

# Decision of the FIBAA Accreditation and Certification Committee



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

## PROGRAMME ACCREDITATION

<b>Project Number:</b>	19/088, Cluster 2
<b>Higher Education Institution:</b>	IBS International Business School, Budapest, Hungary in cooperation with The University of Buckingham, UK
<b>Location</b>	Budapest, Hungary
<b>Study Programme:</b>	1. Business Administration and Management (Bachelor of Science) 2. MSc in Strategic International Management 3. MBA in Strategic Data-Driven Management
<b>Type of Accreditation</b>	Initial Accreditation

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

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

**1. Business Administration and Management (Bachelor of Science)** is accredited with three conditions.

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

Conditions:

- Condition 1: IBS defines the time required for processing the “Dissertation” (see chapter 3.1.7).
- Condition 2: IBS aligns the curriculum structure and ensures a balanced number of modules across semesters (see chapter 3.2.1).
- Condition 3: IBS implements an evaluation form that collects student feedback about the workload for each course (see chapter 5.1).

**2. MSc in Strategic International Management** is accredited with four conditions.

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

Conditions:

- Condition 1: IBS clearly defines the relevant admission criteria for applicants without a first higher education degree in the corresponding admission regulations and demonstrates their application in admission procedures (see chapter 2.1).
- Condition 2: IBS defines the time required for processing the “Dissertation” (see chapter 3.1.7).

- Condition 3: IBS ensures the feasibility of the programme with regard to the workload (see chapter 3.2.3).
- Condition 4:  
IBS implements an evaluation form that collects student feedback about the workload for each course (see chapter 5.1).

*Condition 1, which was recommended by the expert team, was amended by the FIBAA Accreditation and Certification Committee to additionally require proof of implementation of the defined admission criteria.*

**3. MBA in Strategic Data-Driven Management** is accredited with two conditions.

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

Conditions:

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

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

The FIBAA Quality Seal is awarded.

## Assessment Report

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**Higher Education Institution (HEI):**

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

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**Bachelor/Master study programmes:**

Cluster 2:

1. Business Administration and Management (Bachelor of Science) – Hungarian programme (Gazdálkodás és menedzsment alapképzési szak)
2. MSc in Strategic International Management
3. MBA in Strategic Data-Driven Management

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**Degree awarding institution(s):**

IBS International Business School, Budapest, Hungary

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**Qualification awarded on completion:**

1. Business Administration and Management (Bachelor of Science)
2. MSc in Strategic International Management (Master of Science)
3. MBA in Strategic Data-Driven Management (MBA)

# General Information on the study programmes

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

### Business Administration and Management (BSc – Hungarian programme) – **BAM:**

The aim of the programme is to train economists who, given their understanding of economics, applied economics and methodology, and their knowledge acquired in the framework of specialisations, are able to understand, plan and analyse operational processes and economic relations of business organisations and institutions.

### MSc in Strategic International Management – **IM:**

The aim of the programme is to create an opportunity for students to enter leading and staff management positions in companies and develop international managerial skills. The students shall develop critical awareness of the global business environment and the relevant tools required to make a business or organisation successful in an increasingly competitive world.

### MBA in Strategic Data-Driven Management – **DDM:**

The MBA is a transformative programme designed for career development, ideal for those who possess 3 to 5 years of business experience. The programme focuses on a broad range of corporate management skills that are essential in all management roles in international and innovative organisations, and places special emphasis on the use of data-based decision making processes.

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## **Type of study programme:**

BAM: (BSc)

IM: (MSc)

DDM: (MBA)

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

BAM: 7 semesters / 210 ECTS

IM: 3 semesters / 90 ECTS

DDM: 3 semesters / 90 ECTS

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## **Mode of study:**

full-time

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## **Didactic approach:**

Study programmes with obligatory class attendance

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## **Joint Degree programmes:**

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

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

BAM: 50

IM: 150

DDM: 30

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## **Programme cycle starts in:**

BAM: autumn semester

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

IM: autumn semester and spring semester  
DDM: autumn semester and spring semester

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**Initial start of the programme:**

BAM: 2015

IM: 2013

DDM: 2018

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**Type of accreditation:**

Initial accreditation

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# Procedure

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

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

**Prof. Dr. Peter-J. Jost**

WHU - Otto Beisheim School of Management, Vallendar, Germany  
Professor of Business Administration, especially Organization Theory  
(Organization Theory, Business Administration, Information Economics, experienced with MBA Programmes)

**Prof. Dr. Karen Cabos**

Technische Hochschule Luebeck, University of Applied Sciences, Germany  
Professor of International Management  
(International Management and Business)

**Prof. János Csirik**

University of Szeged, Hungary  
Professor and Head of Department of Applied Computer Science  
(Informatics, Analysis of Algorithms, Pattern Recognition Artificial Intelligence)

**Karin Ferring**

Formerly Bosch Eisenach, Germany  
Human Resources Department  
Former Human Resources Manager (Human Resources, Development, Organization)

**Niels Hagen Kirschke**

RWTH Aachen University, Germany  
Student of Business Administration (B.Sc.) and Physics (B.Sc.)

FIBAA project manager:  
Viktoria Tischanski

The assessment is based on the self-evaluation report, amended by further documents, requested by the panel, and an online conference. The online conference took place on November 23<sup>rd</sup>-24<sup>th</sup>, 2020 via the video conferencing tool "Zoom". At the end of the on-site visit the panel gave a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on January 22<sup>nd</sup>, 2021. The statement on the report was given up on February 2<sup>nd</sup>, 2021. It has been taken into account in the report on hand.

# Summary

## **Business Administration and Management (BSc):**

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

The panel members identified need for improvement regarding the following aspects: the time required for processing the “Dissertation” the module structure and workload evaluation<sup>2</sup>. They recommend the accreditation on condition of meeting the following requirements:

- Condition 1:  
IBS defines the time required for processing the “Dissertation” (see chapter 3.1.7).
- Condition 2:  
IBS aligns the curriculum structure and ensures a balanced number of modules across semesters (see chapter 3.2.1).
- Condition 3:  
IBS implements an evaluation form that collects student feedback about the workload for each course (see chapter 5.1).

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

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

- Logic and conceptual coherence (see chapter 3.1.1)
- Examination and final thesis (see chapter 3.1.7)

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

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

- Guest lecturers (see chapter 3.3.3)
- Student support by the faculty (see chapter 4.1.6)

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

## **MSc in Strategic International Management:**

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

The panel members identified need for improvement regarding the following aspects: the time required for processing the “Dissertation”, and the workload evaluation<sup>3</sup>. They recommend the accreditation on condition of meeting the following requirements:

- Condition 1:  
IBS clearly defines the relevant admission criteria for applicants without a first higher education degree in the corresponding admission regulations (see chapter 2.1).
- Condition 2:  
IBS defines the time required for processing the “Dissertation” (see chapter 3.1.7).
- Condition 3:  
IBS ensures the feasibility of the programme with regard to the workload (see chapter 3.2.3).
- Condition 4:  
IBS implements an evaluation form that collects student feedback about the workload for each course (see chapter 5.1).

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

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

- Cooperation with HEIs and other academic institutions or networks (see chapter 4.3.1).

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

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

- Guest lecturers (see chapter 3.3.3)
- Internationality of the student body (see chapter 3.4.2)
- Foreign language contents (see chapter 3.4.4)
- Student support by the faculty (see chapter 4.1.6)

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



## **MBA in Strategic Data-Driven Management (MBA):**

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

The panel members identified need for improvement regarding the following aspects: the time required for processing the “Capstone Project” and the workload evaluation<sup>4</sup>. They recommend the accreditation on condition of meeting the following requirements:

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

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

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

- Cooperation with HEIs and other academic institutions or networks (see chapter 4.3.1).

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

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

- Guest lecturers (see chapter 3.3.3)
- Internationality of the student body (see chapter 3.4.2)
- Foreign language contents (see chapter 3.4.4)
- Student support by the faculty (see chapter 4.1.6)

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

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

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# Information

## Information on the Institution

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

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

IBS's mission implies the following focuses and priorities:

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

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

The programme Business Administration and Management (BSc) is taught in Hungarian language and is upon completion awarded with the IBS degree. Strategic International Management (MSc) and Strategic Data-Driven Management (MBA) are programmes offered by IBS in English language and are validated by the University of Buckingham, leading to a IBS and a UoB degree.

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

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

This development occurred due to Brexit and the unforeseen consequences faced by IBS and UoB. Given that the Hungarian national legislation restricts non-EEA higher education institutions from undertaking transnational or cross-border education<sup>5</sup>, IBS and UoB agreed on the following solution.

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

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

The study programmes are officially registered as joint programmes at the FIR-GRÁF website (Felsőoktatási Információs Rendszer – the Information Database for Higher Education in Hungary).<sup>6</sup>

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<sup>5</sup> In March 2017, the Hungarian government made amendments to the Act CCIV of 2011 on National Higher Education, which included provisions that prevented Hungarian-accredited universities from delivering programmes or issuing degrees of universities from non-European OECD member states. Paragraph (4) of the Article 77 of the Hungarian Law on National Higher Education (Act CCIV of 2011) was changed from allowing higher education institutions from OECD countries to run validation-based collaborative provisions to only those from the EEA.

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

## Statistical data

Table 1: Statistical data: Business Administration and Management (BSc)

		GMN15	GMN16	GMN17	GMN18
# Study Places		48	48	48	60
# Applicants	$\Sigma$	156	171	139	126
	f	n. a.	n. a.	n. a.	n. a.
	m	n. a.	n. a.	n. a.	n. a.
Application rate		3,25	3,56	2,90	2,10
# First-Year Student	$\Sigma$	17	32	42	27
	f	8	18	13	7
	m	9	14	29	20
Rate of female students		0,47	0,56	0,31	0,26
# Foreign Students	$\Sigma$	0	1	2	0
	f	0	0	1	0
	m	0	1	1	0
Rate of foreign students		0,00	0,03	0,05	0,00
Percentage of occupied study places		0,35	0,67	0,88	0,45
# Graduates	$\Sigma$	10	n. a.	n. a.	n. a.
	f	6			
	m	4			
Success rate		0,59	n. a.	n. a.	n. a.
Dropout rate		0,00	n. a.	n. a.	n. a.
Average duration of study		100%			
Average grade of final degree		3,70			

**Table 2: Statistical data: Strategic International Management (MSc)**

		<b>MIMAN16 (Sep.)</b>	<b>MIMAN17 (Sep.)</b>	<b>MIMAN17 (Feb.)</b>	<b>MIMAN18 (Sep.)</b>
<b># Study Places</b>		70	70	30	80
<b># Applicants</b>	$\Sigma$	303	366	106	353
	f	98	136	26	101
	m	205	230	80	252
<b>Application rate</b>		4,33	5,23	3,53	4,41
<b># First-Year Student</b>	$\Sigma$	63	68	26	73
	f	28	32	8	29
	m	35	36	18	44
<b>Rate of female students</b>		0,44	0,47	0,31	0,40
<b># Foreign Students</b>	$\Sigma$	48	53	25	62
	f	21	26	7	22
	m	27	27	18	40
<b>Rate of foreign students</b>		0,76	0,78	0,96	0,85
<b>Percentage of occupied study places</b>		90%	97%	87%	91%
<b># Graduates</b>	$\Sigma$	54	40	8	n. a.
	f	23	26	3	
	m	31	14	5	
<b>Success rate</b>		0,86	0,59	0,31	n. a.
<b>Dropout rate</b>		0,11	0,12	0,19	n. a.
<b>Average duration of study</b>		127%	108%	100%	
<b>Average grade of final degree</b>		62,04	63,22	68,38	

**Table 3: Statistical data: Strategic Data Driven Management (MBA)**

		<b>MBADDM18</b>	<b>MBADDM19</b>
<b># Study Places</b>		15	15
<b># Applicants</b>	$\Sigma$	38	81
	f	9	42
	m	29	39
<b>Application rate</b>		2,53	5,40
<b># First-Year Student</b>	$\Sigma$	10	14
	f	2	5
	m	8	9
<b>Rate of female students</b>		0,20	0,36
<b># Foreign Students</b>	$\Sigma$	7	7
	f	1	3
	m	6	4
<b>Rate of foreign students</b>		0,70	0,50
<b>Percentage of occupied study places</b>		0,67	0,93
<b># Graduates</b>	$\Sigma$	n. a.	n. a.
	f		
	m		
<b>Success rate</b>		n. a.	n. a.
<b>Dropout rate</b>		n. a.	n. a.
<b>Average duration of study</b>			
<b>Average grade of final degree</b>			

## Appraisal

As the panel can judge from the statistical data given, the study programme at hand has shown to be successful throughout the recent years, due to the almost constant numbers of total first year students. In general the number of students demonstrates the attractiveness of the programme for students. Also, the panel points out that the number of international students is remarkably high. Regarding female students, their number is nearly equal compared to male students throughout the given timeframe. This does not apply to the MBA programme, where the male students are the majority.

# Programme Description and Appraisal in Detail

## 1. Objectives

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

During the development of the study programmes and their objectives that were validated by The University of Buckingham (MSc in Strategic International Management, MBA in Strategic Data-Driven Management), IBS made use of the following resources:

- British Framework for Higher Education Qualifications (FHEQ);
- the relevant Subject Benchmark Statements published by The British Quality Assurance Agency for Higher Education:
  - Master's Degrees in Business and Management (2015) for MSc in Strategic International Management; and
  - Master's Degrees in Business and Management (2015) for MBA in Strategic Data-Driven Management.

For the Hungarian programme (Bachelor in Business Administration and Management), both the names (including English equivalents) and the programme-level intended learning outcomes are specified by Government Decree No. 139/2015 (9 Jun) and Decree No. 18/2016 (5 Aug) by the Minister for Human Capacities, respectively.

#### **Business Administration and Management (BSc):**

The aim of the programme is to train economists who are able to understand, plan and analyse operational processes and economic relations of business organisations and institutions. Upon acquiring practical knowledge and experience, they shall be able to manage and organise business and entrepreneurial activities and processes. Graduates are prepared to continue their studies at master's level.

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

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

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

#### **Strategic International Management (MSc):**

The aim of the programme is to create an opportunity for students to enter leading and staff management positions in companies and develop international managerial skills. The students shall develop critical awareness of the global business environment and the relevant tools required to make a business or organisation successful in an increasingly



competitive world. The programme aims to develop students' ability to critically evaluate a range of management issues and offer viable solutions to problems as well as to equip students with skills in relevant quantitative methods, and in the use of contemporary software packages.

On successful completion of the programme, graduates should be able to understand global economic and managerial issues as they relate to strategic decision making, and understand contemporary issues related to the dynamics of international business, including the phenomenon of globalisation and cross-cultural issues.

Graduates shall recognise practical implications of international business theories regarding the external and internal operations of multinationals and SMEs and take account of appropriate techniques to deal with complex issues critical to the success of multinational firms and SMEs.

### **Strategic Data-Driven Management (MBA):**

The specific aims of the MBA programme are based on the *EQUAL MBA Guidelines*<sup>7</sup> and are the following:

- communicate complex ideas effectively and engage with stakeholders seamlessly;
- advance students' careers through utilising a range of essential managerial skills such as organisational, analytical, financial, communication, quantitative and business intelligence skills;
- apply contemporary management techniques and critically assess business processes in medium-to-large corporate settings;
- identify and analyse opportunities of operational and strategic innovation in their organisations.

On successful completion of the programme, graduates should be able to demonstrate a comprehensive understanding of managerial issues in relation to strategic decision-making and assess the dynamics between various stakeholders and their organisations. They shall be able to critically appraise the characteristics of major industries and markets and analyse the risks and opportunities posed by globalisation and the changing ecosystem of international business. Graduates shall use advanced analytical skills both in relation to acquiring business intelligence, as well as managing various internally and externally-sourced sets of data.

#### **Cognitive skills:**

On successful completion of the programme, students should be able to:

- critically examine management problems in the realms of human resources, marketing and customer service, financial and strategic management and apply contemporary concepts and techniques to address them;
- demonstrate solid skills in advising solutions to complex problems regardless of subject boundaries through methodical analysis and critical assessment;
- exhibit an innovative, out-of-the-box approach and creativity in dealing with multi-stakeholder projects.

#### **Practical skills:**

- Analytical skills: conduct research and enquiry into business and management issues, synthesise data from various sources and formulate reports and recommendations;
- Oral and written communication skills: ability to communicate effectively in both writing and orally using a range of media;

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<sup>7</sup> [https://equal.network/wp-content/uploads/2019/10/1.-EQUAL\\_MBA\\_Guidelines\\_2014.pdf](https://equal.network/wp-content/uploads/2019/10/1.-EQUAL_MBA_Guidelines_2014.pdf)

- Presentation skills: deliver engaging presentations to a diverse set of audiences in various settings;
- Data management skills: demonstrate strong research and data management skills on both qualitative and quantitative datasets.

## Appraisal:

### **All programmes:**

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

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

### **Business Administration and Management (BSc):**

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

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

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

The international orientation of IBS is coded into the concept of its study programmes through its position as a higher education provider offering English-language education and conferring British degrees in Hungary to students arriving from a wide range of geographical locations. Currently, 13% of BSc-level and 32% of MSc-level contact hours are delivered by international faculty. In addition, a broad range of faculty possess international experience through having lived and worked abroad both in developing and developed countries all across the globe. 40% have had corporate experience abroad or in an international setting; 63% have had academic experience abroad or collaborated with international partners; 62% have lived abroad for shorter or longer periods.

IBS aims to reinforce this international orientation through the curricular content of its programmes. This shall be reflected in both the educational approach and the choice of

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<sup>8</sup> All programmes

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

On the Business Administration and Management programme (Hungarian programme), IBS states to introduce international examples alongside local ones, to consider how globalisation affects the Hungarian economy and business conduct, especially given the large number of multinational corporations present in the country as well as its generally export-oriented economy. In addition, students are legally required to master a foreign language as proved by a state-recognised language exam upon graduation, to which end English language teaching is part of the curriculum. This also helps students on the Hungarian programme to establish extracurricular networks and friendships with international students on the English-language programmes.

Regarding the choice of modules, each programme includes skills modules that are aimed at enhancing intercultural competence (Negotiations as well as Protocol on the Business Administration and Management (BSc) programme, Skills for Managers on the MSc programme, and Team Management Skills on the MBA programme) as well as some modules with an international focus on each of the Business Administration and Management (BSc), and the MSc in Strategic International Management programmes.

By studying in a multinational environment, and many of the Masters and MBA students working for local or multinational companies in Hungary as well as several Business Administration and Management (BSc) students completing their mandatory placement at multinational companies in Hungary or abroad, almost all students on these programmes can claim to have gained international experience which promotes their employability upon their graduation.

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

## Appraisal:

### **Strategic Data-Driven Management (MBA), Strategic International Management (MSc):**

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

### **Business Administration and Management (BSc):**

The panel took into account that the target group of the Bachelor Business Administration and Management (Hungarian programme) is limited to students from Hungary or to students

who are able to speak the Hungarian language. As a consequence, internationality is not the focus of these programmes. Nevertheless, international contents are also part of the curricula in the study programme. For example, the lecturers use international literature and international-oriented case examples in lectures. Through this international outlook in lectures and the intercultural student body at IBS in general, students are enabled to act in an intercultural environment.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.2*	International orientation of the study programme design (Asterisk Criterion)			X		

### 1.3 Positioning of the study programmes

#### **Strategic International Management (MSc) and Strategic Data-driven Management (MBA)**

The English study programmes possess the following distinctive features:

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

According to IBS, MSc in Strategic International Management has a relatively close rival in the MSc in International Economy and Business offered by Corvinus University, the most prestigious business school in Hungary, which ranks slightly ahead in the Eastern European Eduniversal ranking (#11 vs #9). In its self-evaluation report IBS states that the IBS programme is, however, more practice-oriented and recruits a larger number of students, especially from the non-EU regions (cf. p. 27).

IBS states that there is no direct competition for the MBA in Strategic Data-driven Management programme that IBS is offering in Hungary, and the programme enjoys considerable regional recognition, being ranked #2 in Eduniversal's Eastern European Data Analytics Masters ranking. Nor is to be found any comparable offering in the Central East European (CEE) region (including Poland, the Czech Republic, Austria, Slovakia, Romania, Bulgaria and the whole of the former Yugoslavia), save for another University of Buckingham collaborative provision (MSc in Computer Science with focus on Big Data) at the Sarajevo School of Science and Technology in Bosnia & Herzegovina. This programme, however, is according to IBS more computing-oriented and shall not be a real competitor to the IBS MBA offering (cf. self-evaluation report p. 27).

Internationally, the programme's positions (beyond the above factors) are enhanced by the Budapest location (reasonable living costs and visa practices within the EU) and by the fact that IBS' tuition is approximately 30% lower than those of comparable provisions in England (cf. self-evaluation report p. 27).

#### **Business Administration and Management (BSc)**

According to IBS, the competitive situation is quite different with regard to the Hungarian programme, as it lacks some of the distinctive features of the English-medium degrees. They face stiff competition from local providers as their content is relatively closely prescribed by

the applicable state rules and regulations (cf. self-evaluation report p. 28). IBS, nevertheless, offers these programmes because they represent a welcome entry point to the local market. In its self-evaluation report IBS states that the market sees the Bachelor programme Business Administration and Management as more practice-oriented than the similar degrees offered by Hungarian universities, with IBS having a reputation for focusing on preparing students for real business situations (cf. p 28). While there is limited scope for differentiation within the state-prescribed general learning outcomes, IBS states to provide a practical focus through the integration of soft skills development and by emphasising the applications of the theories discussed in class (cf. p 28).

### **For all programmes**

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

The latest alumni career survey data show that 80% of graduates find employment within six months after leaving the school (with the remaining 20% mostly going on to continue their studies at the further level) (cf. self-evaluation report p. 29).

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

### **Appraisal:**

#### **For all programmes:**

The programmes provide students with relevant hard and soft skills and with key qualifications which are essential for a further successful career. The panel appreciates that IBS uses the feedback received from both employers and alumni.

Therefore, the positioning of the study programmes in the educational market and the job market is plausible to the panel.

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

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

#### **Strategic Data-Driven Management (MBA) & Strategic International Management (MSc):**

The learning and living environment at IBS are reasons for students to study at IBS. There are no other programmes offered in Hungary with this profile, where the degree awarding institution is from Great Britain. So this profile and the programmes can compete both on the education and on the job market.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market			X		
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)			X		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			X		

## 2. Admission

### **For all programmes:**

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

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

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

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

Applications to the MSc in Strategic International Management and to the MBA in Strategic Data-Driven Management go through the online interface DreamApply. Further, IBS endeavours to travel to locations with a high number of applicants to offer information and training on requirements and the visa process, respectively. IBS also relies on an extensive network of agents, with whom the primary channel of communication is a specialised online portal, created specifically for agent training and quality assurance.

### **Business Administration and Management (BSc):**

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

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

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

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

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

### **Strategic International Management (MSc):**

Application to the MSc in Strategic International Management is possible if the applicant is in possession of a degree certificate of at least BA/BSc (or College) level of at least second-class honours in a field or discipline of business. Applicants applying in their year of graduation may present their degrees until enrolment to the programme.

Language requirements:

- (1) The medium of instruction on the Master's programmes is exclusively English.
- (2) Applicants shall take part in a diagnostic written English language test and an orientation interview at an agreed time.
- (3) Students with the following qualifications are exempt from the diagnostic test:
  - IELTS 6.5,
  - TOEFL computerised 232, Ibt 90,
  - Bachelor level degree obtained at International Business School on a programme where the medium of instruction is English, or
  - other equivalent language certificate.

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

### **MBA in Strategic Data-Driven Management**

Entry requirements to the MBA programmes are identical with those of the MSc programmes with the proviso that 3-5 years of professional experience must also be proven.

In addition, the applicant must have a transcript with at least one module in mathematics or finance and must submit a motivation letter.

In the motivation letter the applicants must discuss their career goals and explain how the IBS MBA programme will help them in reaching them. Furthermore, they have to choose two out of the following topics (Max 400 words/each topic):

- Please choose an example of your professional life where you failed and explain how you rebounded.
- Please choose an example of your professional life where you were faced with a strong dilemma, and explain how you resolved it.
- Please choose an example of your professional life where you faced a strong challenge and explain how you treated it.

Applicants are required to pass IBS' own English Language Placement Test that consists of a 100 minute test and an Orientation Interview.

If the applicant has a certificate of



- IELTS (General) with a minimum overall score of 6.5 points
- TOEFL with a minimum score of 90 in the iBT version
- Cambridge Certificate with a minimum score of 176 (C1 Advanced, C2 Proficiency)
- PTE Academic with a minimum score of 58
- A C1 level English language certificate
- LCCI certificate with a minimum score of 60
- Previous studies in English

or if the applicant is

- Native speaker of English (based on passport citizenship),

the applicant is not required to take the written test, only the Orientation Interview.

## Appraisal:

### **For all programmes:**

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

The IBS has clearly regulated the admission requirements for all programmes. The admission standards for nationals, Hungarian and international students are explained in a logical and transparent manner and are accessible online for the general public. The national requirements such as the Hungarian Entrance Examination are taken into account. The panel takes into account that the admission requirements for the Bachelor programme (BMA) are set centrally and the admission procedure is administered by the education authority in Hungary. There is no selection procedure in the proper legal definition.

The selection procedure for MBA in Strategic Data-Driven Management and MSc in Strategic International Management (MSc) is transparently presented on the website and ensures that qualified students are admitted. The admission requirements such as the need to proof certain language proficiency ensure that students are able to complete successfully the study programmes.

### **Strategic Data-Driven Management (MBA):**

The required professional experience (at least three years) corresponds to the defined qualification profile of entrants and the study programme's objectives. Certified proof of this experience must be shown at the time of the admission.

### **Strategic International Management (MSc):**

If there is a missing first higher education degree, the applicant can also get admitted with relevant work experience. During the online conference the panel learned that IBS puts an emphasis on managerial skills when checking the work experience. However, the panel misses this information and how much experience in total is necessary to get admitted in the corresponding admission regulations. It must also be ensured that the applicant's

qualifications are equivalent to those of a bachelor's degree holder. The panel recommends therefore the following **condition**:

IBS clearly defines the relevant admission criteria for applicants without a first higher education degree in the corresponding admission regulations.

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

## 3 Contents, structure and didactical concept of the programme

### 3.1 Contents

**Table 4: Curriculum: Business Administration and Management (BSc)**

Semester	Code	Module	Credits
1	ECOM103	Basic Economics 1	10
1	MATM101	Basic Quantitative Skills	14
1	SKIM101	Study and Communicative Skills	6
<b>Total for semester 1</b>			<b>30</b>
2	ECOM104	Basic Economics 2	14
2	MANM101	Introduction to Business	6
2	STAM101	Basic Statistics and IT	10
<b>Total for semester 2</b>			<b>30</b>
3	FINM203	Introduction to finance and accounting	6
3	INTM204	EU studies	4
3	LAWM202	Foundations of Law	4
3	MKTM203	Introduction to Marketing	6
3	SOCM202	Introduction to Political Science	4
3	STAM201	Applied Statistics and IT	6
<b>Total for semester 3</b>			<b>30</b>
4	FINM202	Corporate Finance and Financial Accounting	9
4	HRMM201	Human Resource Management	5
4	ITLM201	Introduction to Logistics	5
4	MATM201	Applied Quantitative Skills	6
4	MKTM202	Marketing Communications	5
<b>Total for semester 4</b>			<b>30</b>
5	BPSM301	Strategic Management	8
5		Business Option	4
5		Business Option	4
5		Business Option	4
5		Business Option	4
5	MANM305	Leadership and management	3
5	SKIM302	Research Methodology	3
<b>Total for semester 5</b>			<b>30</b>
6	ACCM301	Management Accounting	3
6	CULM301	Protocol	3
6		Free Option	12
6	LAWM301	Economic Law	3
6	MANM304	Business Ethics	3
6	SKIM301	Career Building	3
6	SKIM303	Negotiations	3
<b>Total for semester 6</b>			<b>30</b>
7	DISM101	Dissertation	10
7		Final Examination	0
7	PLCM101	Work Placement	20

<b>Total for semester 7</b>	<b>30</b>
<b>Grand Total</b>	<b>210</b>

### **Contents of Module groups**

#### **Business Option**

FINM301	Introduction to Controlling Systems
ITLM302	Supply Chain Management
LAWM302	Trade law
MANM302	Organisational Development
MANM303	Consulting in Management
MKTM301	Marketing Research

#### **Free Option**

CULM102	Modern History 2
SOCM102	Foundations of Sociology

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

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

In the second year, compulsory modules cover main business functions (Introduction to Finance and Accounting, Introduction to Marketing, Human Resource Management, Introduction to Logistics) and embed the knowledge already gained with modules related to more complex analyses and planning done in specific areas (Marketing Communications, Corporate Finance and Financial Accounting). In order to facilitate students' appreciation of the complex links between the economy, business organisations, and other social subsystems, students are required to take Foundations of Law, Introduction to Political Science, and EU Studies. Their methodological knowledge for the practical analysis of numerical business and economic data is further deepened during the Applied Quantitative Skills module.

In the third year, students complete advanced applied modules (Strategic Management, Leadership and Management) in order to synthesise all major concepts and constructs learnt in the previous years as well as more specialised modules in particular fields (Business Law, Management Accounting). Students also get the opportunity to select four business options that further enhance their knowledge in particular business areas (from Consulting in Management to Supply Chain Management) as well as twelve credits worth of free options, which serve the purpose of enhancing connections to other professional fields. In addition to these more complex business modules, the focus of the year is also on skills: Research Methodology prepares students for writing their dissertation, Negotiations and Protocol enhances intercultural communication and team skills, Career Building increases employability skills. Importantly, students' attitude is formed during Business Ethics with the aim of training reflexive practitioners.

The accumulation of practical knowledge and experience is facilitated in three ways: by increasing students' transferable skills, by making classes more practical and interactive, and by making students complete a mandatory placement. Students have modules fostering academic, IT and English language skills all aimed at becoming apt managers primarily in Hungary but also in an international context. The Study and Communicative Skills, Negotiations, and Protocol modules focus on the ability to retrieve, analyse and synthesise oral and written information. The Basic Statistics and IT and the Applied Quantitative Skills modules aim to train students in using modern office automation software packages and understand the foundations of business IT solutions, thus developing an essential skill for organising entrepreneurial activities and working in global multinational organisations.

Work Placement, either within or outside of Hungary, often supported through the Erasmus programme, gives students the opportunity to experience the world of work first-hand and put their already gained knowledge and skills to use as well as to evaluate the practical validity of their studies.

There is a module in the curriculum that focuses exclusively on ethical questions, Business Ethics in the third year, which brings together moral philosophy, sustainability and responsibility, with the often unintentional outcomes of choices made in business management. Apart from this module, however, other modules include questions around ethics, sustainability, and corporate responsibility in their context, too. This sometimes happens by having a particular class focused on ethical issues (e.g. in Basic Business Functions) or ethics and responsibility as a complementary theme running through the whole module during the semester (as in, e.g. Basic Economics 1 and 2 in the first year, which are introductory micro and macroeconomics modules that are, however, taught from the perspective of sustainability).

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

For their thesis, students are required to showcase their ability to produce scientific work based on primary research. Students often opt to write their thesis on a topic or project encountered at their placement host, which provides the opportunity of reflecting on both their studies and the practical work experience.

The name of the programme (Gazdálkodás és menedzsment alapképzési szak), along with its English equivalent (Business Administration and Management), is specified by Government Decree No. 139/2015 (9 June 2015) by the Minister for Human Capacities.

**Table 5: Curriculum: Strategic International Management (MSc)**

Semester	Code	Module	Credits	Seminar
1	ECOB302	Principles and Practices of Global Business	7	4
1	HRMB311	Leading and Managing People	6	2
1	MANB303	Entrepreneurship and Family Business	7	4
1	SKIB301	Academic Skills	4	4
1	STAB301	Quantitative Methods for Social Sciences	6	2
<b>Totals for semester 1</b>			<b>30</b>	<b>16</b>
2	BPSB301	Business Strategy	7	4
2	MANB304	Organisational Behaviour	7	4
2	MKTB310	Managing Global Brands	6	2
2	SKIB306	Research Methods for Social Sciences	5	2
2	SKIB305	Skills for Managers	5	2
2	<b>MSCBXIM</b>	<b>International Management Option</b>	5	2
<b>Totals for semester 2</b>			<b>35</b>	<b>16</b>
3	DISB301	Dissertation	25	
<b>Totals for semester 3</b>			<b>25</b>	
<b>Grand Total</b>			<b>90</b>	

**International Management Options**

- HRMB305 Corporate Social Responsibility
- MANB305 Project Management

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

The programme introduces students to concepts and practical tools used in managing contemporary international organisations of various sizes. By the end of the programme, students are able to critically analyse the international context of business enterprises (Principles and Practices of Global Business, Managing Global Brands) and have practiced tools for effectively leading and managing people in international organisations (Leading and Managing People, Organisational Behaviour, Entrepreneurship and Family Business). This is enhanced by the intercultural managerial skills taught and, importantly, practiced during the Skills for Managers module.

According to the CVs, many of the lecturers on the MSc in Strategic International Management programme have either managed international organisations before turning to academia, consulted organisations, or still currently work in the profession. The inclusion of latest concepts is further reinforced through the invitation of various guest speakers.

Students are required to take the Business Strategy module where they work together with the MSc students from all other validated master's programmes. This module helps them situate their knowledge and approach, pit it during groupwork against students approaching the same decisions to be made from a financial or human resources standpoint, and try their hand at managing a global firm in teams through an online simulation. This exercise makes students on the programme understand both the internal and external environments of a multinational corporation. In addition, in their theses, students are expected to critically appraise current techniques, theories and practices of management, preferably from an

international perspective. The expectation for graduating MSc students is that they should be able to design and conduct such a research study and use it to critique assumptions and theories learnt during their modules and discussed in the relevant literature.

All modules on the programme are aimed at students learning various methods and techniques for effective management in and of multinational enterprises. Explicitly, the whole module of Entrepreneurship and Family Business is dedicated to developing an ability to set up and manage a small or medium enterprise, while Managing Global Brands and Leading and Managing People primarily focus on bigger multinational corporation.

Students on the validated MSc programmes are required to take the Quantitative Methods for Social Sciences module. During the module, and also in preparation for doing the research and analysis for their dissertations if they choose quantitative methods, students learn about data types, descriptive statistics, probabilities and distributions, and the basics of inferential statistics as well as an introduction to using Tableau for data visualisation.

Understanding the role of ethics in international business and management and being able to make ethical decisions are key competences and qualification objectives for the MSc Strategic in International Management programme. The programme level intended learning outcomes (ILOs) include that students should “develop sensitivity to learning from other cultures” and students should become “international managers, skilled in interpersonal and cross-cultural communication”. Thus, in line with the ILOs, ethical considerations are discussed and decision-making practised during the various modules, and students are able to take the optional module Corporate Social Responsibility as a module dedicated to such topics.

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

**Table 6: Curriculum: Strategic Data-Driven Management (MBA)**

Semester	Code	Module	Credits	Seminar
1	ACCB401	Budgeting and Cost Awareness	6	4
1	MANB401	Organisational and Project Management Skills	6	2
1	MKTB401	Service Excellence	6	2
1	SKIB401	Communication Skills	6	4
1	SKIB404	Decision-Making and Analytical Skills	6	4
<b>Totals for semester 1</b>			<b>30</b>	<b>16</b>
2	BPSB401	Leadership in a Globalised World	6	4
2	BPSB402	Strategic Management	6	4
2	MANB402	Business Intelligence	6	4
2	SKIB402	Team Management Skills	6	2
2	<b>MBA_OPT</b>	<b>Electives</b>	6	4
<b>Totals for semester 2</b>			<b>30</b>	<b>18</b>
3	CAPB401	Capstone Project	25	0
3	SKIB405	Research Tutorial Seminar	5	4
<b>Totals for semester 3</b>			<b>30</b>	<b>4</b>
<b>Grand Totals</b>			<b>90</b>	

**Electives**

- HRMB401 Strategic HRM
- ITLB401 Data Management and Visualisation
- SKIB403 Market and Competition Analysis

The curriculum has been designed to ensure the accomplishment of the specific aims of the programme as well as those prescribed by EQUAL MBA Guidelines. The MBA in Strategic Data-Driven Management programme consists of modules compulsory on this particular programme and one optional module. The programme-specific compulsory modules include modules on core organisational skills that can be deployed in a wide variety of contexts where data analysis might become useful and data-related skills belonging to particular functional areas. The option ensures that students can gain further knowledge in their chosen area of data-driven management.

Some of this aim is practically fulfilled by working, thinking and studying together with peers in internationally diverse student groups and completing various oral and written examinations that require effective communication for an academic year. In terms of module content emphasising the skill-focus of the MBA programme, the module Communication Skills aims at learning and practising techniques to effectively communicate in a corporate context both in speech and presentations and in writing. Part of the elective module Data Management and Visualization is dedicated to how complex data can be represented visually with the use of the programming language Python<sup>9</sup> to aid decision-making. Finally, the module Service Excellence, by focusing on relationship marketing in a digital world, introduces students to contemporary ways of engaging with a key group of external stakeholders (i.e. customers), while managerial engagement with the most important internal stakeholders (i.e. employees) is the main topic of the module Leadership in a Globalised World.

At the heart of the MBA in Strategic Data-Driven Management programme is an emphasis on skill development in the areas mentioned above from the perspective of the uses of data for managerial decision making. Organisational skills are practised in the modules Organizational and Project Management Skills and Team Management Skills; quantitative and analytical skills are practised in the modules Decision-Making and Analytical Skills, Data

<sup>9</sup> <https://www.python.org/>



Management and Visualization as well as in Market and Competition Analysis; financial skills are practised in the module Budgeting and Cost Awareness; communication skills are practised in the modules Communication Skills, and Team Management Skills; business intelligence skills are practised in the modules Business Intelligence, and Service Excellence.

Students are expected to put the skills learnt into practice at their workplaces and are given a chance to reflect on both how they perform and how certain approaches and models can be utilised. Eventually, students' skills are applied and reflectively critiqued in their Capstone Project work, the work-based practical thesis project they are required to conduct, research, analyse, and write up with the help of an academic supervisor after the taught part of their studies is over.

Students learn the data-based decision-making throughout the programme. Decision-Making and Analytical Skills and Data Management and Visualization are individual modules that serve the singular purpose of preparing students for collecting, sorting, and analysing different datasets. All other modules on the programme embed these techniques into the framework of a particular management area from leadership to business strategy, thus preparing students for how the advanced data analysis techniques learnt should be appropriately applied in different contexts.

Ethics are of increasing importance when considering the role big data and access to data plays in peoples' lives. Thus, in some cases ethical considerations are included in the module's ILOs; for instance, students completing the Leadership in a Globalised World module should be able to "demonstrate an in-depth understanding of ethical issues in organisations". In other cases, such considerations are explored in class; for example, given that businesses are at the forefront of making use of consumer data, ethical practice is dedicated a whole seminar meeting in the Service Excellence module. Finally, ethics in a practical sense is part of the Communication Skills module as students are requested to discuss how different human experiences and culture shape communication and negotiation, but by doing so in an intercultural group, they inherently turn their discussion into practical learning.

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

**For all programmes:**

The goal of assessment at IBS is to ensure that students have attained the programme aims, and each module is mapped against programme level learning outcomes. At IBS, as more broadly in UK higher education, module leaders are required to adhere to the intended learning outcomes of their own modules when constructing both the content of the classes as well as the examination materials and questions. In practice, this means that the module leader must clearly indicate for each examination component which ILO it measures.

Student performance at IBS is assessed by marked coursework assignments and/or by exams. At the end of the teaching period, a coursework mark is awarded by the seminar leader. If there is an examination in the given module, the weighted average of the coursework and the examination mark (weighted in line with the rules set out in the module specification) will be the final mark for the module. Coursework assessment includes written home assignments (i.e. scientific papers), presentations, tests, and a collation of different shorter tasks called continuous in-class assessment. Out of these, home assignments and

presentations can be marked either individually or as a group. Besides coursework, certain modules have traditional 120-minute closed-book exams as assessment.

In conclusion to their studies, students must complete a scientific work to prove their achievement of the study programmes' ILOs. In line with programme-specific requirements, Business Administration and Management (BSc) students must write a dissertation (thesis) of 10,000 to 13,000 words. The thesis must contain primary research and can be projected if the student identified an appropriate case during their placement. Writing the dissertation is a process whereby, with the help of a supervisor, students show their ability to collect, analyse, synthesise, evaluate, and present information in a critical and structured way. The precise length, further details, requirements and the process of the project are detailed in the relevant Handbook. The Bachelor dissertation is written during the last semester; thus, it is built into the taught curriculum of the programme.

At the master's level, for both programmes, students are required to design a primary research in their own field and write up this research in a 15,000-word dissertation (thesis). For the MSc in Strategic International Management, the thesis must comply with the standards (logic and argumentation as well as structure and format) traditionally expected from international scientific publications in Anglo-Saxon journals. For the MBA in Strategic Data-Driven Management programme, the expectations with regards to structure and format are very similar; however, the dissertation must be based on a project at the student's own current (or, in certain cases, former) workplace, hence it is called a Capstone Project to emphasize this difference in approach, and it should demonstrate the ability to use data-driven methods to solve practical organisational problems. Details regarding the precise length, further details, requirements and the process for writing both thesis and the capstone project are detailed in the relevant Handbooks.

During the MSc in Strategic International Management programme, dissertations are developed across three modules: Academic Skills during the first semester, where students have to come up with a topic and research question, and produce a literature review; Research Methods for Social Sciences during the second semester, by the end of which students have to design their research and craft their research proposal; and Dissertation over the summer period, which is the time expressly dedicated to conducting the research and writing up the analysis. On the MBA programme, the Research Tutorial Seminar combines small-group seminars on organisational research methods with one-to-one discussions of students' ideas for the projects to write about and the approach to take, with students actually writing their capstone projects over the summer period.

## Appraisal:

### **Business Administration and Management (BSc):**

The curriculum adequately reflects the qualification objectives of the study programme. In the view of the panel the contents of the courses are oriented towards the intended learning outcomes. Elective courses enable students to acquire additional competences and skills according to their individual interests.

Content-wise the curriculum is well-balanced and logically connected. However, the panel sees room for improvement with regard to the structure of the programme (see Appraisal in the chapter 3.2. Structure). Furthermore, the panel identified that the programme has a significant amount of content referred to economics and related subjects (Economics I and II, EU studies, Introduction to Political Sciences), as well as to statistics and quantitative methods (according to the module descriptions, the majority is more related to economics than to business). In general, the panel welcomes the involvement of content referred to

economics and related subjects. Especially with regard to statistics and quantitative methods the panel thinks that students benefit from it. However, it recommends IBS to keep an eye on the ratio of business-related content in order to ensure that the content corresponds to the programme name and students' expectations. In addition, the panel recommends reviewing whether additional problem-solving skills in mathematics can be stronger implemented in the modules to promote students' analytical skills.

During the online conference the panel learned that the Hungarian programme name (Gazdálkodás és menedzsment alapképzési szak), along with its English equivalent (Business Administration and Management), is specified by the Hungarian Government. Due to the content and the learning outcomes of the programme, the awarded degree "Bachelor of Science" is reasonable.

All exams, as they are defined for the modules, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. The exams are characterised by a wide variety of test formats. However, the panel identified that some "small" modules such as „Management Accounting“ with 3 ECTS have the same amount of exams (in total three: examination, individual test, individual presentation) as modules with 6 ECTS, e.g. "Introduction to Marketing" (three exams as well: examination, individual test, individual presentation). The panel recommends revising whether it is possible to reduce the amount of exams in modules with less than 6 ECTS. This recommendation is connected with the appraisal of the structure of the programme (please refer to appraisal in chapter 3.2 Structure).

### **Strategic Data-Driven Management (MBA) & Strategic International Management (MSc):**

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

For **MBA in Strategic Data-Driven Management**, the contents of the master programme take into account the students' prior professional experience and refer to it (for further information about the prior work experience, see chapter 2. Admission).

The panel could also get an impression of the range of used assessment methods. It is of the opinion that the assessment methods are appropriate for the defined learning outcomes mentioned in the module descriptions.

### **For all programmes:**

Theory and practice are sufficiently combined throughout the curriculum. Theoretical questions are geared towards application fields to promote the students' employability. Lecturers bring their business skills with knowledge of recent developments into the programmes and link the practical application to the theories discussed in the courses.

In its subjects the programmes are interdisciplinary and thus promote interdisciplinary thinking. For example, in the Bachelor programme, modules such as Foundations of Law, Introduction to Political Science, and EU Studies prepare students to readily apply their knowledge from different fields in a workplace context. The panel appreciates that in the Master programme Strategic International Management students are required to take the

module “Business Strategy” where they work together with students from other master’s programmes. Because the students come from other programmes and have other background, their interdisciplinary thinking is further strengthened. In the MBA programme, e.g. modules such as Service Excellence with the inclusion of consumer behaviour and Team Management Skills incorporate elements of psychology and social psychology, respectively.

The panel formed the view that IBS takes into account the sensitivity of the topic of ethics in the study programmes. The panel appreciates that business ethics and corporate social responsibility content is included in courses and communicated appropriately.

The panel acknowledges that methodological competences and scientific practice are thoroughly trained so that students acquire methodological competences and are enabled to do scientific work on the required level.

For the **MBA in Strategic Data-Driven Management**, the panel welcomes the Research Tutorial Seminar that prepares the students for the Capstone Project. The panel takes into account that MBA programmes in general have a more practice-oriented approach which is reflected in the scientific work and requirements. However, it recommends reviewing whether next to the Research Tutorial Seminar a format can be found for students to acquire additional scientific skills in order to be more thoroughly prepared for the Capstone Project.

The level of performance in examinations and the dissertations/Capstone Project are aligned with the learning outcomes of the courses in terms of form and content. The requirements are in line with the level necessary to attain the desired qualification level. However, the panel did not find the information about the time required for processing the “Dissertation” (**BSc, MSc**) and the “Capstone Project” (**MBA**), accordingly. This information is missing in the corresponding Handbooks and/or module descriptions. During the online conference the panel learned that the time framework is discussed on individual basis between the student and the advisor. The panel highly recommends formalising the time required and recommends the following **condition**:

**Strategic International Management (MSc) & Business Administration and Management (BSc):**

IBS defines the time required for processing the “Dissertation”.

**Strategic Data-Driven Management (MBA):**

IBS defines the time required for processing the “Capstone Project”.

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

## 3.2 Structure

### **Business Administration and Management (BSc):**

Projected study time	6 semesters (+1 semester work placement)
Number of Credit Points (CP)	180 + 30 ECTS <sup>10</sup>
Workload per CP	30 NLH/ECTS (Act 204, 2011, on National Higher Education)
Number of modules	33
Time required for processing the final thesis and awarded CP	300 NHL
Number of contact hours	116 x 12 weeks = 1392 hours

### **Strategic International Management Programme (MSc):**

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

### **Strategic Data-Driven Management Programme (MBA):**

Projected study time	3 semesters
Number of Credit Points (CP)	90 ECTS
Workload per CP	25 NLH/ECTS
Number of modules	12
Time required for processing the final	625 NHL

<sup>10</sup> 30 ECTS of which 10 ECTS are allocated to the thesis and 20 ECTS for the Work Placement.

thesis and awarded CP	
Number of contact hours	38 x 12 weeks = 456 hours

The Study and Exam regulations of all the academic programmes, as well as other regulations, are made public via the Institution's internet website<sup>11</sup>. In the case of programmes validated by The University of Buckingham, further regulations called "Student Handbook" (referenced in the relevant Study and Exam Regulations) are made available to students on the institution's password-protected Intranet portal.

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

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

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

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

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

All bachelor's and master's curricula at IBS are built up from so-called modules, i.e. individual subjects, studied by students. For each programme, there exists a "standard curriculum" that details the optimal progress, which takes into account the optimal distribution of workload across semesters. The standard curriculum contains some modules, which are shared across a number of programmes at a given level, others are mandatory but specific to the particular programme, while there also are some optional modules that allow students to gain deeper insight into a more specialised area of their curriculum. In each semester, the standard curriculum recommends 30 ECTS for students to complete. Workload is calculated according to guidelines and requirements regarding notional learning hours, and is routinely checked during external accreditations and validations.

Coursework assessments are submitted and evaluated during the semester and can take the forms of individual or group home assignments, individual or group presentations, continuous

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<sup>11</sup> <https://www.ibs-b.hu/about-ibs/regulations>

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

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

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

The comprehensive statement “IBS Equality, Diversity and Inclusion Policy” is publicly available on the Institution’s website<sup>12</sup>. This document lists the procedures to be followed should a member of the IBS community feel being discriminated against or harassed in any way. Further detail on procedures are provided in the “Procedures for Student Complaints on Bullying, Harassment, Victimisation and Discrimination” available on the same page.

The regulations for students with disabilities called “Provisions for Disabled Students” are available on the same webpage. They include the various types of disabilities and the kinds of academic concessions that might be approved for students who present appropriate evidence of their special needs.

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

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

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

- A new student disability registration process was established.

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<sup>12</sup> <https://www.ibs-b.hu/about-ibs/regulations>

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

## Appraisal:

### **Business Administration and Management (BSc):**

The programme consists of modules and assigns ECTS credit points per module. The module descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide. However, the panel formed the view that the structure of the programme does not support the smooth implementation of the curriculum. As it can be seen from the curriculum (see Chapter 3.1 Contents), the number of modules over the semesters is not balanced, nor is the distribution of ECTS among the modules. In the first two semesters there are three modules with 14, 10 and 6 ECTS credit points, whereas in the fifth and sixth semesters there are seven modules with 3 – 4 ECTS credit points, and with one exception each with 8 and 12 ECTS (see p. 22). The panel recommends a more balanced module structure across the programme in the direction that the "large" modules in the first semesters are restructured and the small modules in the last semesters are possibly combined. Then overall curriculum structure of the programme should be aligned to ensure a balanced number of modules. The panel recommends the following **condition:**

IBS aligns the curriculum structure and ensures a balanced number of modules across semesters.

This adjustment would also ensure the study programme's feasibility as the workload would be supported by a suitable curriculum design, by a plausible calculation of workload as well as by an adequate number and frequency of examinations.

### **Strategic International Management (MSc) & MBA in Strategic Data-Driven Management:**

The structure of both programmes supports the smooth implementation of the curriculum and helps students to reach the defined learning outcomes. The programmes consist of modules and assign ECTS credit points per module on the basis of the necessary student workload. The module descriptions provide detailed descriptions of intended learning outcomes and the information defined in the ECTS Users' Guide.

The feasibility of the study programme's workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling. However, the panel **recommends** that the workload should also be regularly reviewed in evaluations by students at module level (see Appraisal in Chapter 5).

For Strategic **International Management (MSc)**, the panel learned that there is the possibility to finish the programme in one year. The workload consists of 90 ECTS credit points in one year. Without any week for leisure time, this would be a workload up to 43 hours. Taking into account that one semester has twelve weeks and the students have some leisure time, the workload rises up to even more hours each week. During the interviews IBS stakeholder told the panel that the workload is hard but it is always doable. Even the students confirmed that the workload is feasible. But taking into account the given facts in the ECTS Users' Guide that 60 CP correspond to a full-time-equivalent academic year, the



workload is not feasible ([https://ec.europa.eu/education/ects/users-guide/docs/ects-users-guide\\_en.pdf](https://ec.europa.eu/education/ects/users-guide/docs/ects-users-guide_en.pdf), page 25, 2020, December 16th).

Furthermore, IBS doesn't review the workload in the module evaluations so that there is no formal possibility to get information if the workload is suitable for each module and the whole curriculum. Moreover, looking at the missing information about the time required for writing the dissertation the panel also cannot get a final insight about the feasibility of the final project in this programme (see chapter 3.1.7 content). The panel recommends the following **condition**:

IBS ensures the feasibility of the programme with regard to the workload.

### **For all programmes:**

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

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

The panel particularly welcomes the support foreign students receive. It learned during the online conference that there are Wellbeing Managers hired who accompany foreign students throughout their studies.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2 Structure					
3.2.1* Modular structure of the study programme (Asterisk Criterion)			IM; DDM	BAM condition	
3.2.2* Study and exam regulations (Asterisk Criterion)			X		
3.2.3* Feasibility of study workload (Asterisk Criterion)			BAM; DDM	IM condition	
3.2.4 Equality of opportunity			X		

### 3.3 Didactical concept

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

All modules are delivered in a seminar-only format to enhance the application-based practical approach to teaching and learning in line with the study programmes. This involves

independent student work both in the form of individual and group-based projects as well as assignments complemented by the delivery of mini-lectures during classes. Engagement with real-life business scenarios, whether through written case studies or live case studies during guest lectures or company visits, is central to developing students' analytical skills and problem-solving ability.

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

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

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

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

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

IBS made it a strategic goal to increase the use of guest lecturing and company visits. To this end, a central facilitation system has been instituted, which makes IBS one of the few HEIs in Hungary that offers financial compensation to guest lecturers. Progress in fulfilling the strategic goal to engage with business at all levels was marked by a substantial increase in corporate guest lectures and the creation of the network of IBS's strategic partners in past years. The total number of guest lectures and corporate site visits per academic year is in the range of 140-150 now. Guest speakers sharing their wide-spread experience with students include not only businesspeople but also professionals from the spheres of tourism and the arts. Besides sharing their insights, good practices, and experiences, guest lecturers also provide networking opportunities to students.

## Appraisal:

### **For all programmes:**

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

During the online conference, the students confirmed that they receive very good support during their thesis (all programmes) and the work placement (BMA).

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the bachelor or master level. They are mostly up to date and digitally accessible for the students. They are user-friendly and encourage students to engage in further independent studies.

The panel highly appreciates that guest lecturers are regularly invited to IBS. The number of guest lecturers that come to IBS is above average. Their contribution forms an integral part of the study programme's didactical concept. They bring special experience to the teaching, either from practice or in an intercultural context. They come from large companies and the industry. For the panel the guest lectures contribute to the students' qualification process with their special experience. Students from the MSc in Strategic International Management programme emphasised that in several modules lecturers organise visits to large companies where they can get an extra insight.

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

## 3.4 Internationality

IBS has built up an international student body, where 55% of IBS students come from abroad. The proportion of international students is 95% on the Foundation programme (1-year in-house certificate programme of IBS focused on acquisition of English language skills), it is around 75% on postgraduate programmes, and 42% overall on the Bachelor programmes. According to IBS, these figures have been quite stable in the past 5 years. Due to linguistic limitations, the number of international students is evidently much lower on programmes delivered in Hungarian. International students able to speak and study in Hungarian tend to come from ethnic Hungarian communities in neighbouring countries or from immigrant backgrounds.

IBS has currently international students from 87 countries. The countries that provide the highest number of students (40+ each) are currently Turkey, India, China, Iran and Azerbaijan. According to IBS, the key to international appeal is its provision in English, the

British degrees offered, relatively low tuition fees and the low local living costs. Many of the international students are recruited via IBS's built-up global agent network.

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

There are currently 20 lecturers from abroad teaching at IBS spanning a wide range of countries including Austria, Bulgaria, Iran, Syria, the UK, and USA, amongst others, who offer 13% and 32% of the total number of contact hours at the BSc and at the MSc level, respectively. These international lecturers bring a very mixed set of cultural backgrounds into the classroom, thereby contributing to students' acquisition of international competences.

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

For all programmes validated by The University of Buckingham (BSc and MSc) English is the medium of instruction. Course materials, tests and all general communication during the teaching and learning process take place exclusively in English. Except for a handful of native English speaker students, English is a foreign or second language for all students in IBS. Students on Hungarian degree programmes have the option of completing some free options or other modules on their own programmes in English if they wish to do so, if an equivalent module is available in English within IBS.

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

## Appraisal:

### **For all programmes:**

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

International contents are an integral part of the curricula. Students are thus prepared for the challenges in an international working environment. Through practical examples, students are enabled to act in an intercultural environment.

The international composition of the faculty (teachers from different countries, teachers with international academic and professional experience) promotes the acquisition of international competences and skills.

### **Strategic Data-Driven Management (MBA) & Strategic International Management (MSc):**

Through the exclusive use of courses, literature and course materials in English, students are prepared for international tasks in which the English language is an important prerequisite. International outlook is clearly a key element of the study programmes' profile. A significant proportion of the students come from various language areas and cultural backgrounds. Thus, discussions in the classroom and group work constantly reflect international aspects. The concept of the programmes ensure an international composition of the student body and have a clear and sustainable effect.

As the foreign students come to Hungary for studies, they might be facing cultural and linguistic challenges. Therefore, the panel recommends finding a format how incoming students can be introduced to Hungarian language and culture in order to facilitate their stay in Budapest.

### **Business Administration and Management (BSc):**

The low proportion of foreign language courses and required foreign language materials as well as the quite national composition of the student body correspond with the qualification objectives of the study programme. The panel took into account that the target group of the Bachelor Business Administration and Management (Hungarian programme) is limited to students from Hungary or to students who are able to speak the Hungarian language. Nevertheless, the lecturers and students confirmed during the online conference that the English-taught programmes still have an influence on the Hungarian programmes as well. For example, some foreign lecturers hold their lectures in the Hungarian programme in English language.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)			X		
3.4.2	Internationality of the student body		IM, DDM	X		BAM
3.4.3	Internationality of faculty			X		
3.4.4	Foreign language contents		IM, DDM			BAM

## 3.5 Multidisciplinary competences and skills (Asterisk Criterion)

According to IBS, it has been focusing on the development of transferable soft skills since the early days of its creation. In effect, the school always aimed to equip students with effective communication skills together with a mix of self-assurance and readiness to engage

and to efficiently collaborate with others. In order to do this, the teaching methodology in all programmes across the school is based on interactive, small classroom seminars and active involvement of students during the classes. This translates into a constant push to get students to actively participate during seminars, to work in small groups, to speak up in class and to present short topics on a regular basis.

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

The Business Administration and Management (BSc) programme contains modules like the Study and Communicative Skills or Negotiations which place a heavy weight on the development of written and oral communication skills as well as on the improvement of collaborative skills.

## Appraisal:

### **For all programmes:**

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

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

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

In late 2017, IBS partnered with the market leading job portal in Hungary to identify the core employability skills that are needed on the market. Based on these results, IBS has identified the six major skills that it has defined as “employability skills”: written and oral communication, analytical skills, numerical skills, IT skills, organisational skills.

All study programmes develop these skills in a variety of forms, either with separate modules (communication and numerical skills, primordially) or with a holistic approach that permeates all modules on the given programme (e.g. use of IT tools contribute to relevant IT skills development; group work among students and active class discussions foster an environment where broadly defined organisational skills are improved).

Furthermore, the school conducts regular surveys among its alumni and the employers of its students, and from the information gained, it systematically tries to modify and improve its methodological approaches and its curricula. During the past years, the following changes and improvements were made based, at least in part, on the feedback gained from the job market:

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

On the MSc in Strategic International Management, the Entrepreneurship module was reported to be too much geared towards start-ups and that family-owned and run businesses were not covered sufficiently. Decision was taken to amend the module and to reflect this in its new name (“Entrepreneurship and Family Businesses”).

In the case of the MBA in Strategic Data-driven Management, it is the entire programme that was created based on strong and continuous input (received also through the executive education arm of the school, the “Spark Institute at IBS”) which claimed that today’s new managers need to be much more data savvy.

In selected modules, students take part in various simulation games through internationally renowned websites. This may take the form of an individual trading simulation in which students operate the human resource department of a company as an HR Director (Strategic HRM on the MBA in Strategic Data-Driven Management programme) or a group simulation in which students operate an athletic footwear company and compete with others in the global market arena (Business Strategy on the MSc in Strategic International Management programme).

Comprehensive Employer Satisfaction Survey is carried out annually. Following the six-month placement of 94 IBS BSc students in 2018/19 employers classified their employability skills as follows (the categories they could choose of were excellent (E), good (G) or satisfactory (S)): E: 56 students, G: 35 students, S: 3 students, resulting a weighted average of 2.56 on a scale of 1-3. The skills of IBS students most appreciated by employers were cooperation, team-working, oral and written communication (cf. self-evaluation report pp. 86-87).

## Appraisal:

### For all programmes:

The promotion of employability – for instance through the integration of theory and practice and through the promotion of multidisciplinary competences and skills – runs as a common thread of the study programmes through all its modules.

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

## 4 Academic environment and framework conditions

### 4.1 Faculty

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

On the Business Administration and Management (BSc) programme, out of the 2,158 contact hours taught during the semesters 2018-19/2 and 2019-20/1, 398 hours were delivered by full-time faculty (18.44% of all classes). On the MSc in Strategic International Management programme, out of the 1,946 hours, 520 were taught by full-time faculty members (26.72%). Finally, on the MBA in Strategic Data-Driven Management, where particular expertise in data science was brought in from part-time faculty, 88 out of the 408 hours (21.57%) were delivered by full-time members of faculty.

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

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

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

Specifically with regards to testing and examination, two specific measures are taken to ensure that an established uniform approach is implemented across IBS. First, all lecturers involved with marking on a specific module attend a benchmarking session prior to the start of marking. Second, internal moderators for each module are appointed from a pool of experienced faculty members.



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

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

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

B. Courses and trainings for faculty members:

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

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

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

Meetings of module coordinators take place each semester during the Academic Area Committees. These committees focus precisely on relationships between modules using statistical data, student feedback, and moderator feedback as key inputs. The Academic

Area Leaders chairing the meeting are in the position to communicate and coordinate the expectations regarding programme-level outcomes during these meetings. Any action or discussion points from the Academic Area Committees are then consequently fed back to the Learning and Teaching Committee of the School, which includes the Academic Area Leaders, the Head of Academic Services, the Pro-Rectors, the Rector, and Student Representatives, and is the highest level official body of the School which discusses and sets the strategy regarding educational matters.

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

In addition, students can rely on their supervisors as an academic guide during the whole thesis process. Finally, students going on the compulsory work placement during the last semester of their **bachelor** studies (BAM) can also benefit from having an IBS faculty member act as an academic guide at IBS during their internship.

## Appraisal:

### **For all programmes:**

The structure and number of teaching staff correspond with the programme requirements. IBS verifies the qualifications of the faculty members by means of an established procedure. During the interviews, it could be confirmed that further qualification measures are offered to the faculty members. A list of all involved lecturers shows the availability of the required capacity to implement the programmes. According to the CVs the academic ability and the practical experience of the teaching staff is in line with the requirements of the programme for teaching. The practical knowledge of the teaching staff corresponds to the profile of the study programmes. The staff's pedagogical/didactical qualifications are in line with their tasks.

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

Due to contact to teaching staff during class breaks, via email or the group consultation class, students are able to receive intensive counselling and help during their studies. The panel could convince itself by the interview with the students of the fact that the faculty members are also available to the students outside the indicated office hours. The Centre for Students Service acts as a first-level-support and offers help. During the digital assessment, the interviewed students confirmed that they are fully satisfied with the support they receive.

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

## 4.2 Programme management

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

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

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

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

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

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

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

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

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

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

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

## Appraisal:

### **For all programmes:**

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

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

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

### 4.3 Cooperation and partnerships

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

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

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

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

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

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

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

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

#### Appraisal:

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

Given the close cooperation with the University of Buckingham, the panel was surprised that there is no close academic exchange for IBS faculty and students with the University of Buckingham. It therefore recommends that more use be made of this cooperation opportunity so that faculty and students from IBS and UoB can benefit from cultural and academic exchange.

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

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

## 4.4 Facilities and equipment

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

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

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

Learning and study materials as well as supplementary resources are available for both teachers and students in the library. Hardcopies of textbooks, relevant for the courses delivered, are stored in the IBS library. Students have online access to the library's full

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

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

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

## Appraisal:

### For all programmes:

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

The opening hours of the library take students' needs sufficiently into account. Access to the literature and journals as well as to digital media (e.g. electronic media, databases) is ensured. The library provides good access to necessary literature as well as electronic media and various databases. There are also enough library workstations available for the students.

The literature specifically required for the study programmes as well as the necessary databases are generally available in the library.

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

## 4.4 Additional services

The Career Office operates within the Business Network Centre as a key support service providing students with a range of job opportunities and personal advice and guidance on

career options, and providing one-on-one advice to students tailored to their individual needs. Students can receive guidance on job search, and writing applications, motivation letters and curriculum vitae. Consultations are available during the opening hours or by appointment.

Placement and job posts, received directly from IBS's corporate partners, are regularly published on the IBS' intranet portal (<https://www.ibs-b.hu/career/placements-and-jobs>, 2020 December 16th) and on the closed LinkedIn IBS Alumni group for former students. For assistance in their search, students may find useful advice on the "Career Tips and Services" intranet page. The Work Placement module description and a task description summarising their responsibilities during the placement semester are also available online.

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

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

IBS students are encouraged to stay in touch with IBS after graduation primarily through an alumni network on LinkedIn. Former IBS students receive regular updates about new programmes and offers at IBS, job offers, alumni events and other opportunities through online channels. IBS frequently contacts former students to share their success stories and professional journeys with current and prospective IBS students (<https://www.ibs-b.hu/career/meet-ibs-alumni>, 2020 December 16th).

## Appraisal:

### **For all programmes:**

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

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

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

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



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

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

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

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

Appraisal:

##### For all programmes:

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

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

## 5 Quality assurance and documentation

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The key documents of each programme are the following:

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

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

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

## Appraisal:

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

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

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

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

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

In addition, the evaluation results are translated into a summary report of measures to be taken, and published in an appropriate manner. The outcomes are communicated to the students and provide input for the quality development process. Within the framework of controlling it is ensured that measures are implemented, reviewed, modified and adapted if necessary.

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

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

# Quality profile

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

**Bachelor / Master programme:**

1. **Business Administration and Management (Bachelor of Science)**
2. **Strategic International Management (Master of Science)**
3. **Strategic Data-Driven Management (MBA)**

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>1 Objectives</b>					
1.1* Objectives of the study programme (Asterisk Criterion)			X		
1.2* International orientation of the study programme design (Asterisk Criterion)			X		
1.3 Positioning of the study programme					
1.3.1 Positioning of the study programme in the educational market			X		
1.3.2 Positioning of the study programme on the job market for graduates („Employability“)			X		
1.3.3 Positioning of the study programme within the HEI's overall strategic concept			X		
<b>2 Admission</b>					
2.1* Admission requirements (Asterisk Criterion)			BAM, DDM	IM condition	
2.2 Counselling for prospective students			X		
2.3* Selection procedure (if relevant)			X		
2.4(*) Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)			DDM		BAM; IM
2.5* Ensuring foreign language proficiency (Asterisk Criterion)			IM; DDM		BAM
2.6* Transparency and documentation of admission procedure and decision (Asterisk Criterion)			X		
<b>3. Contents, structure and didactical concept</b>					
3.1 Contents					
3.1.1* Logic and conceptual coherence (Asterisk Criterion)			X		
3.1.2* Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3* Integration of theory and practice (Asterisk Criterion)			X		
3.1.4 Interdisciplinary thinking			X		
3.1.5 Ethical aspects			X		
3.1.6* Methods and scientific practice (Asterisk Criterion)			X		
3.1.7* Examination and final thesis (Asterisk Criterion)				X	

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
	Criterion)					condition
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)				BAM	condition
3.2.2*	Study and exam regulations (Asterisk Criterion)				X	condition
3.2.3*	Feasibility of study workload (Asterisk Criterion)			BAM; DDM	IM	condition
3.2.4	Equality of opportunity			X		
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)			X		
3.3.2*	Course materials (Asterisk Criterion)			X		
3.3.3	Guest lecturers		X			
3.3.4	Lecturing tutors					X
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)			X		
3.4.2	Internationality of the student body		IM, DDM	X		BAM
3.4.3	Internationality of faculty			X		
3.4.4	Foreign language contents		IM, DDM			BAM
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			X		
3.6*	Skills for employment / Employability (Asterisk Criterion)			X		
<b>4.</b>	<b>Academic environment and framework conditions</b>					
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4	Practical business experience of faculty			X		
4.1.5*	Internal cooperation (Asterisk Criterion)			X		
4.1.6*	Student support by the faculty (Asterisk Criterion)		X			
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)			X		
4.2.2	Process organisation and administrative support for students and faculty			X		

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.3	Cooperation and partnerships					
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			X		
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			X		
4.4	Facilities and equipment					
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			X		
4.4.2*	Access to literature (Asterisk Criterion)			X		
4.5	Additional services					
4.5.1	Career counselling and placement service			X		
4.5.2	Alumni Activities			X		
4.6*	Financing of the study programme (Asterisk Criterion)			X		
<b>5</b>	<b>Quality assurance and documentation</b>					
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)				X condition	
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			X		
5.2.2	Evaluation by faculty			X		
5.2.3	External evaluation by alumni, employers and third parties			X		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			X		
5.3.2	Information on activities during the academic year			X		