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FIBAA

**FOUNDATION FOR INTERNATIONAL
BUSINESS ADMINISTRATION ACCREDITATION**

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

Assessment Report

Higher Education Institution:

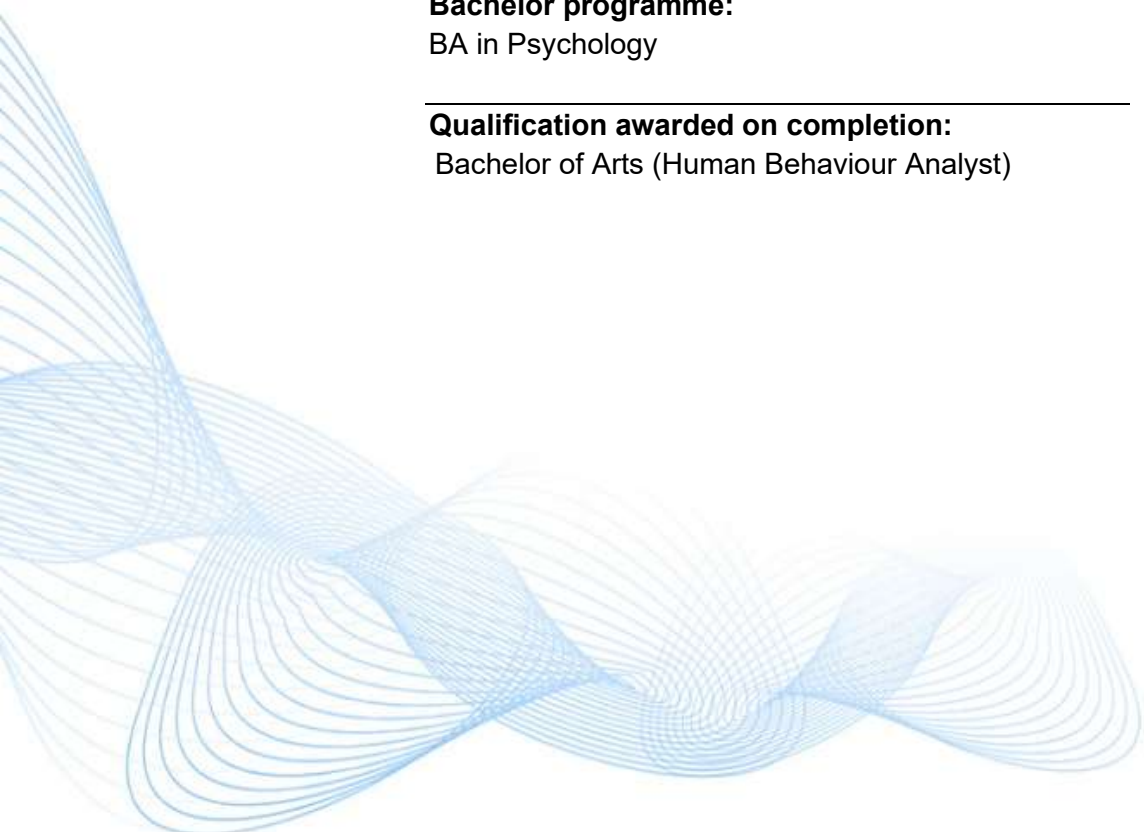
International Business School, Budapest, Hungary

Bachelor programme:

BA in Psychology

Qualification awarded on completion:

Bachelor of Arts (Human Behaviour Analyst)



Decision of the FIBAA Accreditation and Certification Committee

21st Meeting on March 27, 2026

PROGRAMME ACCREDITATION

Project Number:	25/027 Cluster 3
Higher Education Institution:	International Business School
Location:	Budapest, Hungary
Study programme:	Bachelor of Arts in Psychology
Type of accreditation:	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 programme is accredited.

Period of Accreditation: 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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Procedure

An agreement for the initial accreditation of the BA in Psychology was concluded between FIBAA and IBS on April 8, 2025. On July 1, 2025, IBS 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:

Dipl.-Psych. Ute Beyer

Business Coaching and Therapy, Germany
Freelance Psychologist
(professional practice)

Prof. Dr. Eva-Maria Eick

Media University of Applied Science Campus, Germany
Professor of Business Psychology and Media Psychology, Head of the Department of Psychology

Gaga Gvenetadze

Ivane Javakhishvili Tbilisi State University
PhD student in Applied Social Psychology
(student representative)

Dr. Edina Molnár

University of Debrecen, Hungary
Professor of Psychology and Head of the Department of Psychology
(country expert)

Prof. Dr. Erika Spieß

Ludwigs-Maximilians-University Munich, Germany
Associate Professor of Business and Organisational Psychology, retired

FIBAA project manager:
Lisa Lubomierski

¹ The panel is presented in alphabetical order.

Accreditation Data at a Glance

Mode of the site visit	Via the video conferencing tool <i>Zoom</i> At the end of the visit, the panel provided brief feedback on its first impressions to representatives of the HEI.
Date of the site visit	On December 2-4, 2025
Groups interviewed	<ul style="list-style-type: none"> • Management (CEO, Rector, Pro-Rectors) • Programme Management • Lecturers • Students and Graduates • Administrative Staff
Use of virtual learning platforms/tools demonstrated (<i>optional, if relevant</i>)	no
Documents reviewed additionally on-site: (e.g., exam samples, internal QA reports, thesis examples)	no
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:

Bachelor programme

Name of the study programme (in original language and English translation):

BA in Psychology [pszichológia alapképzési szak]

Degree title awarded (in original language and English translation)

Human Behaviour Analyst

Projected study time (years / months / semester / trimester)

Six semesters

Number of ECTS credits

180 ECTS credits

Type of accreditation:

Initial accreditation

Mode of study:

Full-time

Methodological approach:

Study programme with obligatory class attendance

Language of instruction:

English

Double/Joint Degree programme:

Optional with the Dublin Business School, Ireland

Implementation

Dates and Scope

Initial start of the programme:

January 2024

Programme cycle starts in:

September

Enrolment capacity

1 class with 24 students

Summary

BA in Psychology

The BA in Psychology is designed for students interested in the scientific study of human behaviour, cognition, and emotion, with applications across academic, clinical, organisational, and policy contexts. The aim of the programme is to train behaviour analysts who, with a good knowledge of the theory and basic methods of psychology, are able to carry out tasks in the applied branches of psychology under professional supervision. During the programme, they shall acquire skills and techniques that shall enable them to understand and support individuals, groups and to develop organisations at a basic level.

The curriculum aims to combine theoretical knowledge with emphasis on research methods, statistical analysis, and empirical project work. Students gain exposure to key subfields such as developmental, social, clinical, and cognitive psychology, while also building essential skills in communication, data interpretation, and critical thinking. The programme is structured to meet academic prerequisites for progression into psychology-related master's degrees both in Hungary and abroad.

Highlights of the online conference

The online visitation was well-structured and provided comprehensive insights into the academic and organisational framework. The visitation included in-depth discussions with programme management, teaching staff, students, alumni, and administrative representatives.

Special Features of the Study Programme

The programme stands out for its practical focus and international orientation. One key distinguishing feature is the pathway option, which enables students to earn a double degree with Dublin Business School, Ireland. With this degree students are eligible for graduate membership in the Psychological Society of Ireland (PSI). Further distinguishing features include innovative teaching formats as all courses are conducted in a seminar style.

General impressions of the panel members

The expert panel formed a positive overall impression of the programme and the institution's commitment to quality and further development. The open dialogue and transparency demonstrated during the online visit were appreciated. In particular, the panel was impressed by the high engagement of the student support services. The learning environment appeared supportive and inclusive, and the institution's openness to feedback and international standards was evident throughout the discussions.

For Bachelor Programmes

The Bachelor of Arts in Psychology offered by the International Business School (IBS) fulfils the FIBAA quality requirements for Bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for a period of five years, starting on March 27, 2025, 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.

Quality Profile

HEI: IBS

Bachelor programme:
BA in Psychology

		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			
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			
2.3(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X	
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 (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			
3.1.5*	Examination and final thesis (Asterisk Criterion)			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			X

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
3.2.3*	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			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			X
3.3.3*	Course materials and recommended literature (Asterisk Criterion)			X			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			
3.4.3	International composition of students and teaching staff			X			
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			
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			X			X
4.3.2	Cooperation with professional fields			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			
4.5*	Financing of the study programme (Asterisk Criterion)	X	X	X			

		Exceptional	Exceeds ²	Meets ³	Does not meet ⁴	n.r.	Recommendation ⁵
5	Quality Assurance						
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)			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			

Recommendations

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

- exploring additional practice-oriented measures, such as the introduction of structured opportunities for students to serve as research subjects (e.g. for a defined number of hours) (see chapter 3.2.2).
- considering joining the Hungarian United Ethical Review Committee for Research in Psychology (EPKEB) (see chapter 3.2.5).
- strengthening the opportunities for practical work experience. Students should receive more opportunities for practical work for example in the form of internships during summer break (see chapter 3.3.2).
- revising the literature used in the courses Psychoanalysis 1 & 2 (see chapter 3.3.3)
- completing and implementing the policy for a balanced gender-ratio of teaching staff (see chapter 4.1.1).
- planning to establish a dedicated alumni organisation to strengthen professional networking opportunities for alumni and future students (see chapter 4.2.6).
- strengthening collaboration with institutions in the field of psychology, including partnerships with Hungarian study programmes and higher education institutions (see chapter 4.3.1).

Exceeding

The panel members recognised strengths of the programme that exceed the required standards:

- Counselling for prospective students (see chapter 2.5)
- Foreign language contents (see chapter 3.4.1)
- Student support by the teaching staff (see chapter 4.1.6)
- 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. The Bachelor of Arts in Psychology offers an optional double-degrees with Dublin Business School (Ireland).

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**, formerly represented by a BA in International Relations, currently being taught out.
3. **Humanities**, currently represented by a BA in Psychology, with an MA in Psychology in development.

The BA in Psychology is the newest programme in IBS's academic portfolio and represents a natural extension of its expertise in business psychology and human resource management as well as consumer behaviour, which is considered an expertise built over decades through its Business Management programmes. The programme was developed in response to strong domestic demand for English-language psychology education and to leverage IBS's internal faculty competencies in the field.

Statistical Data

Table 1: Statistical Data

		2024/25
# Study Places offered by HEI		24
# Applicants	Σ	98
	f	69
	m	29
Application rate		408,33%
# First-Year Students (accepted applicants)	Σ	18
	f	12
	m	6
Rate of female students		66,70%
# Foreign Students	Σ	4
	f	2
	m	2
Rate of foreign students		22,20%
Percentage of occupied study places		75,00%
# Graduates	Σ	0
Success rate (students who finished their studies)		<i>n. a.</i>
Dropout rate (students who dropped their studies)		5,60%
Average duration of study		<i>n. a.</i>
Average grade of final degree		<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 programme. Resource allocation remains flexible, allowing the institution to adapt to changing demand. IBS states that interest continues to grow, particularly, and ongoing efforts in international recruitment and enhanced visibility are expected to further increase the applicant pool over time.⁶

⁶ SER, p. 11.

Programme Description and Appraisal in Detail

1. OBJECTIVES

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

The BA in Psychology programme is aligned with the Hungarian Qualifications Framework (HuQF) Level 6 and follows the Training and Outcome Requirements issued by the Minister responsible for Higher Education. The programme is designed to develop subject-specific knowledge and interdisciplinary competencies that shall support students' professional growth and employability in both national and international contexts. The qualification objectives ensure that students graduate with a solid theoretical foundation, practical skills, and the ability to think critically and act ethically. The programme prepares students for immediate employment in support roles and builds a pathway for further academic advancement.

Graduates are expected to demonstrate:

- Analytical and research skills: Ability to assess data and apply psychological theories to human behaviour and social issues.
- Quantitative and digital literacy: Use of research methods, basic statistics, and digital tools for behavioural analysis.
- Communication and intercultural skills: Effective writing and presentation, empathy, and the ability to collaborate in diverse teams.
- Teamwork and professional behaviour: Capacity to work under supervision, manage small-scale projects, and contribute in applied settings.
- Ethical and global awareness: Understanding of ethical principles in psychology and sensitivity to global challenges affecting individuals and communities.

Qualification objectives are reviewed annually during the institutional quality assurance cycle and will be reassessed every five years during re-accreditation. Input is gathered from faculty, students, and external examiners. Updates are informed by emerging research in psychology, educational innovations, and the guidelines of national psychological associations.

Graduates of the BA in Psychology are expected to work in support roles under supervision in applied psychological contexts, such as HR, education, counselling, or social services. They will be well-suited for roles in organisational development, customer experience research, or mental health outreach. Graduates of IBS are surveyed 15 months after graduation using the Graduate Outcomes Survey of the UK Higher Education Statistics Agency (HESA).

Table 2: Learning Outcomes

Knowledge of	the introductory theories of history of philosophy, social studies, communication, information technology, library skills, basic theory (introduction to psychology, main areas of psychology; biological foundations of psychology).
	the most important terms and phenomena of social psychology (social cognition, attitude organisation, cognitive style, individual and social belief systems, social behaviour, helping and aggressive behaviour, social role, social identity), basic texts and contexts of the development of European identity.
	the typical written and oral, scientific and public, popular genres of psychology and their rules
	the established procedures for the reception of texts and cultural phenomena, and the professionally accepted contexts of interpretation.
	the analytical and interpretative aspects of typical research questions in psychology.
	employment opportunities available with behavioural analysis skills and the rules and regulations that apply to these jobs
	at least one foreign language at the level required for the field of specialisation, with particular attention to professional terminology.
	Awareness that the qualification enables the graduate to be employed as assistant psychologist.
Ability to	interpret psychological phenomena and knowledge of the historical context of the science of psychology.
	see cause and effect relationships, think logically and produce summary analyses.
	sense human behaviour in a differentiated way and to recognise situations effectively
	administer and evaluate simple tests under the guidance of a specialist
	use modern presentation tools and to hold presentations on a variety of subject-specific topics.
	interpret which tasks are covered by the graduate's professional competence and the ability to refrain from exceeding this competence.
Attitude	Ability to work cooperatively and in groups.
	Sensitivity and interest in understanding psychological phenomena and problems.
	Effective communication and problem-solving skills.
	Ethical and humane in personal relations.
	Empathy, tolerance, flexibility and creativity in the application of knowledge.
	Realistic self-awareness, self-assessment and a success-oriented attitude in individual work.
	A health-conscious approach and lifestyle
Autonomy and responsibility	Ability to work with others in a professional and inter-professional context.
	Ability to self-develop professionally and desire for continuous personality development and growth.
	Ability to come up with initiatives and to make decisions autonomously and collaboratively.
	A sense of individual and collective responsibility and accountability.
	Ability to take responsibility for the work completed and awareness of the possible consequences.

	Representing the methods and knowledge of community organisation and accepting the different methodological specificities of other disciplines.
	Responsibility for the development activities of the groups and communities entrusted to them.
	Awareness and responsibly in not exceeding the limits of their own competence and qualification; refusing tasks outside their own competence.

Appraisal:

The subject-specific qualification objectives of the study programme are convincingly defined and correspond with the intended academic level of Bachelor of Arts at graduation. The objectives consider the requirements of the national qualification framework and the individual student's personal development. The graduation profile is aligned with the targeted professional field, with an emphasis on developing the employability skills necessary for the students' chosen careers.

		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

The programme benefits from its international orientation. Delivered fully in English and leading to EU-accredited qualifications from International Business School, the BA programme attracts both regional and international students. Students can profit from a dedicated Erasmus+ mobility window, in the fifth semester, which allows them to study abroad at a partner university without extending their degree duration. In addition, students may choose to pursue a double-degree progression pathway by spending a full academic year at Dublin Business School (Ireland). Upon successful completion, students are awarded a second degree from DBS and become eligible for graduate membership in The Psychological Society of Ireland (PSI). Additionally, the programme offers a strong practical orientation, with curriculum-integrated visits to a variety of professional placements and institutions.

While Psychology is a well-established discipline across the European Higher Education Area, this programme wants to distinguish itself through its English-language delivery, its double-degree progression with Dublin Business School, the associated pathway to professional recognition through PSI, and its emphasis on reflexivity and self-management. Most comparable degrees on Hungary are offered only in Hungarian.

Appraisal:

The reasons given for the positioning of the BA in Psychology on the educational market as an English-language study programme comprehensive and plausible due to the described qualification objectives and the graduation profile.

		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

The BA in Psychology is the newest addition to IBS's degree portfolio and marks a strategic expansion into the humanities. It is an IBS-awarded degree developed in response to strong domestic demand for English-language psychology education and leverages IBS's expertise in business psychology and HRM as well as consumer behaviour, embedded within the business, management, and marketing bachelor programmes.

The launch of BA in Psychology allows IBS to fulfil the national requirement for higher education institutions in Hungary to offer programmes in at least two distinct academic fields. It also aligns with IBS's long-term vision to diversify its disciplinary profile.

The programme is designed to develop analytical, research, and interpersonal skills in a way that aligns with IBS's core educational mission. Learning outcomes are similarly structured to promote communication, problem-solving, digital awareness, and self-reflexivity, which are key competencies in psychology-related careers.

The programme also supports IBS's ambition to provide clear academic progression routes: an MA in Psychology is currently under development, which will allow students to continue their studies within the same institution.

Appraisal:

The study programme is convincingly integrated into IBS's overall strategic concept. The programme constitutes the establishment of humanities as a second distinct academic field of IBS and is therefore imperative for the strategy of the institution. The study programme's qualification objectives are in line with the IBS's mission and vision.

		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)

The admission requirements for the BA in Psychology are formally defined in the institutional admissions policy, available in English on the IBS website⁷. 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.

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.

For applicants with Hungarian citizenship or Hungarian secondary/university qualifications, applications must be submitted through the national centralised admission platform⁸, in line with national regulations.⁹ Although the BA is offered on a self-financed basis, it falls within the scope of national admissions coordination for accredited programmes. International applicants (i.e., those with non-Hungarian qualifications) apply directly to IBS through DreamApply.

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. While Hungarian applicants must use felvi.hu, IBS retains full institutional autonomy over the number of students admitted, as no government-funded study places are offered for this programme.

Applicants must present a completed secondary school leaving certificate that qualifies them for university entrance in their country of origin. Equivalency of foreign qualification is assessed in accordance with ENIC/NARIC standards. Admission decisions are based on documentation and are managed by the Centre for Marketing and Admissions.

⁷ <https://www.ibs-b.hu/en/how-to-apply/requirements/>, last accessed October 30, 2025.

⁸ <https://www.felvi.hu/>, last accessed November 13, 2025.

⁹ Government Decree No. 43/2012 (29 Dec).

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

All components of the BA in Psychology programme, including lectures, seminars, course materials, assessments, and extracurricular academic activities, are conducted entirely in English. Proof of English proficiency at an appropriate level is part of the admission process. The requirements are communicated to prospective students. Furthermore, there are measures in place aiming to ensure that students are able to successfully complete their studies in English.

Applicants to the Bachelor programmes at IBS 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.

2.4 Selection procedure (if relevant)

Admission to Bachelor's programmes is based on documentary evidence. The Centre for Marketing and Admissions verifies that all submitted documents are valid and complete before issuing an admission decision. Admission is granted to all applicants who meet the formal entry criteria and whose documents are verified as valid.

Admission decisions are communicated to applicants via email. In cases where an applicant is not admitted, the institution offers personalised feedback through multiple channels. Applicants may contact the Centre for Marketing and Admissions by email or phone to seek clarification or request a one-on-one consultation.

The appeals process is clearly defined and accessible. International applicants who wish to contest an admission decision may file an appeal directly to the Rector. Domestic applicants who apply via the national *felvi.hu* system may appeal in accordance with the provisions set out in Government Decree No. 43/2012 (29 Dec). All appeal procedures are publicly documented in the Admissions Regulations, which are available on the institution's website.

2.5 Counselling for prospective students

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. IBS maintains a network of regional coordinators who provide counselling and local support to prospective students across key recruitment regions: Asia and Africa, Sri Lanka and South-East Asia, India, Nepal, and the Middle East. Each coordinator provides information, pre-admission counselling, and guidance on the application process to applicants from their respective regions, ensuring personalised communication and culturally informed support throughout the process.

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 on IBS's website.

The admission requirements are transparent about the required language proficiency level regarding English as the language of instruction. IBS offers optional language courses for Bachelor students in the first two semesters to ensure that students are able to successfully complete the study programme. During the interview sessions, the expert panel learned that the English language proficiency level varies between students. The expert panel notes that it would be best if students already had a good command of English when starting their studies. This way they do not need to spend their first year at IBS learning English.

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)					X	
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

Table 3: Structure of the study programme

BA in Psychology	Comments
Projected study time	6 semesters
Number of credits	180 ECTS
Workload per ECTS credit	30 hours
Weeks per semester	14 weeks
Credits for the final project and time awarded for writing	4 ECTS / 1 semester

3.1.1 Structure of the study programme (Asterisk Criterion)

IBS adopts the European Credit Transfer and Accumulation System (ECTS) as the basis for all study programmes. Each ECTS credit represents 30 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 credits equates to approximately 900 hours of student effort. Each module specification includes a breakdown of how 30 hours per ECTS credit are expected to be distributed across contact hours, guided independent learning, and self-study. Course teams ensure 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. The semester design avoids clustering of assessments and supports a steady pace of learning, helping students to manage their time effectively and engage deeply with their studies. 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.

A dedicated mobility window in year 3 allows students in the programme to take electives, including options for international study or interdisciplinary choices. During this semester, students may either spend the term at one of the institution's Erasmus partner universities or complete elective modules on campus at IBS.

3.1.2 Rationale for degree and programme name (Asterisk Criterion)

The programme name "Psychology" and the Bachelor of Arts (BA) degree designation are directly determined by national regulation. According to Section 16/A of Act 204 (2011) on National Higher Education in Hungary, the programme-level learning outcomes and the exact title of both the programme and the award must adhere to the specifications set by the Minister responsible for higher education.

The use of the BA designation reflects the national expectation that undergraduate psychology programmes emphasise theoretical knowledge, research skills, and critical reflection, in line with Level 6 of the Hungarian Qualifications Framework (HuQF).

3.1.3 Conceptual coherence of the curriculum (Asterisk Criterion)

The curriculum of the BA in Psychology is purposefully designed to support the development of the knowledge and skills defined in the national programme-level learning outcomes. The conceptual coherence of the curriculum supports a logical development from foundational knowledge to specialisation and applied practice, ensuring alignment with both academic standards and professional expectations in the field of psychology.

Semesters 1 and 2 are devoted to foundational learning, establishing core disciplinary knowledge and academic literacy. Modules such as *Fundamentals of Psychology*, *Psychoanalysis 1 & 2*, *Principles of Biopsychology 1*, and *Social Psychology 1* introduce students to major theoretical and empirical domains in psychology. Skill-building modules – including *Academic Writing Skills for Psychologists*, *Communication in Practice*, *Research Skills for Psychologists 1 & 2*, and *English Language Skills Development* – develop essential competencies in academic writing, critical thinking, and communication.

Semesters 3 and 4 focus on advancing knowledge and methodological expertise. Students deepen their understanding of cognitive, social, developmental, and personality psychology through modules such as *Adolescence and Adulthood*, *Cognitive Psychology 2*, *Social Psychology 2*, *Challenges in Developmental Psychology*, and *Personality and Individual Differences 1 & 2*. Research competence is further developed through *Experimental Psychology*, *Research Skills for Psychologists 3 & 4*, and *Research Design and Ethics*. These are complemented by personal and professional development modules, such as *Career Development* and *Self-Reflection and Professional Socialisation*.

Semester 5 functions as a mobility window, during which students may either complete electives at IBS or spend the semester abroad at one of the institution's Erasmus partner universities. The curriculum includes 10 ECTS of free electives and 20 ECTS of programme-specific psychology options, enabling students to specialise in areas aligned with their interests or career goals. Elective options include *Consumer Behaviour*, *Work and Organisational Psychology*, *Power and Leadership*, *Behavioural Economics*, *Psychological Disorders*, *Intervention and Therapeutic Practice*, and *Criminal Psychology*.

Semester 6 is dedicated to the integration and practical application of prior learning. Students complete *Behaviour Science*, *Psychological Research in Action*, and *Psychology in Action*, modules that require the application of theoretical knowledge to real-world or research-based scenarios. The capstone *Psychology Portfolio* serves as a cumulative reflection and demonstration of student competencies in theory, research, and applied psychology.

3.1.4 Study and exam regulations (Asterisk Criterion)

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.

3.1.5 Examination and final thesis (Asterisk Criterion)

Examination

The BA in Psychology programme employs a range of assessment types designed to integrate theoretical knowledge with empirical application and self-reflection. Individual home assignments form a core part of the assessment strategy and include formats such as research papers, literature reviews, and case study analyses that require students to apply psychological theories, diagnostic frameworks, and treatment models. Methodologically focused tasks such as survey design, data analysis, and experimental design proposals are included to build empirical competence. Reflective writing is integral to the curriculum, with assignments like self-reflection essays connecting psychological theory with students' personal experiences and identities.

In addition, individual and group presentations complement written work, fostering communication skills and peer learning. Continuous assessment takes place through short quizzes and semester-long portfolios that reflect ongoing learning. The programme also includes formal 60-minute mid-term tests and 120-minute final examinations.

All assessment types are selected based on the programme's intended learning outcomes (ILOs), with a strong emphasis on authentic and progressive evaluation methods. Early stages of the programme focus on the accurate application of psychological concepts and proper reporting of external sources. As students advance, they are expected to collect and analyse their own data and synthesise information critically, in line with the expectations for academic work in psychology.

Assessment difficulty is managed through pre- and post-assessment moderation by internal and external reviewers. This ensures that each task is appropriately challenging for the academic level, supports the development of core competencies, and aligns with qualification expectations.

Detailed feedback is provided for all assessments through in-line comments and overall evaluative summaries. Grading grids (rubrics) ensure consistency and clarify expectations, while feedback is used to inform and improve students' future academic performance. Assessment descriptions and grading rubrics are published at the start of the semester, after being reviewed and approved by external examiners.

Final Thesis

Final theses undergo marking and moderation, similarly to all other assessments at IBS. Dissertations are also subject to external moderation, aiming to ensure consistency and fairness in grading and adherence to academic standards. Students are provided with a Psychology Portfolio handbook detailing Structure and Content, Submission and Assessment, Timeline, Consultation, and General Academic Requirements of the Dissertation.

The final dissertation for the Psychology programme is completed as part of the *Psychology Portfolio* (DSIM102) module and consists of two core components: the Portfolio and a Synthesis. Together, they form a reflective, research-based academic dissertation that allows students to demonstrate integration of their learning across the programme.

The Portfolio includes:

- Two revised seminar papers selected from designated psychology module pairs (e.g., Social Psychology, Cognitive Psychology, Personality, Developmental Psychology).
- One empirical research paper developed in the *Psychological Research in Action* module, structured as a full research report (Introduction, Method, Results, Discussion).

The Synthesis is a critical essay (2,000 ±10% words) that integrates and reflects on the Portfolio components and the student's academic and professional development. It must include a minimum of 10 academic sources (excluding those used in the Portfolio), cited in APA 7th edition style. Students must also include all relevant appendices, such as data collection tools and feedback documents. Submissions are electronic via Moodle.

The Psychology Portfolio is designed to:

- Integrate previously submitted academic work into a coherent, thematic body of scholarship,
- Demonstrate the student's ability to revise work based on feedback and self-assessment,
- Critically analyse and synthesise psychological literature and research findings,
- Reflect on personal academic and professional development over the course of the degree,
- Apply psychological theory to empirical inquiry and reflective practice.

Students are allocated a supervisor based on their chosen thematic area (submitted in Week 3 of the semester). They are required to attend at least two individual consultations during the semester. The first consultation (Week 4) focuses on defining the Synthesis scope and reviewing relevant literature. The second consultation (Week 7) supports the development of a structured outline for the Synthesis and reflection on academic progress. A Supervisory Report must confirm completion of both consultations, which is a prerequisite for submitting the final dissertation.

Appraisal

The study programme's structure supports the smooth implementation of the curriculum and helps students to reach the intended learning outcomes. The study programme consists of courses and assigns credits per course based on regularly conducted workload assessments. It can be completed within the projected study time. The course descriptions provide detailed descriptions of intended learning outcomes, and the information defined in the ECTS Users' Guide 2015. All this information is available for students on Moodle.

The degree title, programme name, and qualification objectives of the BA in Psychology are prescribed by Hungarian national regulations and therefore cannot be modified by IBS.

The curriculum adequately reflects the qualification objectives of the study programme. The contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes. Electives in year 3 are an integral part of the curriculum that enable students to gain additional competences and skills. The expert panel noticed that

Psychoanalysis 1&2 are taught in the first year which they find unusual. During the interviews they understood that this sequence of modules is due to the course mapping with Dublin Business School. Students made clear that they really enjoy these modules during their interview session.

There are regulations, guidelines, and handbooks which contain all necessary rules and procedures for teaching, studies and examination. They also take AI developments into account. The Study and Examination Regulations 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 faculty has available solutions to detect forms of plagiarism. Specific policies are in place to address AI-generated content. The five stages of AI usage in place for all modules at IBS is seen as a clear strength by the expert panel.

The final Psychology Portfolios 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 throughout the study programme and examinations. This is stipulated in the regulation on Provisions for Disabled Students.

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.

The University provides a Grade Distribution Table including a ECTS Grading Table along with their degree certificate, transcript, and Diploma Supplement upon graduation. This is stipulated in a binding document.

The experts deem all examinations, as they are defined for the courses, suitable 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 appreciates the conceptual idea of the Psychology Portfolio as a final project and they assume that it will prove students’ ability to undertake scientific work and the achievement of the study programme’s qualification objectives. Once the first cohort of students have completed the portfolio, the effectiveness of this final project can be assessed.

		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			

		Exceptional	Exceed	Meet	Does not meet	n.r.	Recommendation
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			
3.1.5*	Examination and final thesis (Asterisk Criterion)			X			

3.2 Intended competences and skills

3.2.1 Methods and scientific practice (Asterisk Criterion)

The Psychology programme aims to develop students' academic and methodological skills in a structured way. In Year 1, students take *Academic Writing Skills for Psychologists*, which introduces them to APA style and the fundamentals of scientific writing within the field of psychology. Alongside this, *Research Skills for Psychologists 1–2* introduces key elements of empirical research, such as hypothesis generation, literature review, and basic data collection techniques. This foundation is expanded in Year 2 through *Research Skills for Psychologists 3–4*, where students develop their ability to conduct and analyse research using more advanced statistical tools. *Research Design and Ethics* is also delivered during this year, enabling students to critically engage with methodological rigor and ethical considerations in psychological research. By Year 3, students are equipped to apply their training in more complex, practice-oriented contexts. The module *Psychological Research in Action* allows them to carry out applied research projects, bridging theoretical knowledge with real-world implementation. The culmination of their academic and methodological development is the *Psychology Portfolio*, a comprehensive final-year project that synthesises the skills and knowledge gained throughout the programme.

Students' methodological and scientific competencies are assessed continuously through a combination of written assignments, project work, and applied research activities. These assessments evaluate the students' ability to design studies, apply appropriate analytical methods, interpret findings, and communicate results using disciplinary conventions.

Scientific and methodological skills in the programme are designed to be applicable beyond academic contexts. Many modules, particularly *Psychological Research in Action*, are structured to simulate professional environments where psychological methods and research are applied, such as clinical, educational, or organisational settings. This aims to ensure that students are not only academically competent but also prepared for professional roles that require evidence-based thinking and research literacy.

Digital literacy is introduced early in the programme, with students expected to use digital tools for literature review, data analysis, and academic writing. Moreover, selected assignments encourage the integration and critical evaluation of AI-generated content, helping students to reflect on the strengths, limitations, and ethical implications of digital technologies in psychological research.

3.2.2 Integration of theory and practice (Asterisk Criterion)

The BA in Psychology intends to maintain a balanced approach to theory and practice, with approximately 40–60% of the curriculum oriented toward practical application. This balance reflects the dual aim of providing a solid academic foundation in psychological theory while also preparing students for real-world contexts through the development of applied skills.

Case studies are regularly used as both teaching tools and assessment formats. Open-ended assessments are emphasised to cultivate critical thinking and enable students to apply theoretical frameworks to practical or clinical situations.

The teaching staff includes practising psychologists from a variety of fields, such as clinical, organisational, and counselling psychology. These professionals bring real-world insights into the classroom, enriching students' learning experiences with current examples, field-specific challenges, and applied methodologies.

At IBS, the exclusive use of small-group seminars, even in place of traditional lectures, ensures a dynamic integration of theoretical concepts and practical applications. In these interactive settings, students engage directly with academic content through real-world case studies, current business scenarios, and applied project work. This format fosters continuous dialogue between theory and practice, allowing for immediate contextualisation and critical reflection. The small-group structure also enables a balanced curriculum, where theoretical frameworks are consistently reinforced with hands-on problem-solving, promoting a deep and practical understanding of the subject matter throughout the entire programme.

Formal stakeholder feedback mechanisms – including alumni – will be used to ensure that the curriculum remains aligned with labour market expectations and the evolving demands of the psychological profession.

The programme-level Intended Learning Outcomes (ILOs) reflect this dual emphasis on academic knowledge and practical competence, ensuring that graduates are well-prepared for both further study and entry-level professional roles.

3.2.3 Interdisciplinary and transdisciplinary thinking (Asterisk Criterion)

The BA in Psychology incorporates interdisciplinary elements that complement its core psychological focus. While the curriculum is grounded in psychological theory and methodology, students are encouraged to engage with broader academic perspectives through structured opportunities within the programme.

One key interdisciplinary module is *Communication Practice* in Year 1, which combines psychological principles with communication theory and interpersonal skills development. This course introduces students to applied contexts such as conflict resolution and public speaking, where psychological knowledge intersects with practical communication strategies.

Further interdisciplinary learning is facilitated in Year 3 through two elective components: a 10 ECTS block of free electives and a 20 ECTS selection of optional psychology modules. These options allow students to explore subject areas beyond the core curriculum or to deepen their studies in adjacent fields such as behavioural economics, power and leadership, consumer behaviour, psychological disorders, therapeutic interventions, or forensic psychology, depending on availability and individual interest.

3.2.4 International contents (Asterisk Criterion)

The BA in Psychology integrates international and intercultural dimensions throughout its curriculum, teaching methods, and student experience. International content is embedded in key modules such as *Social Psychology 1 and 2*, which address interculturality, migration, and globalisation, and *Intervention and Therapeutic Practice*, which introduces students to global mental health concepts and culturally adapted care. The final-year module *Psychology in Action* draws on international case studies, encouraging students to analyse real-world psychological challenges in culturally diverse settings.

Group-based learning is a central feature of the programme, supporting the development of intercultural and collaborative skills. International students – though fewer in number – are intentionally integrated across all groups to promote inclusive learning environments. Collaborative assignments in modules such as *Cognitive Psychology*, *Social Psychology*, *Psychoanalysis*, and *Developmental Psychology* simulate multicultural teamwork and help build essential soft skills such as communication, empathy, and adaptability.

3.2.5 Professional ethics and societal issues (Asterisk Criterion)

The BA in Psychology integrates ethical aspects, intercultural awareness, and societal responsibility across its curriculum. Reflecting International Business School's institutional commitment, each module is explicitly aligned with the United Nations Sustainable Development Goals (SDGs), aiming at student engagement with contemporary global challenges from the outset of their studies.

Ethics and professional responsibility are central pillars of the programme. Students begin their ethical development in foundational modules such as *Self-Reflection and Professional Socialisation* and *Career Development*, which foster personal insight and understanding of ethical standards in psychological and professional contexts. These modules encourage

students to critically reflect on their values, behaviours, and the societal impact of their future professional roles. The programme also places emphasis on ethical research and academic integrity as outlined in the section on Methods and Scientific Practice above. A structured sequence of modules provides progressive training in responsible academic writing, accurate referencing, and ethical data handling. This culminates in *Research Design and Ethics*, a core module that offers practical guidance on key research ethics topics such as informed consent, confidentiality, participant protection, and the responsible treatment of sensitive psychological data.

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 clearly defined procedures, penalties, and appeal mechanisms. In parallel, the AI Policy at IBS governs the acceptable use of artificial intelligence in academic work, distinguishing between levels of AI assistance (from none to full task support) and requiring students to maintain transparent records and disclose usage in their submissions. Penalties for repeated violations increase in severity. To support this, the Academic Conduct Officer (ACO) maintains a database of all offences. The ACO also serves as the first-level decision-maker in matters related to academic conduct.

IBS faculty and staff, including those teaching in the programme, adhere to a comprehensive Code of Ethics for Faculty Members and Officials, which promotes professionalism, respect for student rights, and cultural and ethical sensitivity. An institutional Ethics Committee provides guidance and oversight on ethical matters, contributing to a culture of accountability and integrity within the academic community.

Appraisal:

Students acquire methodological competences and are enabled to do scientific work on the required level. Multiple dedicated courses strengthen students' scientific understanding. Students are trained to use AI technologies ethically to support their learning and research process and to reflect critically the influence of AI on their studies. This is supported by the levels of permitted AI use introduced for each course.

Theory and practice are systematically interrelated throughout the curriculum, also promoting students' ability to transfer theoretical knowledge to solve problems in practice. Practical elements are embedded within the individual courses rather than being delivered through separate modules such as internships. While the expert panel acknowledges this integrated approach, it considers that the overall level of practical exposure could be further strengthened, particularly through enhanced cooperation and exchange with companies. The panel recognises, however, that such developments are still at an early stage, as the programme has only recently been launched. In this context, the expert panel **recommends** exploring additional practice-oriented measures, such as the introduction of structured opportunities for students to serve as research subjects (e.g. for a defined number of hours). This would enable students to conduct experiments involving their peers and further develop applied research competencies.

The students acquire interdisciplinary and transdisciplinary qualifications in accordance with the qualification objectives. This is supported by means of suitable didactical and methodological measures, such as case studies, group projects, research assignments, and interactive seminars. All students have the opportunity to take electives in year 3 including 10 ECTS credits participating in courses offered in other study programmes at IBS.

International contents are anchored in the curriculum and in accordance with the qualification objectives to prepare students for working in an international environment.

Ethical implications, intercultural perspectives and current societal issues are appropriately integrated in the study programme. The expert panel nevertheless encourages IBS to further strengthen this dimension. In particular, the panel **recommends** considering joining the Hungarian United Ethical Review Committee for Research in Psychology (EPKEB). Membership would enable IBS to participate in the evaluation of research conducted at other higher education institutions and to obtain ethical approval for psychology-related research carried out at IBS.

		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			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			X

3.3 Teaching and Learning Methodology

3.3.1 Logic and plausibility of the Teaching and Learning Methodology (Asterisk Criterion)

The BA in Psychology is built around a didactical concept that emphasises active engagement, practice-oriented learning, and methodological competence. Teaching is delivered exclusively through seminars and lab-based workshops¹⁰. This format supports sustained interaction between students and instructors, allowing for the integration of theoretical content with discussion, analysis, and practical application.

The programme makes use of case studies, group projects, and guided practical sessions, particularly in courses focused on research methods and data analysis. Reflective assignments and structured group work are embedded in the curriculum to support critical thinking, peer learning, and collaborative problem-solving. Certain modules employ a flipped classroom methodology: students engage with preparatory material on Moodle, the institution's Learning Management System, before applying this knowledge in an interactive classroom environment.

Technology is also integrated through Moodle for the distribution of resources, submission of assignments, and coordination of learning tasks. For modules involving psychological measurement and data handling, lab-based digital tools are used to develop hands-on experience with analytical techniques.

All modules include a clearly defined "How the course is delivered" section in their specifications, ensuring transparency in the teaching and learning strategies employed. Module leaders submit reports at the end of each semester, which may identify strengths or areas for improvement in teaching practice.

3.3.2 Acquisition of future and soft skills

The BA in Psychology programme integrates soft and future skills development throughout its curriculum, particularly through its emphasis on communication, critical thinking, and professional preparedness. These competencies are embedded into coursework and seminar formats. Communication and public speaking skills are cultivated through frequent seminar presentations, collaborative assignments, and group discussions, all of which encourage clarity, persuasion, and responsiveness in verbal and written formats. Students also work on team-based case analyses, allowing them to practise cooperation and the handling of conflict in a structured academic setting.

Faculty support for skill development is provided mainly through seminar leaders, who offer consistent feedback and developmental guidance. Supplementary resources, such as communication aids and writing support materials, are made available through Moodle module

¹⁰ Although IBS does not yet operate its own laboratories, students in the programme benefit from collaborative arrangements with Óbuda University, which provides access to a cognitive laboratory equipped for EEG experiments. In addition, another partner institution offers access to a sleep laboratory.

pages. These resources enhance students' ability to work independently on their skills between formal learning sessions.

3.3.3 Course materials and recommended literature (Asterisk Criterion)

Course materials across the BA in Psychology 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

IBS 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 BA in Psychology 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 in seminars by using methods such as through flipped-classroom concepts, and group work. Through the explanation of the teaching methodology during the interviews, the expert panel understood and welcomes that there are lecturing elements even though all modules are held as seminars. 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 its programmes. The experts observe that students seemed satisfied with the individualised feedback they receive, which is facilitated by small group sizes.

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. While the BA in Psychology does not offer internships, practical learning is embedded in the curriculum, for example, through the Psychology in Action module, which offers opportunities to visit various professional settings, such as mental health services, educational institutions, and organisational environments. Nonetheless, the expert panel see room for improvement in this regard. They **recommend** strengthening the opportunities for practical work experience. Students should receive more opportunities for practical work for example in the form of internships during summer break.

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. For the modules in Psychoanalysis, the expert panel found that older and out-dated literature was used and literature on the critique of psychoanalysis was missing, and **recommend** revising the literature used. Overall, 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.

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). Nevertheless, the expert panel considers that closer links between the institution and professional practice should be further strengthened and therefore encourages IBS to increase the involvement of practitioners in extracurricular events.

		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			X
3.3.3*	Course materials and recommended literature (Asterisk Criterion)			X			X
3.3.4	Extracurricular events			X			

3.4 International environment and mobility opportunities

3.4.1 Foreign language contents

The programme is 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. 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.

3.4.2 International mobility of students and teaching staff

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.

The BA in Psychology programme features a mobility window in Year 3, specifically designed to accommodate Erasmus+ student exchange. IBS offers 20 places for Erasmus+. In addition to Erasmus+ partners, students in the programme who are willing to spend their final year abroad have access to a progression pathway with Dublin Business School (DBS) in Ireland.

3.4.3 International composition of students and teaching staff

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 its 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.

Although the BA in Psychology programme has a smaller proportion of international students compared to other IBS programmes, internationalisation remains an important and evolving aspect of its academic environment. Approximately 20% of the student body comes from outside Hungary. Currently, the programme includes students from 5 different countries. The largest cohort is from Hungary (12 students), with smaller groups from India, Kazakhstan, Romania, and Turkey (1 each). This diversity contributes to discussions on human behaviour, cultural contexts, and global psychological practices.

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 in the BA in Psychology.

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. The programme features a mobility window, specifically designed to accommodate Erasmus+ student exchange. To support this, IBS has a dedicated Erasmus coordinator. In addition, students can pursue a dual degree pathway and spend their final year abroad at Dublin Business School in Ireland. Further, IBS supports academic mobility for teaching staff through Erasmus+ and through agreements concerning short-term mobility.

The international composition of the student body (consisting of incoming and outgoing students) as well as the international composition of the staff (lecturers from foreign countries, lecturers with international academic degrees and/or international professional experience) corresponds to the study programme's concept.

		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			

		Exceptional	Exceed	Meet	Does not meet	n.r.	Recommendation
3.4.3	International composition of students and teaching staff			X			

4. ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS

4.1 Teaching staff

4.1.1 Structure and quantity of teaching staff (Asterisk Criterion)

Table 4: Structure and quantity of teaching staff

	BA in Psychology
Full-time teaching staff	8
Part-time teaching staff incl. visiting/adjunct lecturers	17
Total number of teaching staff	25
Among them:	
Teaching staff with professional experience	11
Teaching staff with international experience	20
Number of professors	5
Number of senior lecturers	5
Number of lecturers	2
Number of assistant lecturers	3
Number of distinguished tutors	10
PhD holders	12
Master degree holders	13
Guest lecturers	4
Total number of supporting administrative staff	31

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 online conference, 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 (Asterisk Criterion)

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.

The BA in Psychology programme is supported by an academic team that includes twelve PhD holders. This composition ensures a solid foundation for both theoretical and applied psychology instruction. Faculty areas of expertise cover a wide range of subfields, including clinical psychology, cognitive science, developmental psychology, intercultural psychology, and organisational behaviour.

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 University of Buckingham.

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 (Asterisk Criterion)

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 programme, 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 University of Buckingham. 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.

IBS recognises 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

The BA in Psychology programme benefits from a team of lecturers with professional backgrounds in clinical practice, NGO operations, international project management, and educational innovation. Many faculty members have participated in EU-funded mental health and social development projects.

Lecturers also engage in mentorship, research supervision, and training within international collaborations – such as the **BIOPREPA ERA-NET NEURON** project¹¹ and the **Accessible Forest Project**¹² – ensuring that students are exposed to interdisciplinary, real-world applications of psychology.

Part-time staff in the programme are active professionals in the field. Their roles span across psychological support, non-formal education, youth mentoring, and inclusion-focused project development. Their continuing engagement in these areas ensures that students encounter real cases, modern intervention approaches, and up-to-date knowledge of mental health practices.

4.1.5 Internal cooperation (Asterisk Criterion)

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 programme remain responsive to learner needs.

Initiatives to enhance the study programme 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.

¹¹ <https://www.neuron-eranet.eu/projects/BIO-PREPA/>, last accessed December 1, 2025.

¹² <https://www.accessibleforest.com/en/index.php>, last accessed December 1, 2025.

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 (Asterisk Criterion)

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 BA in Psychology ensure the achievement of the intended qualification objectives. IBS is currently 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 programme corresponds to the qualification objectives of the study programme. IBS verifies the qualifications of the teaching staff by means of an established procedure. Specific measures for further academic qualification and comprehensive qualification (e.g.: training on inclusion and equity) of the teaching staff are implemented. Academic qualifications are demonstrated by scientific publications. The expert panel appreciates the demo teaching and mentoring processes established by IBS.

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. The

pedagogical qualification of the teaching staff corresponds to the qualification objectives of the BA in Psychology.

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, an opportunity for exchange and professional development.

The professional experience of the teaching staff corresponds to the qualification objectives of the programme. The teaching staff include their experience and practical examples in their teaching. The panel regards the high proportion of part-time lecturers as an advantage, as they contribute practical experience to the study programme. The programme director still has her own practice which the experts were impressed by

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. There are Academic Area Committees as well as Module leader meetings which serve as platform for collaboration.

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. Students seemed satisfied with the support they received and reported individualised feedback facilitated by small group sizes.

		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			
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

Academic study programme management is primarily overseen by the Learning and Teaching Committee, which comprises of Academic Area Leaders 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. They 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

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. 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 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.

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.

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.

4.2.3 Public information

IBS makes up-to-date information about its study programmes accessible through a variety of channels. The primary source is the official website¹³, 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,

¹³ www.ibs-b.hu/en, last accessed December 18, 2025.

Instagram, YouTube, and TikTok, where both academic updates and student life content are shared regularly.

Each study programme page provides 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 (Asterisk Criterion)

IBS has a commitment to equality, diversity, and non-discrimination demonstrated through its central and binding Equality, Diversity and Inclusion Policy.¹⁴ 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

¹⁴ https://www.ibs-b.hu/documents/201/IBS_Equality_2020_02_24.pdf, last accessed December 18, 2025.

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 Policy¹⁵ 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 Procedures¹⁶ 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.

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

¹⁵ https://www.ibs-b.hu/documents/757/IBS_BullyingHVD_EN_20241028.pdf, last accessed December 18, 2025.

¹⁶ https://www.ibs-b.hu/documents/758/IBS_Complaints-20241028.pdf, last accessed December 18, 2025.

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 scholarships¹⁷ 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.

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

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.¹⁸ This centralised unit serves as the primary point of contact for all career-related matters.

¹⁷ <https://www.ibs-b.hu/en/how-to-apply/scholarships/starter-scholarship/>, last accessed December 18, 2025.

¹⁸ 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 with SUP values ranging from 4.01 to 4.18 over the past five semesters.

The services 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. Recent 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.

4.2.6 Alumni activities

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 webpage¹⁹, 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.

¹⁹ <https://www.ibs-b.hu/en/career/meet-our-alumni/>, last accessed December 18, 2025.

Appraisal:

The responsibilities for programme management in academic and organisational terms are defined and ensure that the programme runs 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 to provide support services.

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

IBS complies 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.

IBS offers students and graduates support in career counselling. Placement services 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. Although this programme does not have graduates yet, the expert panel **recommends** planning to establish a dedicated alumni organisation to strengthen professional networking opportunities for alumni and future students.

		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

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.

The BA in Psychology programme offer students the opportunity to earn dual degrees through an established transfer agreement with Dublin Business School (DBS). Students who complete 120 ECTS at IBS are eligible to transfer to DBS for the final year of their studies and obtain degrees from both IBS and DBS. This agreement is regulated through a Memorandum of Understanding. The final year is delivered by the host institution. IBS ensures curricular alignment and prepares students for transition through academic advising and programme planning.

Additionally, the programme participates in the Erasmus+ mobility scheme, governed by inter-institutional agreements with various European universities. Through Erasmus+, students may undertake semester-long study or internships abroad, gaining valuable international experience. For the BA in Psychology programme, there is currently one active agreement with the Faculty of Human Sciences at the Universidade Catolica Portuguesa.

4.3.2 Cooperation with professional fields

IBS maintains cooperation with a diverse range of professional partners to support the practical orientation of its programmes. These partnerships include institutions from higher education, schools with innovative pedagogical models, and organisations specialising in therapeutic and psychological services. For the BA in Psychology programme, partnership development is ongoing, with two strategic collaborations already in place: the elementary school Real School (Budapest), and the Hungarian Equestrian Therapy Association. All strategic partnerships are formalised through Strategic Partnership Agreements, which define the scope, objectives, and terms of collaboration.

The collaborations aim to provide tangible benefits to students enrolled in the programme. Through the partnerships, students gain access to internships, real-world case discussions, guest lectures by mental health professionals, and practice-oriented projects in clinical and research settings.

Appraisal:

Cooperation with academic institutions and networks relevant for the programme are plausibly presented and actively pursued. The agreements forming the basis of the cooperation are documented. The expert panel recognises that this study programme is still at an early stage of development. Nevertheless, the panel encourages IBS to further expand its cooperative activities and **recommends** strengthening collaboration with institutions in the field of psychology, including partnerships with Hungarian study programmes and higher education

institutions. As noted above, the panel also recommends that IBS consider joining the United Ethical Review Committee for Research in Psychology (EPKEB).

Cooperation with the professional field relevant for the programme are plausibly presented and actively pursued. The agreements forming the basis of the cooperation are documented.

		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			x			x
4.3.2 (*)	Cooperation with professional fields			x			

4.4 Facilities and equipment

4.4.1 Quantity, quality, media and IT equipment of HEI’s facilities (Asterisk Criterion)

IBS inhabits three buildings 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 with the academic and practical needs of the

study programme. 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. IBS also uses Constructor's AI Proctoring tool, 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.

IBS has an 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. Further, 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 (Asterisk Criterion)

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, a digital library offering over one million e-books covering academic, professional, and general-interest topics. The platform supports all required and recommended reading for the study programme, 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 off-campus, 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 and Friday 9:00-14:00) and non-teaching periods (Monday to Thursday 9:30-16:00 and Friday 9:30-14:00). 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 BA in Psychology. A sufficient number of workplaces (individual and for study groups) is available. Sufficient IT equipment and software (e.g. PSP) 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 programme. 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)

The BA in Psychology is 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 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 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. 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.

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, 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			

5. QUALITY ASSURANCE

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

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, aiming at 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.

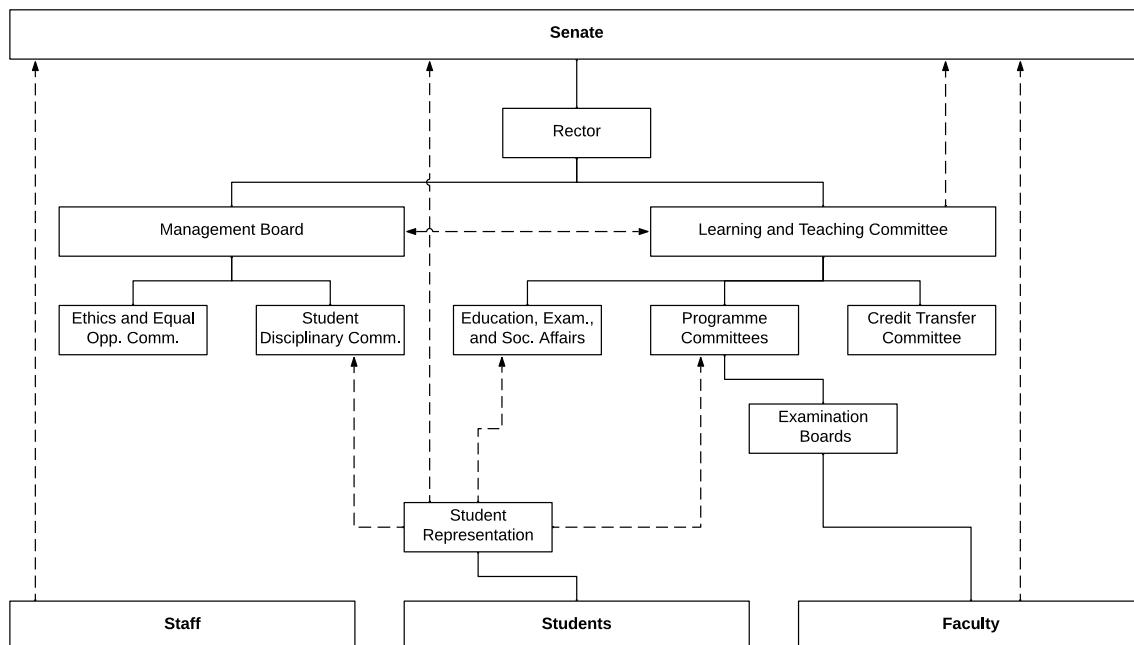


Figure 1: Channels for Feedback

5.2 Instruments of quality assurance

5.2.1 Evaluation by students

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 development²⁰, workload balance²¹, and satisfaction with institutional services. 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 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.

²⁰ "I am better at:

- using computer software.
- communicating in speech.
- communicating in writing.
- performing business analyses.
- performing calculations.
- working together with people.
- managing projects."

²¹ "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"

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.

In response to student feedback highlighting the need for a more engaging and manageable assessment structure, a revision to the *Introduction to Psychology* module assessment was proposed. Students expressed that the current format – comprising individual continuous assessment (25%), a group home assignment (25%), and a final exam (50%) – felt fragmented and placed too much emphasis on written tasks. To address these concerns, the revised structure will trial a shift to two assessment components: a final examination (70%) and a group video essay (30%). This change aims to reduce assessment overload while offering a more dynamic and collaborative learning experience. The group video format encourages creativity, teamwork, and digital communication.

5.2.2 Evaluation by teaching staff

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.

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

External stakeholders are regularly involved in the evaluation of the study programme 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 Survey. 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 (OfS), 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 least 60% must achieve positive outcomes; for full-time postgraduate taught programmes, the benchmark is 70%.

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. There is no formal policy for communicating evaluation outcomes back to external stakeholders.

Appraisal:

A quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the study programme with respect to its contents, processes, and outcomes, has been established. This also includes demands on online teaching, if applicable. The procedure takes into account the evaluation results and an analysis on student workload, success rate and graduate employment. 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.

An evaluation by the students of the study programme 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 as a report made available on Moodle. The results 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. IBS has established a peer review system and uses the brown lunch bag meetings to share best practices. 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.

		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			
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

Curriculum Overview

Table 5: Curriculum Overview

Module Group	Module Name	ECTS	Hours in Class	Hours Self-Study	Assessment	Relative weight in final grade
Semester 1	All	30	144	756		
Compulsory	All	30	144	756		
Compulsory	Fundamentals of Psychology	5	24	126	Examination (120 minutes) / Group home assignment (1,500 words) / Individual continuous assessment	0/180
Compulsory	Principles of Biopsychology 1	5	24	126	Examination (120 minutes) / Individual continuous assessment / Individual presentation (5 minutes)	0/180
Compulsory	Psychoanalysis 1	5	24	126	Individual continuous assessment / Individual home assignment (2000 words)	0/180
Compulsory	Social Psychology 1	5	24	126	Individual continuous assessment / Individual home assignment (1,500 words) / Individual test (60 minutes)	0/180
Compulsory	Academic Writing Skills for Psychologists	5	24	126	Individual continuous assessment / Individual home assignment (1,500 words)	0/180
Compulsory	Research Skills for Psychologists 1	5	24	126	Individual continuous assessment / Individual home assignment (1500 words) / Individual presentation (10 minutes)	0/180
Semester 2	All	30	144	756		
Compulsory	All	30	144	756		
Compulsory	Self-Reflection and Professional Socialisation	5	24	126	Individual continuous assessment / Individual home assignment (1,500 words)	0/180
Compulsory	Infancy and Childhood	5	24	126	Group presentation (15 minutes) / Individual continuous assessment / Individual test (60 min.)	0/180
Compulsory	Psychoanalysis 2	5	24	126	Group presentation (15 minutes) / Individual continuous assessment / Individual home assignment (1,500 words)	0/180
Compulsory	Cognitive Psychology 1	5	24	126	Group presentation (30 minutes) / Individual continuous assessment / Individual home assignment (1,500 words)	0/180

Compulsory	Research Skills for Psychologists 2	5	24	126	Individual continuous assessment / Individual home assignment (2000 words)	0/180
Compulsory	Communication in Practice	5	24	126	Individual continuous assessment / Individual presentation (15 minutes)	0/180
Semester 3	All	30	144	756		
Compulsory	All	30	144	756		
Compulsory	Principles of Biopsychology 2	5	24	126	Examination (120 min.) / Individual continuous assessment / Individual presentation (5 minutes)	5/180
Compulsory	Experimental Psychology	5	24	126	Group assignment / Individual continuous assessment / Individual home assignment (2,000 words)	5/180
Compulsory	Adolescence and Adulthood	5	24	126	Individual continuous assessment / Individual home assignment (120 minutes) / Individual presentation (5 minutes)	5/180
Compulsory	Personality and Individual Differences 1	5	24	126	Individual continuous assessment / Individual home assignment (2,000 words) / Individual test (60 min.)	5/180
Compulsory	Social Psychology 2	5	24	126	Examination (120 min.) / Group home assignment (2,000) / Individual continuous assessment	5/180
Compulsory	Research Skills for Psychologists 3	5	24	126	Individual continuous assessment / Individual home assignment (2,000 words)	5/180
Semester 4	All	30	144	756		
Compulsory	All	30	144	756		
Compulsory	Challenges in Developmental Psychology	5	24	126	Group presentation (15 minutes) / Individual continuous assessment / Individual home assignment (2,000 words)	5/180
Compulsory	Cognitive Psychology 2	5	24	126	Group presentation (30 minutes) / Individual continuous assessment / Individual home assignment (2,000 words)	5/180
Compulsory	Personality and Individual Differences 2	5	24	126	Individual continuous assessment / Individual home assignment (2,000 words)	5/180
Compulsory	Research Skills for Psychologists 4	5	24	126	Individual continuous assessment / Individual home assignment (2,000 words) / Individual presentation (15 minutes)	5/180
Compulsory	Research Design and Ethics	5	24	126	Group presentation (15 minutes) / Individual continuous assessment / Individual home assignment (2,000 words)	5/180
Compulsory	Career Development	5	24	126	Individual continuous assessment / Individual home assignment (2,000 words) / Individual presentation (10 minutes)	5/180

Semester 5	All	30	144	756		
Electives	All	20	96	504		
Elective	Consumer Behaviour	5	24	126	Group presentation (15 minutes) / Individual continuous assessment (various) / Individual home assignment (2,000 words)	5/180
Elective	Work and Organizational Psychology	5	24	126	Examination (120 min.) / Individual continuous assessment / Individual home assignment (2,500 words)	5/180
Elective	Power and Leadership (PSY)	5	24	126	Individual continuous assessment / Individual home assignment (2,500 words) / Individual test (60 min.)	5/180
Elective	Behavioural Economics (PSY)	5	24	126	Individual continuous assessment / Individual home assignment (2,500 words)	5/180
Elective	Psychological Disorders	5	24	126	Individual continuous assessment / Individual home assignment (2000 words)	5/180
Elective	Intervention and Therapeutic Practice	5	24	126	Individual continuous assessment / Individual home assignment (2000 words)	5/180
Elective	Criminal Psychology	5	24	126	Individual continuous assessment / Individual home assignment (2000 words)	5/180
Free Options	All	10	48	252		
Semester 6	All	30	140	760		
Compulsory	All	30	140	760		
Compulsory	Psychology Portfolio	4	20	100	Individual continuous assessment / Individual home assignment (portfolio + 2,000 words) / Individual presentation (poster)	4/180
Compulsory	Behaviour Science	10	48	252	Group presentation (20 minutes) / Individual continuous assessment / Individual home assignment (3,000 words)	10/180
Compulsory	Psychology in Action	5	24	126	Individual home assignment (1,500 words) / Individual presentation (15 minutes)	5/180
Compulsory	Psychological Research in Action	11	48	282	Individual continuous assessment / Individual home assignment (2,500 words)	11/180
TOTAL		180	860	4540		

