students, i.e., a self-selected set of students present at the interview;

The Expert Panel also had a tour of the library, IT rooms, student register desk, and the classrooms at the HEI, where they held a brief question and answer session with the students who were present.

## DETAILED ANALYSIS BASED ON STANDARDS AND CRITERIA FOR RE-ACCREDITATION

### 1. Institutional management and quality assurance

The institution, through its mission and other documents, clearly identifies itself as a higher education institution. The mission of the higher education institution is to contribute to the development of the society by developing education, learning and research and other aims defined by the specific characteristics of a higher education institutions and its position in the society. The higher education institution is dedicated to the development of a culture which recognizes the importance of quality and assuring quality, and the importance of social responsibility.

1.1. The institution conducts systematic strategic planning in which it engages its stakeholders, and has defined its goals and vision on the basis of the understanding of its current position and in line with its mission.

**Comment:** Not implemented. There was mention of mission and vision in the self-evaluation document, however no supporting documentary evidence was provided to the panel.

Recommendation – The institution should take steps to formally document their strategic plans.

1.2. The institution has developed effective organizational structures and processes and has formalized them in its legal documents.

**Comment:** Starting phase of implementation. The institution possesses a structure (IGBS and the Institute) but it is not formalized. They do not seem to have appropriate processes in place.

Recommendation: The Institution should take steps to document its structure.

1.3. Each study programme of the institution is aligned with its mission.

**Comment:** Fully implemented. The corporate mission states: 'to enable top management education in Croatia.' The MBA programme meets this criterion.

**Recommendation: None** 

1.4. The institution has a quality policy and connected procedures for quality assurance and enhancement of all its activities.

**Comment:** Not implemented. The partner university (Kelley) has a quality policy and procedures but IGBS does not. We asked for a quality policy but they failed to present it.

Recommendation: IGBS require a formal Quality Document and appropriate procedures of its own.

1.5. The institution collects, analyses and uses relevant information in order to effectively manage all of its activities. These procedures involve students and other stakeholders.

**Comment:** Partly implemented. They have collaboration with the Institute of Economics and with Kelley School of Business but procedures do not include all stakeholders.

Recommendation: IGBS should seek to include all appropriate stakeholders in information gathering to effectively manage its activities.

1.6. The institution has implemented formal mechanisms for monitoring and improvement of the teaching quality.

**Comment:** Not implemented. They don't have any teachers. Student questionnaire goes back to Kelley.

Recommendation: The institution should ensure, in collaboration with Kelley, formal mechanisms are utilized and obtain such information from these reports as might be necessary to demonstrate that teaching quality is being maintained.

1.6.\* The institution has implemented formal mechanisms for monitoring and improving the research quality.

**Comment:** Not applicable.

Recommendation: Not applicable.

**1.7.** The institution has established effective mechanisms for the highest level of ethical behaviour in its teaching and research activity, and all students and staff are informed about these mechanisms.

**Comment:** Fully implemented. They possess a Code of Conduct and a copy was made available to the panel.

Recommendation: None.

### 2. Study programmes

Each study programme is defined in line with clearly set student learning outcomes and international standards. The institution has implemented mechanisms for approving, monitoring and improving its programmes and qualifications.

2.1. The institution has defined and adopted effective processes by which new study programmes are proposed, approved, and implemented. These procedures monitor development, innovation and improvement of the existing study programmes and include stakeholders.

**Comment:** Not implemented No procedure presented.

Recommendation: Procedures should be documented even if only a single programme is offered.

2.2. The institution ensures that its enrolment quotas are justified by the needs of society.

**Comment:** Partly implemented. Quotas are justified by their profitability. They phone prospective candidates who are employed already. There was no evidence of wider access to the course

Recommendation: The Institution should acquire a greater knowledge of the demands of the wider market-place for MBAs.

2.3. The enrolment quotas are in line with the institutional resources for quality teaching and the analysis of pass rate.

**Comment:** Mostly implemented. There are no full-time teachers, there are good associate teachers, those from the Institute of Economics and from Kelley School of Business. Pass rate is 100% but no data are analyzed.

Recommendation: Despite the smallness of class sizes, IGBS should endeavour to analyse the appropriate data fully.

2.4. Student learning outcomes, set by the teachers and stated at the level of a study programme and its courses, clearly describe knowledge and skills of the graduates.

**Comment:** Fully implemented, presented in the syllabus.

Recommendation: None.

2.5. Teachers at a study programme ensure that the assessment of student learning, regardless of its modality, is aligned with stated learning outcomes, represents the full range of learning being assessed, and assesses learning at the level of rigour appropriate to the qualification level.

**Comment:** Partly implemented. The panel was concerned about the Croatian system of assessment in that does not meet the EU standards. Assessment within the MBA programme is not double-marked and not externally assessed. That is a major quality issue that has to be taken under consideration, however the assessment of learning is in line with the learning outcomes.

Recommendation: Assessment criteria should be re-examined at national and institutional levels.

2.6. Allocation of ECTS reflects the realistic estimate of student workload.

**Comment:** Not implemented. The diploma and responses prove the point. The total system needs to understand the relevance of ECTS, the reality and the linkage to the programmes.

Recommendation: A teaching rationale, based on ECTS points should be evolved for the MBA programme.

2.7. The content and quality of each study programme conforms to internationally recognized standards, ensuring the international recognition of its qualification.

**Comment:** Not implemented. IGBS do not have a license for a dual degree. According to their self-evaluation they offer two programs. It is a not a dual qualification because the study program is one, the same, and the students get two degrees – this could be construed as an unethical and an illegal practice. However, the program that has a license from the Ministry of Science, Education and Sports (specialist graduate professional study program) itself confirms to international standards.

Recommendation: Clarification of the awards in association with the current licence should be ensured and that the status of the dual-degree programme should be examined as a priority measure.

2.8. Teachers select teaching strategies that are appropriate to the nature of the material being learned, responsive to various student learning styles and encouraging students to be autonomous, responsible learners.

**Comment:** Fully implemented. Good response in collaboration with self-assessment.

Recommendation: None.

2.9. Programme faculty made available appropriate amount of supplemental resources, including electronic databases and other sources, which aid knowledge acquisition.

**Comment:** Partly implemented. The Kelley database is available online. IGBS depend upon Kelley to produce appropriate sources. They also depend upon the Institute of Economics. They don't have a contract with the National Library in Zagreb. Physical resources do not exist, space is supplied from another institution (the Institute of Economics), students use their own laptops, however teaching material is acceptable.

Recommendation: The institution should ensure on its own behalf that the materials available to students are at an appropriate level of service.

2.10.As appropriate to learning outcomes, students have opportunities to reinforce and apply their learning in the context of practical applications, such as through internships, business partnerships, community service, or similar arrangements.

**Comment:** Not applicable. All students need practical experience to enter program.

**Recommendation: Not applicable.** 

#### 3. Students

The institution assures the quality of students with appropriate selection procedure, care for their progress through study and various forms of student support.

3.1 The competencies of applicants evaluated upon admission are aligned with the competencies required in their future careers, and the admission criteria are regularly reviewed for their effectiveness in predicting student success in a programme.

**Comment:** Partly implemented. IGBS have some criteria of selection but they are not clearly formulated for those who have previous education with 180 and 240 ECTS credit points, and for those arriving from different fields. There are no additional courses for those arriving from different fields (for example, engineers). The only admission criterion for this institution is 18.500 euros. The Panel were concerned that the admission criteria which are provided by the Kelley School of Business are not sustainable under current Croatian economic circumstances and therefore are not open to society's needs.

Recommendation: Entry requirements and appropriate application documentation should be re-examined by both Kelley and IGBS.

3.2 The institution supports students in their extracurricular activities.

**Comment:** Not implemented. They said that the extracurricular activities are not necessary.

Recommendation: IGBS should determine the needs for students in providing such activities even though they are generally in employment while taking the course.

3.3 The institution offers counselling, mentorship and professional orientation to ensure personal and professional development of the students.

**Comment:** Starting phase of implementation. They have some counseling and supervising but they lack resources. There is no structured, formalized professional development available to students. Permanent staff does not exist. The dean is actually a program manager.

Recommendation: Examine the possibility of extending counseling and supervision facilities, with the addition of employability advice.

3.4 The institution cares for and raises the level of the student standard.

**Comment:** Not implemented. There are no computers, no facilities, no library, no student restaurant, no future plans. The institution leaves much of this work to Kelley.

Recommendation: IGBS should do more to satisfy itself that students continue to derive value from the course and to document processes as appropriate.

3.5. The institution publishes its methods and procedures for student assessment and uses various methods which include teachers' feedback aimed at improving student knowledge and offer students a formal possibility of appeal.

**Comment:** Starting phase of implementation. Everything is done on an informal basis.

Recommendation: Ensure that formalized procedures are in place, even if the systems are operated by Kelley.

3.6. The institution maintains contact with alumni and keeps track of the employability of its graduates.

**Comment:** Starting phase of implementation. They have alumni club and they have some contacts with their former students but it is all very vague.

Recommendation: The institution would gain from a formalization of Alumnirelated processes.

3.7. The institution ensures that students have appropriate opportunities to participate in its decision-making processes and into the resolution of matters affecting their experience.

**Comment:** Starting phase of implementation. Nothing is formalized. No student is present at the quality assurance team meeting

Recommendation: Formalization of systems should be examined.

3.8 The institution regularly informs the public about its study programmes, learning outcomes, qualifications and employment opportunities.

**Comment:** Starting phase of implementation. Web-based information only. They inform the public on their website about the wrong study program ('we are providing the MBA') and about the dual degree that they don't have a license for. A possible case of misinformation?

Recommendation: Re-visit the specification of the programme on the web-site and describe programme appropriately. Consider ways to increase public awareness of the outcomes of the programme.

3.9 Students can express their opinion and proposals for improvement.

**Comment:** Mostly implemented. There is a student questionnaire, nothing else is formalized. No feedback is provided and no corrective measures seem to be taken.

Recommendation: Methods of feedback to students should be re-examined and formalized appropriately.

3.10 The students are informed about the measures implemented on the basis of their suggestions and opinions.

**Comment: Starting phase of implementation** 

Recommendation: Formalized documentation should be implemented and feedback improved in association with Kelley.

#### 4 Teachers

The institution demonstrates that it employs faculty, sufficient in number and professional qualifications, to achieve its educational and research objectives\*, to establish and oversee academic policies, and to ensure the sustainability of its study programmes and scientific activity.

4.1 Number and qualifications of the teachers are in line with strategic goals of the institution and adequately cover core disciplines.

**Comment:** Mostly implemented.

Recommendation: The Institution should monitor the qualifications of those teachers associated with it to ensure compliance with strategic goals and coverage of core disciplines.

4.2 The institution carries out the policy of growth and development of human resources, especially taking into account potential retirements and sustainability of the study programmes and scientific activity\*.

**Comment:** Not implemented. No full-time staff.

Recommendation: The institution should give consideration to staffing requirements in instances where it can influence staff development.

4.3. The institution demonstrates the employment of sufficient numbers of full-time teachers at a study programme to ensure the quality and continuity of teaching and learning.

**Comment:** Not implemented: There are no full-time teachers employed by the instutution.

Recommendation: The institution should ensure that adequate staff are available to teach on the programme – whether based at Kelley or elsewhere.

4.4 The institution takes into account the number of full-time teachers, maintaining the optimal ratio between students and full-time teachers.

**Comment:** Not implemented. No full-time teachers employed

Recommendation: As in 4.3 above, the institution should take responsibility for ensuring adequate teaching resources are available.

4.5. The institution has well-developed policies for teaching staff that ensure their development as needed to advance the institution's mission.

**Comment:** Not implemented. They don't have their own teachers.

Recommendation: As in 4.3 and 4.4, the institution should ensure that staffing issues are commensurate with the mission of the institution.

4.6. The institution has developed its own methods of assessing the qualifications and expertise of its teaching staff which are an extension of the national criteria for employment and promotion.

**Comment:** Not implemented.

Recommendation: Although it does not directly employ full-time teachers, the institution should develop its own formalized staffing requirements as a standard to compare with staff employed by partner institutions.

4.7. Policies governing the assignment of teachers' workload provide for a fair and equitable distribution of effort and include teaching, research\* and student consultations.

**Comment:** Not implemented. It is impossible to discuss workload since they don't have their own full-time teaching staff.

**Recommendation: See 4.6** 

4.8. The institution ensures and takes care that its teachers hold a substantial commitment to their teaching and research\* responsibilities and that these obligations are not compromised by a teacher's commitments external to the institution.

**Comment:** Not implemented, since they do not have their own full-time teachers.

Recommendation: See 4.6

## 5 Scientific and professional activity

The institution carries out regular professional activity the result of which is a contribution to the development of the economy and the profession.

5.1. The institution has formally adopted guidelines concerning the existing and planned professional and research activities which establish its priorities and procedures for conducting research in line with its mission and strategic plan.

**Comment:** Not implemented. They neither have personnel, nor a strategic plan for a strategic activity. Strategic plan from the Institute of Economics irrelevant since it's another institution

Recommendation: See recommendation 1.1. The institute should monitor the scientific output of its part-time staff for its own purposes.

5.2. The institution implements mechanisms which ensure that research and professional activities are efficiently carried out.

**Comment:** Not implemented. There are no research activities associated with the institution. Part-time staff are employed by the Institute of Economics so any research is attributed to them.

Recommendation: The institute should monitor the research activities of staff to keep their own records.

5.3. In planning and implementing its research agenda, the institution clearly envisions and provides for cooperation with other professional organisations and industry both within and beyond Croatia.

**Comment:** Not implemented. There is no research agenda, no evidence for it. There is good industry and organizational contacts but not by the IGBS but by the sister company. Not implemented.

Recommendation: IGBS should encourage the pursuit of research by associate staff.

5.4. In line with its mission, the institution supports professional activity and monitors its evidence.

**Comment:** Not Implemented. No full-time staff.

Recommendation: IGBS should monitor research activity.

### 5. \*Research and professional activity

Not applicable.

\* Applied only to polytechnics and colleges registered in the Register of Scientific Organisations.

## 6 International cooperation and mobility

The institution is aware of its international environment and has developed rules, procedures and resources supporting international activities.

6.1 The institution facilitates and promotes mobility of students from other higher education institutions.

**Comment:** Not implemented. It was stated 'If they called, we'd give them information about prices of private accommodation.' The institution is not part of the NARIC network.

Recommendation: This area should be reviewed as part of the institution's strategy.

6.2. In keeping with the international context of study programmes, students have opportunities to complete some portion of their programme abroad.

**Comment:** Not implemented Students can go to Kelley in Indiana only once they finish the study program at the IGBS.

Recommendation: Although students are generally in employment, some strategic planning should be carried out to provide appropriate mobility opportunities.

6.3. The institution encourages international cooperation and mobility of its teachers and analyses implementation of their experience in its activities.

**Comment:** Not Implemented no full-time teachers.

<sup>\*</sup> to be filled in by higher education institutions not listed in the Register of Scientific Organisations of MSES; related to the Criteria for the Assessment of Quality of Polytechnics and Colleges

## Recommendation: Mobility should be encouraged, even though staff are not employed by IGBS

6.4. The institution is involved in international associations of similar institutions and actively contributes to joint goals.

**Comment:** Not implemented.

Recommendation: Should be examined as part of the institution's strategy.

6.5. The institution has ensured conditions for attracting students from abroad.

**Comment:** Starting phase of implementation. They have classes in English. No formal evaluation of the level of knowledge of English (TOEFL).

Recommendation: Should be examined as part of the institution's strategy.

6.6. The institution has developed other forms of interinstitutional cooperation through the Erasmus programme and other types of European projects, bilateral agreements, joint programmes, etc.

**Comment:** Not implemented. The only bilateral agreement is with Kelley Business School.

Recommendation: Should be re-considered as part of the institution's strategic plan.

## 7 Resources: administration, space, equipment and finances

The institution demonstrates the capacity to assure, improve and protect resources sufficient to ensure the success of all stakeholders and its own continuity.

7.1. The institution provides appropriate resources for all enrolled students sufficient to support their effective learning. These resources include classrooms, laboratories

and equipment, library resources, computers, individual and group study spaces, and others in keeping with the institution's multiple learning modalities.

**Comment:** Partly implemented. One classroom is enough for 20 students, but students have to use their own laptops, they have a small study room sufficient for 20 students, no library.

Recommendation: Investigate the opportunities for upgrading facilities as deemed necessary.

7.2. The institution maintains a favourable ratio of teaching and non-teaching staff.

**Comment:** Not implemented. Only one full-time employed person in administration.

Recommendation: Staffing should be kept in review commensurate with the student cohort size and teaching requirements.

7.3. The institution has well-developed policies for non-teaching staff that ensure their development as needed to advance the institution's mission.

**Comment:** Not implemented. No evidence available.

Recommendation: Formal policies should be designed

7.4. The institution ensures that the laboratory equipment and usage protocols are aligned with the recognized international standards.

**Comment:** Not applicable. There is no laboratory equipment, since it's not relevant for them.

**Recommendation: Not applicable** 

7.5. The institution provides the equipment and technical support for its use to ensure that all aspects of the organization can make the most of current and varied technologies.

**Comment:** Mostly implemented. They only equipment they have is a classroom based equipment but that's all they need. They have a student's office.

Recommendation: Equipment needs should be reviewed periodically and replaced when necessary.

7.6. Size, usability and availability of the library as well as the level of equipment ensure adequate student supports in their learning.

**Comment:** Not implemented. Online library is Kelley's and the library downstairs is the Institute's.

Recommendation: The institute should determine whether the library provision is adequate for its students and take action as necessary.

7.7. Financial stability of the institution is harmonised with its mission and enables all students to graduate from their programmes. Sources of finance and all conditions related to financing are transparent and do not limit institutional autonomy when making decisions about teaching, professional activity and research.

**Comment:** Partly implemented. Incomes come only from tuition fees, and that makes sustainability questionable.

Recommendation: Investigate other sources of finances, such as EU and other projects.

7.8. Institution's own funds are used to raise the quality of teaching and scientific activity in line with the mission and other formal documents.

**Comment:** Not implemented. No own full-time teachers, no scientific activity.

Recommendation: IGBS should consider providing competitive research funding for staff to increase opportunities.

#### ADDITIONAL COMMENTS:

The panel strongly recommends that the Agency for Science and Higher Education makes the Ministry of Science, Education and Sports aware of the following:

- it seems to the Panel that, based on the evidence before it, qualifications are being offered that are not licensed
- the wording on the state diploma also indicates that a master's award is being offered while in fact no license for this award is in force
- the institution offers what it thinks is a double award with the Kelley School of Business while in fact students follow one program with one set of modules linked to one set of credit points
- there is no other institution known to the Panel where a student can actually follow one program and receive two separate, and in this instance the possibility of three, separate qualifications
- the institution also made it clear that they have no knowledge of the reality of the ECTS points, in fact this was demonstrated on the state diploma

# FINAL REPORT AND RECOMMENDATIONS BY THE EXPERT PANEL FOR THE ACCREDITATION COUNCIL

IGBS acts as a partner of the Kelley Business School and as such possesses no full-time academic staff of its own and therefore much of the teaching and research areas are outside their direct control. However, it is evident to the panel that much needs to be done to formalize systems within IGBS for them to effectively manage their part of the partnership and to ensure that Kelley is delivering an effective programme for their students.

As noted above, the Panel has grave concerns about the terms of the programme being offered in the context of the Institutions license and this requires immediate attention by the parties concerned.

There are some areas of strength – noted below – which the institution should build upon to enhance its reputation in the MBA market.

The recomemndations set out in the body of the report and outlined below are offered in the spirit of development and enhancement of the institution's current systems and processes to their future advantage.

Finally, the Panel would like to formally thank the IGBS for their hard work in producing their self-assessment and their responses to the Panel's questions.

## **ADVANTAGES (STRONG POINTS)**

- 1. Small cohorts and student motivation.
- 2. Teaching staff capability
- 3. The institute's sense of purpose
- 4. MBA programme content

## **DISADVANTAGES (WEAK POINTS)**

- 1. Serious problems of compliance with licence.
- 2. A lack of formalized systems in all areas and at all levels
- 3. A lack of quality checks with delivery of programme
- 4. A lack of international links, mobility and projects
- 5. Lack of understanding of ECTS points

## RECOMMENDATIONS FOR IMPROVEMENT OF QUALITY

## 1. Management of the Higher Education Institution and Quality Assurance

- The institution should take steps to formally document their strategic plans
- The Institution should take steps to document its structure
- IGBS requires a formal Quality Document and appropriate procedures of its own
- IGBS should seek to include all appropriate stakeholders in information gathering to effectively manage its activities
- The institution should ensure, in collaboration with Kelley, formal mechanisms are utilized and obtain such information from these reports as might be necessary to demonstrate that teaching quality is being maintained

#### 2. Study Programmes

- Procedures should be documented even if only a single programme is offered
- The Institution should acquire a greater knowledge of the demands of the wider market-place for MBAs
- Despite the smallness of class sizes, IGBS should endeavour to analyse the appropriate data fully
- Assessment criteria should be re-examined at national and institutional levels.
- A teaching rationale, based on ECTS points should be evolved for the MBA programme
- Clarification of the awards in association with the current licence should be ensured and that the status of the dual-degree programme be examined as a priority measure
- The institution should ensure on its own behalf that the materials available to students are at an appropriate level of service

#### 3. Students

- Entry requirements and appropriate application documentation should be reexamined by both Kelley and IGBS
- IGBS should determine the needs for students in providing such activities even though they are generally in employment while taking the course
- Examine the possibility of extending counseling and supervision facilities, with the addition of employability advice

- IGBS should do more to satisfy itself that students continue to derive value from the course and to document processes as appropriate
- Ensure that formalized procedures are in place, even if the systems are operated by Kelley
- The institution would gain from a formalization of Alumni-related processes.
- Formalization of systems should be examined
- Re-visit the specification of the programme on the web-site and describe programme appropriately. Consider ways to increase public awareness of the outcomes of the programme
- Methods of feedback to students should be re-examined and formalized appropriately
- Formalized documentation should be implemented and feedback improved in association with Kelley.

#### 4. Teachers

- The institution should monitor the qualifications of those teachers associated with it to ensure compliance with strategic goals and coverage of core disciplines.
- The institution should give consideration to staffing requirements in instances where it can influence staff development.
- The institution should ensure that adequate staff are available to teach on the programme – whether based at Kelley or elsewhere.
- As above the institution should take responsibility for ensuring adequate teaching resources are available.
- As above the institution should ensure that staffing issues are commensurate with the mission of the institution.
- Although it does not directly employ full-time teachers, the institution should develop its own formalized staffing requirements as a standard to compare with staff employed by partner institutions.

#### 5. Scientific and Professional Activity

 The institute should monitor the scientific output of its part-time staff for its own purposes.

#### 6. International Cooperation and Mobility

- The whole area of international co-operation should be reviewed as part of the institution's strategy
- Although students are generally in employment, some strategic planning should be carried out to provide appropriate mobility opportunities.
- International associations should be examined as part of the institution's strategy.
- Attraction of foreign students and international co-operation should be examined as part of the institution's strategy.

#### 7. Resources, Administration, Space, Equipment and Finance

- The IGBS should investigate opportunities for upgrading facilities as considered appropriate
- Staffing should be kept in review commensurate with the student cohort size and teaching requirements.
- Formal policies for non-teaching should be designed
- Equipment needs should be reviewed periodically and replaced when necessary.
- IGBS should determine whether the library provision is adequate for its students and take action as necessary
- IGBS should seek other sources of finances, such as EU and other projects.