

# Assessment Report

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**Higher Education Institution:**

International Business School, Hungary

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**Bachelor and Master programmes:**

1. BSc in Business Administration and Management
2. BSc in International Business Economics
3. BSc in Commerce and Marketing
4. MSc in Strategic International Management with specialisations in (1) in AI and Cybersecurity, (2) Finance, (3) Hospitality, (4) Human Resource Management, or (5) Marketing

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**Qualification awarded on completion:**

1. Economist in Business Administration and Management
2. Economist in International Business
3. Economist in Commerce and Marketing
4. Graduate Economist in Strategic International Management

# Decision of the FIBAA Accreditation and Certification Committee

**21<sup>st</sup> Meeting on March 27, 2026**

## PROGRAMME ACCREDITATION

|                                      |                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Project Number:</b>               | 25/027 Cluster 2                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Higher Education Institution:</b> | International Business School                                                                                                                                                                                                                                                                                                                                                        |
| <b>Location:</b>                     | Budapest, Hungary                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Study programme:</b>              | <ol style="list-style-type: none"><li>1. BSc in Business Administration and Management</li><li>2. BSc in International Business Economics</li><li>3. BSc in Commerce and Marketing</li><li>4. MSc in Strategic International Management with specialisations in (1) in AI and Cybersecurity, (2) Finance, (3) Hospitality, (4) Human Resource Management, or (5) Marketing</li></ol> |
| <b>Type of accreditation:</b>        | <ol style="list-style-type: none"><li>1. re-accreditation</li><li>2. re-accreditation</li><li>3. initial accreditation</li><li>4. re-accreditation</li></ol>                                                                                                                                                                                                                         |

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

According to § 7 (6) in conjunction with § 9 (1) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from 1 March 2025, the study programmes BSc in Business Administration and Management, BSc in International Business Economics are re-accredited without condition, while the MSc in Strategic International Management is re-accredited under condition.

### MSc in Strategic International Management

Condition 1: **The MSc in Strategic International Management revises the course descriptions to explicitly reflect the strategic and international content that is taught in practice.**

Proof of meeting this condition is to be supplied by December 27, 2026.

Period of Accreditation: March 27, 2026, to March 26, 2033.

The FIBAA Quality Seal is awarded.

According to § 7 (6) in conjunction with § 9 (1) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from 1 March 2025, the study programme BSc in Commerce and Marketing is accredited with two conditions.

BSc in Commerce and Marketing:

- Condition 1: **The BSc in Commerce and Marketing develops a plan to restructure the programme to incorporate aspects of commerce more prominently.**
- Condition 2: **The BSc in Commerce and Marketing ensures that students are sufficiently trained in research methods.**

Proof of meeting this condition is to be supplied by December 27, 2026.

Period of Accreditation: March 27, 2026, to March 26, 2031.

The FIBAA Quality Seal is awarded.

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## For Bachelor Programmes

The offered **BSc in Business Administration and Management** and **BSc in International Business Economics** by the International Business School (IBS) fulfil the FIBAA quality requirements for Bachelor programmes and can be re-accredited by the Foundation for International Business Administration Accreditation (FIBAA) for a period of seven years, starting on March 27, 2026, and ending on March 26, 2033.

The offered **BSc in Commerce and Marketing** by IBS fulfils, with a few exceptions, the FIBAA quality requirements for Bachelor programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for a period of five years, starting on March 27, 2026, and ending on March 26, 2031, subject to conditions.

The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in the version applicable at the time of the opening of the procedure, and the principles of the Bologna Declaration.

## For Master Programmes

The **MSc in Strategic International Management** with specialisations in (1) in AI and Cybersecurity, (2) Finance, (3) Hospitality, (4) Human Resource Management, or (5) Marketing offered by IBS fulfils, with one exception, the FIBAA quality requirements for Master programmes and can be re-accredited by the Foundation for International Business Administration Accreditation (FIBAA) for a period of seven years, starting on March 27, 2026, and ending on March 26, 2033, subject to condition.

The programme complies with the national and European Qualifications Frameworks, the European Standards and Guidelines (ESG) in the version applicable at the time the procedure was opened, and the principles of the Bologna Declaration.

## Procedure

An agreement for the re-accreditation of the BSc in Business Administration and Management, BSc in International Business Economics, and the MSc in Strategic International Management with five specialisations as well as the initial accreditation of the BSc in Commerce and Marketing was concluded between FIBAA and IBS on April 8, 2025. On July 1, 2025, IBS submitted a self-evaluation report, which included a detailed description of the programme and additional documents to demonstrate that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel<sup>1</sup>, which was approved by IBS. The panel consisted of:

**Riitta Ahlholm MBA**

Fountain Park Oy, Finland  
Vice Chairman of the Board, Partner  
(Professional Practice)

**Laura Berger**

Lund University, Lund, Sweden  
Master in International Strategic Management  
(Student Representative)

**Prof. Dr. Şafak Gündüz**

Yeditepe University, Istanbul, Turkey  
Professor of Business Administration (Management and Strategy)

**Prof. Dr. Thomas Hermann**

HdWM, Mannheim University of Applied Management Studies, Germany  
Professor of General Business Administration & Business Economics

**Prof. Dr. Lutz H. Schminke**

Fulda University of Applied Science, Germany  
Professor of International Management and Marketing

**Prof. Dr. Zsuzsanna Eszter Tóth**

Eötvös Loránd University, Hungary  
Professor and Head of the Department of Management and Business Law  
(Country Expert)

FIBAA project manager:  
Lisa Lubomierski

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<sup>1</sup> The panel is presented in alphabetical order.

## Accreditation Data at a Glance

|                                                                                                                |                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Mode of the site visit</b>                                                                                  | At the HEI's premises in Budapest, Hungary<br><br>At the end of the visit, the panel provided brief feedback on its first impressions to representatives of IBS. |
| <b>Date of the site visit</b>                                                                                  | November 19 to 20, 2025                                                                                                                                          |
| <b>Accreditation period</b>                                                                                    | February 26, 2021, to end of the Autumn semester 2026 by FIBAA.                                                                                                  |
| <b>Groups interviewed</b>                                                                                      | Management (CEO, Rector, Pro-Rectors)<br>Lecturers<br>Programme Management<br>Students and Graduates<br>Administrative Staff                                     |
| <b>Facilities and equipment inspected<br/>(optional, if relevant)</b>                                          | Class and Seminar Rooms<br>Students' Lounge<br>Library                                                                                                           |
| <b>Use of virtual learning platforms/tools demonstrated (optional, if relevant)</b>                            | yes                                                                                                                                                              |
| <b>Documents reviewed additionally on-site:<br/>(e.g., exam samples, internal QA reports, thesis examples)</b> | yes                                                                                                                                                              |
| <b>Date Report Delivered to HEI for Statement</b>                                                              | February 23, 2026.                                                                                                                                               |
| <b>Date of HEI Statement</b>                                                                                   | February 25, 2026.                                                                                                                                               |

# General Information on the Study Programmes

## General Information

### Type of study programme:

Bachelor programme and Master programme

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

1. **BAM:** BSc in Business Administration and Management [gazdálkodási és menedzsment alapképzési szak]

2. **IBE:** BSc in International Business Economics [nemzetközi gazdálkodás alapképzési szak]

3. **CM:** BSc in Commerce and Marketing [kereskedelem és marketing alapképzési szak]

4. **SIM:** MSc in Strategic International Management [stratégiai nemzetközi menedzsment mesterképzési szak]

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

1. **BAM:** Economist in Business Administration and Management

2. **IBE:** Economist in International Business

3. **CM:** Economist in Commerce and Marketing

4. **SIM:** Graduate Economist in Strategic International Management

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

1. **BAM:** 7 semesters

2. **IBE:** 8 semesters

3. **CM:** 7 semesters

4. **SIM:** 3 semesters

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

1. **BAM:** 210 ECTS credits

2. **IBE:** 240 ECTS credits

3. **CM:** 210 ECTS credits

4. **SIM:** 90 ECTS credits

### Type of accreditation:

1. **BAM:** Re-accreditation

2. **IBE:** Re-accreditation

3. **CM:** Initial Accreditation

4. **SIM:** Re-accreditation

### Mode of study:

*Full-time*

### Methodological approach:

*Study programmes with obligatory class attendance*

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

*English*

### Double/Joint Degree programme:

*BAM, IBE, and CM: Optional*

- *Dublin Business School (Ireland)*
- *De Montfort University (UK)*
- *Business & Hotel Management School (Switzerland)*

4. *SIM: yes*

- *The University of Buckingham*

## Implementation

## Dates and Scope

### Initial start of the programmes:

1. **BAM:** August 1, 2006
2. **IBE:** January 1, 2015
3. **CM:** January 1, 2025
4. **SIM:** August 1, 2012

### Programme cycle starts in:

1. **BAM:** September
2. **IBE:** September
3. **CM:** September
4. **SIM:** September and February

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

1. **BAM:** 2 classes with 24 students
2. **IBE:** 1 class with 24 students
3. **CM:** 1 class with 24 students
4. **SIM:** 4 classes with 24 students

# Summary

## Brief description of the study programmes:

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

The BSc in Business Administration and Management shall provide a broad business foundation, preparing students for entry-level roles across management, HR, operations, and entrepreneurship. This programme trains economists who understand the operational and economic processes of business organisations and institutions. Students shall learn to plan, organise, and manage business activities and entrepreneurial processes. Graduates shall acquire broad theoretical knowledge and practical skills that align with HuQF Level 6 descriptors. They shall be able to analyse business operations, manage small-scale projects, and evaluate economic relationships. The curriculum integrates global business trends and includes international case studies to prepare students for work in cross-border settings. Graduates typically enter junior roles in management, logistics, administration, HR, or business development within corporate or SME environments. Typical positions include assistant manager, project coordinator, HR officer, or operations associate.

### **BSc in International Business Economics (IBE)**

The BSc in International Business Economics shall integrate economics and international business theory with practical insights into trade, global finance, and policymaking. The programme aims to train economists with a strong foundation in economics and international business. Students learn to manage cross-border business activities and operate fluently in foreign-language environments. The programme shall develop both analytical and applied competencies in trade, finance, and business. Graduates meet the learning standards of HuQF Level 6. They shall demonstrate the ability to interpret international economic contexts, apply policy and trade knowledge, and communicate effectively across cultures. They are employed in international trade, export-import operations, multinational companies, business consultancy, and public institutions. Job titles include international trade assistant, junior business analyst, or market entry coordinator.

### **BSc in Commerce and Marketing (CM)**

The BSc in Commerce and Marketing focuses on consumer behaviour, digital marketing, and brand strategy. This programme aims to train business professionals in commerce, marketing, and sales. Students shall acquire skills to manage procurement and sales processes, understand market trends, and organise commercial activities. Graduates shall possess knowledge and applied skills appropriate to HuQF Level 6, including the ability to plan, implement, and evaluate marketing and sales strategies. The curriculum addresses international consumer behaviour, global branding, and e-commerce trends, supporting international employability. Graduates work in retail, wholesale, digital marketing, advertising, procurement, and customer relations. Common job titles include marketing assistant, sales coordinator, digital campaign associate, or procurement analyst.

### **MSc in Strategic International Management (SIM)**

MSc in Strategic International Management is a postgraduate business programme validated by The University of Buckingham, making it a double-degree offering. The programme is

designed for graduates from non-business backgrounds, aiming to equip them with the strategic knowledge and skills required to work in international management roles. The programme features a common first semester followed by a choice of five specialisation tracks (AI and Cybersecurity, Finance, Hospitality, Human Resource Management, and Marketing). Graduates achieve FHEQ Level 7 learning outcomes, including systematic understanding, independent judgement, and the ability to evaluate and respond to complex global business problems. The curriculum focuses on strategic thinking, international case analysis, and the development of cultural intelligence, responsible usage of AI, and business transformation. Graduates enter international business roles such as project manager, business development manager, operations manager, or country manager. They are employed by multinational corporations, export-oriented SMEs, and international NGOs.

#### *Highlights of the site-visit*

The site visit was well-structured and provided comprehensive insights into the academic and organisational framework. The site visit took place on-site in Budapest and included in-depth discussions with programme management, teaching staff, students, alumni, and administrative representatives.

#### *Special Features of the Study Programmes*

The programmes in this cluster stand out for their strong practical focus and international orientation. One main key distinguishing feature are the pathway options available for Bachelor programmes enabling students to receive double degrees with partner Universities in Ireland, UK, and Switzerland. All students completing the MSc in Strategic International Management receive a double degree with the University of Buckingham. Further distinguishing features include innovative teaching formats as all courses are conducted in a seminar style, as well as practice-oriented curriculum with integrated obligatory internships for the bachelor programmes.

#### *General impressions of the panel members*

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

# Quality Profile

**HEI:** International Business School, Budapest

## Bachelor / Master programme:

1. BSc in Business Administration and Management (BAM)
2. BSc in International Business Economics (IBE)
3. BSc in Commerce and Marketing (CM)
4. MSc in Strategic International Management (SIM)

|               |                                                                                                                             | Exceptional | Exceeds <sup>2</sup> | Meets <sup>3</sup> | Does not meet <sup>4</sup> | n.r. | Recommendation <sup>5</sup> |
|---------------|-----------------------------------------------------------------------------------------------------------------------------|-------------|----------------------|--------------------|----------------------------|------|-----------------------------|
| <b>1</b>      | <b>Objectives</b>                                                                                                           |             |                      |                    |                            |      |                             |
| <b>1.1*</b>   | Subject-specific qualifications and employability of students (Asterisk Criterion)                                          |             |                      | X                  |                            |      |                             |
| <b>1.2</b>    | Positioning of the study programme on the educational market                                                                |             |                      | X                  |                            |      |                             |
| <b>1.3</b>    | Positioning of the study programme within the HEI's overall strategic concept                                               |             |                      | X                  |                            |      |                             |
| <b>2</b>      | <b>Admission</b>                                                                                                            |             |                      |                    |                            |      |                             |
| <b>2.1*</b>   | Admission requirements (Asterisk Criterion)                                                                                 |             |                      | X                  |                            |      | X                           |
| <b>2.2(*)</b> | Ensuring foreign language proficiency (Asterisk Criterion only for study programmes offering courses in a foreign language) |             |                      | X                  |                            |      | X                           |
| <b>2.3(*)</b> | Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)        |             |                      |                    |                            | X    |                             |
| <b>2.4</b>    | Selection procedure (if relevant)                                                                                           |             |                      | X                  |                            |      |                             |
| <b>2.5</b>    | Counselling for prospective students                                                                                        |             | X                    |                    |                            |      |                             |
| <b>3</b>      | <b>Implementation of the study programme</b>                                                                                |             |                      |                    |                            |      |                             |
| <b>3.1</b>    | <b>Structure and Content</b>                                                                                                |             |                      |                    |                            |      |                             |
| <b>3.1.1*</b> | Structure of the study programme (Asterisk Criterion)                                                                       |             |                      | BAM<br>IBE         | SIM<br>CM                  |      |                             |
| <b>3.1.2*</b> | Rationale for degree and programme name (Asterisk Criterion)                                                                |             |                      | X                  |                            |      |                             |
| <b>3.1.3*</b> | Conceptual coherence of the curriculum (Asterisk Criterion)                                                                 |             |                      | X                  |                            |      | X                           |
| <b>3.1.4*</b> | Study and exam regulations (Asterisk Criterion)                                                                             |             |                      | X                  |                            |      |                             |
| <b>3.1.5*</b> | Examination and final thesis (Asterisk Criterion)                                                                           |             |                      | X                  |                            |      | X                           |
| <b>3.2</b>    | <b>Intended Competences and Skills</b>                                                                                      |             |                      |                    |                            |      |                             |

<sup>2</sup> quality requirements.

<sup>3</sup> quality requirements.

<sup>4</sup> quality requirements leading to condition or recommendation.

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

|                  |                                                                                                                   | Exceptional | Exceeds <sup>2</sup> | Meets <sup>3</sup> | Does not meet <sup>4</sup> | n.r. | Recommendation <sup>5</sup> |
|------------------|-------------------------------------------------------------------------------------------------------------------|-------------|----------------------|--------------------|----------------------------|------|-----------------------------|
| <b>3.2.1 *</b>   | Methods and scientific practice (Asterisk Criterion)                                                              |             |                      | BAM<br>IBESIM      | CM                         |      | X                           |
| <b>3.2.2 *</b>   | Integration of theory and practice (Asterisk Criterion)                                                           |             |                      | X                  |                            |      |                             |
| <b>3.2.3 *</b>   | Interdisciplinary and transdisciplinary thinking (Asterisk Criterion)                                             |             |                      | X                  |                            |      |                             |
| <b>3.2.4 *</b>   | International contents (Asterisk Criterion)                                                                       |             |                      | X                  |                            |      |                             |
| <b>3.2.5 *</b>   | Professional ethics and societal issues (Asterisk Criterion)                                                      |             |                      | X                  |                            |      | X                           |
| <b>3.3</b>       | <b>Teaching and Learning Methodology</b>                                                                          |             |                      |                    |                            |      |                             |
| <b>3.3.1 *</b>   | Logic and plausibility of the Teaching and Learning Methodology (Asterisk Criterion)                              |             |                      | X                  |                            |      |                             |
| <b>3.3.2</b>     | Acquisition of future and soft skills                                                                             |             |                      | X                  |                            |      |                             |
| <b>3.3.3 *</b>   | Course materials and recommended literature (Asterisk Criterion)                                                  |             |                      | X                  |                            |      |                             |
| <b>3.3.4</b>     | Extracurricular events                                                                                            |             |                      | X                  |                            |      |                             |
| <b>3.4</b>       | <b>International environment and mobility opportunities</b>                                                       |             |                      |                    |                            |      |                             |
| <b>3.4.1</b>     | Foreign language contents                                                                                         |             | X                    |                    |                            |      |                             |
| <b>3.4.2</b>     | International mobility of students and teaching staff                                                             |             |                      | X                  |                            |      |                             |
| <b>3.4.3</b>     | International composition of students and teaching staff                                                          |             | X                    |                    |                            |      |                             |
| <b>4</b>         | <b>Academic Environment and Framework Conditions</b>                                                              |             |                      |                    |                            |      |                             |
| <b>4.1</b>       | <b>Teaching staff</b>                                                                                             |             |                      |                    |                            |      |                             |
| <b>4.1.1 *</b>   | Structure and quantity of teaching staff (Asterisk Criterion)                                                     |             |                      | X                  |                            |      | X                           |
| <b>4.1.2 *</b>   | Academic and comprehensive qualification of teaching staff (Asterisk Criterion)                                   |             |                      | X                  |                            |      |                             |
| <b>4.1.3 *</b>   | Pedagogical qualification of teaching staff (Asterisk Criterion)                                                  |             |                      | X                  |                            |      |                             |
| <b>4.1.4</b>     | Professional experience of teaching staff                                                                         |             |                      | X                  |                            |      |                             |
| <b>4.1.5 *</b>   | Internal cooperation (Asterisk Criterion)                                                                         |             |                      | X                  |                            |      |                             |
| <b>4.1.6 *</b>   | Student support by the teaching staff (Asterisk Criterion)                                                        |             |                      | X                  |                            |      |                             |
| <b>4.2</b>       | <b>Programme Management and Administrative Support</b>                                                            |             |                      |                    |                            |      |                             |
| <b>4.2.1</b>     | Programme management                                                                                              |             |                      | X                  |                            |      |                             |
| <b>4.2.2</b>     | Administrative support                                                                                            |             | X                    |                    |                            |      |                             |
| <b>4.2.3</b>     | Public information                                                                                                |             |                      | X                  |                            |      | X                           |
| <b>4.2.4 *</b>   | Inclusive and equitable education (Asterisk Criterion)                                                            |             |                      | X                  |                            |      |                             |
| <b>4.2.5</b>     | Career counselling and placement service                                                                          |             |                      | X                  |                            |      |                             |
| <b>4.2.6</b>     | Alumni activities                                                                                                 |             |                      |                    | X                          |      | X                           |
| <b>4.3</b>       | <b>Cooperation and partnerships</b>                                                                               |             |                      |                    |                            |      |                             |
| <b>4.3.1( *)</b> | Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes) |             |                      | X                  |                            |      | X                           |

|                 |                                                                                                                           | Exceptional | Exceeds <sup>2</sup> | Meets <sup>3</sup> | Does not meet <sup>4</sup> | n.r. | Recommendation <sup>5</sup> |
|-----------------|---------------------------------------------------------------------------------------------------------------------------|-------------|----------------------|--------------------|----------------------------|------|-----------------------------|
| <b>4.3.2(*)</b> | Cooperation with professional fields (Asterisk Criterion for educational and vocational programmes, franchise programmes) |             |                      | X                  |                            |      |                             |
| <b>4.4</b>      | <b>Facilities and equipment</b>                                                                                           |             |                      |                    |                            |      |                             |
| <b>4.4.1*</b>   | Quantity, quality, media and IT equipment of HEI's facilities (Asterisk Criterion)                                        |             |                      | X                  |                            |      |                             |
| <b>4.4.2*</b>   | Access to literature (Asterisk Criterion)                                                                                 |             |                      | X                  |                            |      |                             |
| <b>4.5*</b>     | Financing of the study programme (Asterisk Criterion)                                                                     |             |                      | X                  |                            |      |                             |
| <b>5</b>        | <b>Quality Assurance</b>                                                                                                  |             |                      |                    |                            |      |                             |
| <b>5.1*</b>     | Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)           |             |                      | X                  |                            |      |                             |
| <b>5.2</b>      | <b>Instruments of Quality Assurance</b>                                                                                   |             |                      |                    |                            |      |                             |
| <b>5.2.1</b>    | Evaluation by students                                                                                                    |             |                      | X                  |                            |      |                             |
| <b>5.2.2</b>    | Evaluation by teaching staff                                                                                              |             |                      | X                  |                            |      |                             |
| <b>5.2.3</b>    | External evaluation by alumni, employers and third parties                                                                |             |                      | X                  |                            |      | X                           |

### **Accreditation with Conditions**

The panel members identified a need for improvement in the following aspects:<sup>6</sup> Structure of the study programme, Methods and scientific practice, and Professional ethics and societal issues. Therefore, they recommend accreditation on condition of meeting the following requirements:

#### BSc in Commerce and Marketing:

- Condition 1 (see chapter 3.1.1):  
**The BSc in Commerce and Marketing develops a plan to restructure the programme to incorporate aspects of commerce more prominently.**
- Condition 2 (see chapter 3.2.1):  
**The BSc in Commerce and Marketing ensures that students are sufficiently trained in research methods.**

#### MSc in Strategic International Management

- Condition 3 (see chapter 3.1.1):  
**The MSc in Strategic International Management revises the course descriptions to explicitly reflect the strategic and international content that is taught in practice.**

Proof of fulfilment of the above-mentioned conditions must be submitted by December 27, 2026.

<sup>6</sup> These aspects are Asterisk Criteria which means that they are essential for the study programme.

Furthermore, the quality requirement that has not been fulfilled for all study programmes in this cluster – Alumni activities (chapter 4.2.6) – does not represent an Asterisk Criterion and therefore does not result in a condition. The measures IBS takes to solve the identified problem are to be reviewed as part of the re-accreditation process.

### **Recommendations**

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

- making admission requirements for the MSc in Strategic International Management more rigorous to ensure that admitted students already have an adequate foundation in management as a basis for their study (see chapter 2.1).
- diligently assessing applicants' language proficiency and considering offering preparatory courses even for master's students (see chapter 2.2).
- increasing the share of coursework focusing on commerce-related subjects (see chapter 3.1.1).
- ensuring that thesis research questions are appropriately focused and of a reasonable scope (chapter 3.1.1).
- aligning course descriptions more closely with the actual course content in order to ensure transparency for all stakeholders (see chapter 3.2.1).
- that the integration of SDGs into the modules be implemented in a more consistent and explicit manner to ensure that this connection is a lived reality in practical application (see chapter 3.2.5).
- completing and implementing the policy for a balanced gender ratio of teaching staff in the running academic year (see chapter 4.1.1).
- implementing systematic quality control of website content, ensuring that all programme information is accurate, complete, and consistently presented across sections (see chapter 4.2.3).
- establishing a dedicated alumni organisation to strengthen professional networking opportunities for alumni and current students, support IBS with an additional stream of income and to preserve community and IBS identity (see chapter 4.2.6).
- strengthening cooperation with Hungarian HEIs, for example through joint research activities or the organisation of academic conferences (see chapter 4.3.1).
- extending third party feedback collected (see chapter 5.2.3).

### **Exceeding**

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

- Counselling for prospective students (see chapter 2.5),
- Foreign language content (see chapter 3.4.1),
- International composition of students and teaching staff (see chapter 3.4.2),
- Administrative support (see chapter 4.2.2).

# Information

## Information on the Institution

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

From the very beginning, IBS focused on combining the Central European educational traditions with the British model by cooperating in validation-based partnerships with universities of the United Kingdom. IBS's first validation partnership began in 1991 with Oxford Brookes University, which validated its degrees for over two decades. In 2012, this partnership was succeeded by the University of Buckingham (UoB), which now validates many of IBS's programmes, including the MSc in Strategic International Management. The accreditation at hand also includes Bachelor programmes with optional double-degrees with Dublin Business School (Ireland), De Montfort University (UK) and the Business & Hotel Management School (Switzerland).

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

*Table 1: Validation Procedure by UoB*

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

|                              |                                                                                 |                                                                               |
|------------------------------|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| Policy for Quality Assurance | institutional QA policy with integrated provisions for UoB-validated programmes | institutional QA policy for collaborative provision (Collaborations Handbook) |
|------------------------------|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------|

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

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

IBS offers programmes in three main academic fields:

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

## Further Development of the Programme, Implementation of Recommendations from Previous Accreditation

### For all programmes

IBS has taken steps to enhance academic quality, student experience, and labour market relevance. Institutional measures include the standardisation of credit values to 5 or 10 ECTS (to be implemented for MSc in Strategic International Management as part of the revalidation in July 2025), the systematic use a digital library, called Perlego, for compulsory literature, and the introduction of a workload feedback item in the student questionnaire. Assessment strategies have been diversified across programmes. Feasibility and employability have been prioritised through modular restructuring, introduction of mobility windows, and curriculum alignment with international academic partners. Several programmes have transitioned to full English-language instruction.

### BSc in Business Administration and Management

#### FIBAA Recommendation

Reduce number of assessments in modules under 6 ECTS

Update literature references

Introduce internationalisation and mobility options

#### Action taken

- Introduced standardised 5 and 10 ECTS credit structures.
- Streamlined assessment elements to focus on integrative formats within smaller-credit modules
- Literature across modules reviewed and updated as part of curriculum redesign.
- All compulsory readings now available via Perlego
- Curriculum fully revised in 2022/23 to include a mobility window in Semester 5
- Programme aligned with De Montfort University (UK), Dublin Business School (Ireland), and Business & Hotel Management School (Switzerland) pathways
- Language of instruction changed to English in 2023/24, enabling internationalisation of student body, teaching staff, and content

### BSc in International Business Economics

#### FIBAA Recommendation

Strengthen international orientation of programme design

Benchmark against similar programmes in Hungary

#### Action taken

- Programme curriculum was fully revised in 2022/23
- From 2023/24, language of instruction changed to English to increase international accessibility
- Mobility window and specialisation options introduced
- Curriculum aligned with De Montfort University (UK), BHMS (Switzerland), and Dublin Business School (Ireland) pathways. IBS chose to benchmark against international partners (DMU, DBS, and BHMS), considering these more relevant than domestic comparisons

|                                                                 |                                                                                                                                                                                                                 |
|-----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Increase number of elective modules                             | Elective and specialisation options expanded as part of curriculum redesign                                                                                                                                     |
| Update literature references/ Expand access to online databases | All compulsory literature updated; content now delivered through Perlego                                                                                                                                        |
| Recruit more international and research-qualified faculty       | With the shift to English, the programme now draws on the same faculty pool as other English-language programmes, including those previously assessed by FIBAA as exceeding expectations.                       |
| Promote Erasmus and expand HEI cooperation                      | <ul style="list-style-type: none"> <li>• Mobility window introduced to support Erasmus participation and international cooperation.</li> <li>• International cooperation with three HEIs established</li> </ul> |

## **MSc in Strategic International Management**

### **FIBAA Recommendation**

Strengthen cooperation with HEIs and facilitate cultural exchange

### **Action taken**

- Although differing academic calendars have made student collaboration with The University of Buckingham impractical, faculty exchange and cooperation have been actively maintained.
- IBS hosted the 2nd University of Buckingham Partnership Conference.
- IBS faculty attend online workshops hosted by Buckingham; Buckingham faculty have delivered training sessions at IBS.

Overall, the programme structure of the MSc in Strategic International Management was revised in preparation for revalidation in July 2025. The new programme structure features a shared first semester followed by specialisation options in HRM, Finance, Marketing, AI & Cybersecurity, and Hospitality. Out of these, HRM, Finance, and Marketing were previously standalone programmes.

## **Statistical Data**

While the number of applicants currently exceeds the number of available study places according to statistical data, the actual enrolment remains below capacity due to a significant drop-off in visa approvals. As a result, there is still available capacity within the programmes. Resource allocation remains flexible, allowing the institution to adapt to changing demand.

### **BSc in Business Administration and Management:**

The programme has had consistent autumn-only intakes with strong retention and success rates. Until 2023/24, the programme was taught in Hungarian and attracted a domestic student population. With the shift to English instruction and the curriculum overhaul, BSc in Business Administration and Management has seen increased international interest. Drop-out rates have remained low, and students typically complete the programme within the expected timeframe. Final degree classifications have consistently fallen in the upper second-class

range, with outcomes reflecting the programme's academic stability and balanced structure. 86.4% of students who submitted dissertations in this programme passed.

Table 2: Statistical Data Business Administration and Management

|                                                    |   | 2019/20 | 2020/21 | 2021/22 | 2022/23 | 2023/24 | 2024/25 |
|----------------------------------------------------|---|---------|---------|---------|---------|---------|---------|
| # Study Places offered by HEI                      |   | 48      | 48      | 24      | 48      | 24      | 48      |
| # Applicants                                       | Σ | 183     | 181     | 175     | 224     | 202     | 255     |
|                                                    | f | 61      | 61      | 59      | 86      | 58      | 75      |
|                                                    | m | 122     | 120     | 116     | 138     | 144     | 180     |
| Application rate                                   |   | 381,25% | 377,08% | 729,17% | 466,67% | 841,67% | 531,25% |
| # First-Year Students (accepted applicants)        | Σ | 35      | 37      | 24      | 27      | 24      | 40      |
|                                                    | f | 8       | 11      | 5       | 8       | 6       | 10      |
|                                                    | m | 27      | 26      | 19      | 19      | 18      | 30      |
| Rate of female students                            |   | 22,90%  | 29,70%  | 20,80%  | 29,60%  | 25,00%  | 25,00%  |
| # Foreign Students                                 | Σ | 0       | 0       | 0       | 0       | 12      | 24      |
|                                                    | f | 0       | 0       | 0       | 0       | 2       | 7       |
|                                                    | m | 0       | 0       | 0       | 0       | 10      | 17      |
| Rate of foreign students                           |   | 0,00%   | 0,00%   | 0,00%   | 0,00%   | 50,00%  | 60,00%  |
| Percentage of occupied study places                |   | 72,92%  | 77,08%  | 100,00% | 56,25%  | 100,00% | 83,33%  |
| # Graduates                                        | Σ | 25      | 28      | 12      | 0       | 0       | 0       |
|                                                    | f | 6       | 8       | 2       | 0       | 0       | 0       |
|                                                    | m | 19      | 20      | 10      | 0       | 0       | 0       |
| Success rate (students who finished their studies) |   | 71,40%  | 75,70%  | 50,00%  | n. a.   | n. a.   | n. a.   |
| Dropout rate (students who dropped their studies)  |   | 14,30%  | 13,50%  | 8,30%   | 22,20%  | 10,00%  | 5,00%   |
| Average duration of study <sup>7</sup>             |   | 105,10% | 105,60% | 97,60%  | n. a.   | n. a.   | n. a.   |
| Average grade of final degree <sup>8</sup>         |   | 61,80%  | 60,90%  | 63,00%  | n. a.   | n. a.   | n. a.   |

### BSc in International Business Economics:

Historically, the programme faced multiple regulatory and structural challenges. The programme is 8 semesters long – unlike the 7-semester length for BSc in Business

<sup>7</sup> Because of the different programme lengths for the programmes, for comparability the decision was taken to calculate the average duration of study as ratio of [average time to complete] and [programme length]. For example, the percentage of 105% thus indicates that on average, students take 105% of the programme length to graduate.

<sup>8</sup> For average grade of final degree, please note that IBS uses a percentage grading system following UK grading standards across all its programmes, outlined in the relevant Study Regulations. For example, a 62% final degree average means that the students are at „jó (4)“, “Upper Second (2.1)”, or “Merit” level, respectively.

Administration and Management – and requires two foreign language certificates for graduation, which created barriers to student completion. These constraints resulted in limited enrolment and frequent student transfers to BSc in Business Administration and Management (N.B. This appears as drop-out in the statistical data). Since 2023/24, however, the programme has been restructured and offered exclusively in English. IBS states that with the language requirement abolished and the curriculum streamlined, the programme is now positioned for revitalisation.<sup>9</sup>

Table 3: Statistical Data International Business Economics

|                                                    |   | 2021/22 | 2022/23 | 2023/24 | 2024/25 |
|----------------------------------------------------|---|---------|---------|---------|---------|
| # Study Places offered by HEI                      |   | 24      | 0       | 24      | 24      |
| # Applicants                                       | Σ | 69      | 0       | 111     | 132     |
|                                                    | f | 26      | 0       | 44      | 50      |
|                                                    | m | 43      | 0       | 67      | 82      |
| Application rate                                   |   | 287,50% | n. a.   | 462,50% | 550,00% |
| # First-Year Students (accepted applicants)        | Σ | 7       | 0       | 13      | 19      |
|                                                    | f | 1       | 0       | 2       | 4       |
|                                                    | m | 6       | 0       | 11      | 15      |
| Rate of female students                            |   | 14,30%  | n. a.   | 15,40%  | 21,10%  |
| # Foreign Students                                 | Σ | 0       | 0       | 5       | 13      |
|                                                    | f | 0       | 0       | 0       | 3       |
|                                                    | m | 0       | 0       | 5       | 10      |
| Rate of foreign students                           |   | 0,00%   | n. a.   | 38,50%  | 68,40%  |
| Percentage of occupied study places                |   | 29,17%  | n. a.   | 54,17%  | 79,17%  |
| # Graduates                                        | Σ | 0       | 0       | 0       | 0       |
|                                                    | f | 0       | 0       | 0       | 0       |
|                                                    | m | 0       | 0       | 0       | 0       |
| Success rate (students who finished their studies) |   | n. a.   | n. a.   | n. a.   | n. a.   |
| Dropout rate (students who dropped their studies)  |   | 57,10%  | n. a.   | 0,00%   | 0,00%   |
| Average duration of study                          |   | n. a.   | n. a.   | n. a.   | n. a.   |
| Average grade of final degree                      |   | n. a.   | n. a.   | n. a.   | n. a.   |

<sup>9</sup> SER, p. 16.

### BSc in Commerce and Marketing:

As the programme has not yet produced graduates, no statistical outcomes are currently available.

Table 4: Statistical Data Commerce and Marketing

|                                                    |          | 2024/25/1 |
|----------------------------------------------------|----------|-----------|
| # Study Places offered by HEI                      |          | 24        |
| # Applicants                                       | $\Sigma$ | 106       |
|                                                    | f        | 46        |
|                                                    | m        | 60        |
| Application rate                                   |          | 441,67%   |
| # First-Year Students (accepted applicants)        | $\Sigma$ | 17        |
|                                                    | f        | 8         |
|                                                    | m        | 9         |
| Rate of female students                            |          | 47,10%    |
| # Foreign Students                                 | $\Sigma$ | 10        |
|                                                    | f        | 5         |
|                                                    | m        | 5         |
| Rate of foreign students                           |          | 58,80%    |
| Percentage of occupied study places                |          | 70,83%    |
| # Graduates                                        | $\Sigma$ | 0         |
|                                                    | f        | 0         |
|                                                    | m        | 0         |
| Success rate (students who finished their studies) |          | n. a.     |
| Dropout rate (students who dropped their studies)  |          | 5,90%     |
| Average duration of study                          |          | n. a.     |
| Average grade of final degree                      |          | n. a.     |

### MSc in Strategic International Management:

The programme is IBS's flagship master's programme, with steady intake numbers across autumn and spring semesters. Spring cohorts tend to include a higher proportion of international students and have historically seen somewhat higher drop-out rates. IBS tries to address this through strengthened academic support and targeted onboarding. Students who complete the programme typically achieve strong academic outcomes, with most earning merit-level classifications.

In the academic year 2024/25, 70.6% of MSc in Strategic International Management students passed their dissertations.

Table 5: Statistical Data Strategic International Management

|                                             |   | 2019/20<br>(1) | 2019/20<br>(2) | 2020/21<br>(1) | 2020/21<br>(2) | 2021/22<br>(1) | 2021/22<br>(2) | 2022/23<br>(1) | 2022/23<br>(2) | 2023/24<br>(1) | 2023/24<br>(2) | 2024/25<br>(1) | 2024/25<br>(2) |
|---------------------------------------------|---|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| # Study Places offered by HEI               |   | 72             | 72             | 48             | 48             | 72             | 48             | 48             | 48             | 72             | 72             | 72             | 96             |
| # Applicants                                | Σ | 117            | 138            | 111            | 78             | 103            | 123            | 107            | 120            | 95             | 170            | 161            | 195            |
|                                             | f | 40             | 30             | 35             | 29             | 29             | 47             | 31             | 32             | 35             | 52             | 51             | 55             |
|                                             | m | 77             | 108            | 76             | 49             | 74             | 76             | 76             | 88             | 60             | 118            | 110            | 140            |
| Application rate                            |   | 162,50%        | 191,67%        | 231,25%        | 162,50%        | 143,06%        | 256,25%        | 222,92%        | 250,00%        | 131,94%        | 236,11%        | 223,61%        | 203,13%        |
| # First-Year Students (accepted applicants) | Σ | 57             | 57             | 48             | 32             | 52             | 43             | 36             | 29             | 55             | 57             | 49             | 73             |
|                                             | f | 22             | 17             | 16             | 13             | 18             | 16             | 7              | 14             | 20             | 17             | 13             | 26             |
|                                             | m | 35             | 40             | 32             | 19             | 34             | 27             | 29             | 15             | 35             | 40             | 36             | 47             |
| Rate of female students                     |   | 38,60%         | 29,80%         | 33,30%         | 40,60%         | 34,60%         | 37,20%         | 19,40%         | 48,30%         | 36,40%         | 29,80%         | 26,50%         | 35,60%         |
| # Foreign Students                          | Σ | 50             | 52             | 30             | 29             | 43             | 41             | 34             | 27             | 39             | 55             | 43             | 70             |
|                                             | f | 20             | 16             | 8              | 11             | 13             | 14             | 6              | 13             | 16             | 15             | 11             | 24             |
|                                             | m | 30             | 36             | 22             | 18             | 30             | 27             | 28             | 14             | 23             | 40             | 32             | 46             |
| Rate of foreign students                    |   | 87,70%         | 91,20%         | 62,50%         | 90,60%         | 82,70%         | 95,30%         | 94,40%         | 93,10%         | 70,90%         | 96,50%         | 87,80%         | 95,90%         |
| Percentage of occupied study places         |   | 79,17%         | 79,17%         | 100,00%        | 66,67%         | 72,22%         | 89,58%         | 75,00%         | 60,42%         | 76,39%         | 79,17%         | 68,06%         | 76,04%         |
| # Graduates                                 | Σ | 45             | 36             | 30             | 16             | 26             | 20             | 17             | 14             | 13             | 0              | 0              | 0              |
|                                             | f | 19             | 13             | 12             | 7              | 10             | 11             | 5              | 8              | 6              | 0              | 0              | 0              |
|                                             | m | 26             | 23             | 18             | 9              | 16             | 9              | 12             | 6              | 7              | 0              | 0              | 0              |

|                                                                       |  |         |         |         |         |         |         |         |         |         |              |              |              |
|-----------------------------------------------------------------------|--|---------|---------|---------|---------|---------|---------|---------|---------|---------|--------------|--------------|--------------|
| <b>Success rate<br/>(students who<br/>finished their<br/>studies)</b> |  | 78,90%  | 63,20%  | 62,50%  | 50,00%  | 50,00%  | 46,50%  | 47,20%  | 48,30%  | 23,60%  | <i>n. a.</i> | <i>n. a.</i> | <i>n. a.</i> |
| <b>Dropout rate<br/>(students who<br/>dropped their<br/>studies)</b>  |  | 21,10%  | 35,09%  | 37,50%  | 50,00%  | 50,00%  | 46,50%  | 33,30%  | 41,40%  | 21,80%  | 8,80%        | 14,30%       | <i>n. a.</i> |
| <b>Average duration<br/>of study</b>                                  |  | 117,80% | 122,20% | 116,70% | 108,30% | 119,20% | 126,70% | 111,80% | 104,80% | 100,00% | <i>n. a.</i> | <i>n. a.</i> | <i>n. a.</i> |
| <b>Average grade of<br/>final degree</b>                              |  | 61,40%  | 62,70%  | 62,80%  | 65,00%  | 62,20%  | 61,50%  | 63,40%  | 65,30%  | 66,70%  | <i>n. a.</i> | <i>n. a.</i> | <i>n. a.</i> |

### Appraisal:

While the number of applicants currently exceeds the number of available study places according to statistical data, the actual enrolment remains below capacity due to a significant drop-off in visa approvals. As a result, there is still available capacity within the programmes. IBS reported that interest was growing continuously, particularly in postgraduate programmes, and referred to its ongoing efforts in international recruitment. For all programmes in this cluster, the percentage of female students is below fifty percent. In Business Administration and Management and International Business Economics the percentage of female students remains below thirty percent.

# Programme Description and Appraisal in Detail

## 1. OBJECTIVES

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

#### **For all programmes**

The four programmes in this cluster are aligned with the Hungarian Qualifications Framework (HuQF) Level 6 for Bachelor's programmes and Level 7 for the Master's programme respectively and follow the Training and Outcome Requirements issued by the Minister responsible for Higher Education. The programmes are designed to develop subject-specific knowledge and interdisciplinary competencies that support students' professional growth and employability in national and international contexts. The qualification objectives ensure that students graduate with a strong theoretical foundation, practical skills, and the ability to think critically and act ethically. The programmes prepare students for immediate employment while also laying the groundwork for lifelong learning.

Graduates across all programmes are expected to demonstrate:

- Analytical and research skills: Ability to assess economic, commercial, or organisational data and apply theories to real-world problems.
- Quantitative and digital literacy: Use of analytical tools, modelling software, and data-based decision-making methods.
- Communication and intercultural skills: Fluency in English, effective writing and presentation, and ability to collaborate across cultures.
- Teamwork and leadership: Ability to work in multidisciplinary teams, manage small projects, and contribute to group performance.
- Ethical and global awareness: Understanding of ethical principles, sustainability, and the global implications of business decisions.

Qualification objectives are reviewed annually during the institutional quality assurance cycle and are also reassessed during five-year re-accreditation processes. Input is gathered from faculty, students, and external examiners. Programmes are benchmarked against international equivalents and are updated to reflect best practices, technological changes, and global developments in education and business. This aims to ensure the continued relevance and employability of graduates.

Graduates find employment in sectors such as finance, commerce, marketing, logistics, consulting, international trade, and corporate management. Many work in multinational corporations, SMEs, or public institutions.<sup>10</sup> Graduates are surveyed 15 months after graduation using the Graduate Outcomes Survey of the UK Higher Education Statistics Agency (HESA).

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<sup>10</sup> Career statistics for these programmes are published on the national graduate outcomes platform diplomantul.hu, which includes salary and employment data for each IBS programme.

### BSc in Business Administration and Management:

This programme aims to train economists who understand the operational and economic processes of business organisations and institutions. Students shall learn to plan, organise, and manage business activities and entrepreneurial processes. Graduates acquire broad theoretical knowledge and practical skills that align with HuQF Level 6 descriptors. An Economist graduating the BSc in Business Administration and Management programme will possess:

*Table 6: Learning Outcomes of the BSc in Business Administration and Management*

|              |                                                                                                                                                                                                                                                                                              |
|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Knowledge of | the fundamental, comprehensive concepts, theories, facts of the economic sciences and their national and international contexts as regards the relevant economic actors, functions and processes;                                                                                            |
|              | the most important theories and characteristics of the micro and macro levels of economic organization as well as the methods for gathering and carrying out mathematical and statistical analyses of information;                                                                           |
|              | the rules and ethical standards of cooperation in a project, team, work organization and those of project management                                                                                                                                                                         |
|              | the principles and methods of setting up organizations and institutions, and of designing and altering organizational behaviour                                                                                                                                                              |
|              | the principles and methods of managing, organizing and operating business processes, the methodologies available for analysing business processes, and for preparing and supporting decision-making;                                                                                         |
|              | the basics of related (e.g., technical, legal, environmental, quality assurance) areas                                                                                                                                                                                                       |
|              | ways to organize, prepare, launch and manage a project or a small or medium-sized enterprise                                                                                                                                                                                                 |
|              | the use of IT and office technology tools to support the operation of organizations and business processes                                                                                                                                                                                   |
|              | the written and oral forms of professional and effective communication, tabular and graphical presentation of data                                                                                                                                                                           |
|              | the professional terminology of economics in their mother tongue and at least one foreign language                                                                                                                                                                                           |
| Skills to    | plan, organize, control and conduct business activities, projects, small businesses, companies;                                                                                                                                                                                              |
|              | discover, systematize 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; |
|              | 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, and to take them into account in their analyses, proposals and decisions;        |
|              | determine the complex consequences of economic processes and organizational events                                                                                                                                                                                                           |
|              | apply economic problem-solving techniques and methods, considering the conditions and limitations for such application;                                                                                                                                                                      |
|              | cooperate with representatives of other disciplines;                                                                                                                                                                                                                                         |
|              | participate in a project, in a group task solution and, upon gaining practical knowledge and experience, to lead, organize, evaluate and control the activity;                                                                                                                               |

|                             |                                                                                                                                                                                                                                                                                    |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                             | run a small and medium-sized enterprise or a unit in a business organization after gaining practical knowledge and experience;                                                                                                                                                     |
|                             | present a properly formulated professional proposal and position, both orally and in writing, in Hungarian and in a foreign language according to the rules of professional communication;                                                                                         |
|                             | use professional foreign language at an intermediate level.                                                                                                                                                                                                                        |
| An attitude that            | demonstrates problem-sensitive, proactive behaviour in the interest of quality work, constructiveness, cooperation and initiation in project and group work;                                                                                                                       |
|                             | shows openness to new information, new professional knowledge and methodologies, and to undertake new, independent and collaborative tasks and responsibilities; demonstrates the drive to improve their knowledge and working relationships in cooperation with their colleagues; |
|                             | manifests openness to changes in the broader economic and social environment of the given job, work organization, enterprise, striving to follow and understand these changes;                                                                                                     |
|                             | proves receptiveness towards the views of others, sectoral, regional, national and European values (including social, ecological and sustainability aspects);                                                                                                                      |
|                             | accepts and recognizes the importance of career planning;                                                                                                                                                                                                                          |
|                             | strives for lifelong learning within and outside the world of work                                                                                                                                                                                                                 |
| Autonomy and responsibility | in performing and organizing tasks defined in the job description under general professional supervision;                                                                                                                                                                          |
|                             | for analyses, conclusions and decisions;                                                                                                                                                                                                                                           |
|                             | in independently managing and organizing a company unit or work group, a small business, assuming responsibility for the organization and its employees                                                                                                                            |
|                             | in organizing, leading and controlling economic activities relevant to their qualification in a business organization                                                                                                                                                              |
|                             | for compliance with professional, legal, ethical norms and regulations regarding work and conduct;                                                                                                                                                                                 |
|                             | for carrying out tasks as a member of projects, teamwork and organizational unit;                                                                                                                                                                                                  |
|                             | in giving lectures and conducting discussions independently and when participating in professional fora within and outside a business entity                                                                                                                                       |

Graduates typically enter junior roles in management, logistics, administration, HR, or business development within corporate or SME environments. Typical positions include assistant manager, project coordinator, HR officer, or operations associate. The programme also provides a foundation for long-term career development in leadership and entrepreneurship.

### **BSc in International Business Economics:**

The programme aims to train economists with a strong foundation in economics and international business. Students learn to manage cross-border business activities and operate fluently in foreign-language environments. The programme intends to develop both analytical and applied competencies in trade, finance, and business.

Graduates meet the learning standards of HuQF Level 6. An Economist graduating the BSc in International Business Economics programme will possess:

*Table 7: Learning Outcomes of the BSc in International Business Economics*

|              |                                                                                                                                                                                                                                                                                                                               |
|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Knowledge of | the fundamental, comprehensive concepts, theories, facts of the economic sciences and their national and international contexts as regards the relevant economic actors, functions and processes;                                                                                                                             |
|              | the most important theories and characteristics of the micro and macro levels of organization of the economy as well as the methods of gathering and carrying out the mathematical and statistical analysis of information;                                                                                                   |
|              | the rules and ethical standards of cooperation in a project, team, work organization and those of project management                                                                                                                                                                                                          |
|              | the basics of international transportation and appropriate expert knowledge to identify international financial processes, relevant information gathering, analysis and problem-solving methods, their conditions and limitations;                                                                                            |
|              | the basics of related (e.g. legal, regional development, educational) areas                                                                                                                                                                                                                                                   |
|              | the basic functions, determinations and objectives of economic policy, foreign trade processes, foreign economic policy as well as of the functioning of the European Union needed to work effectively                                                                                                                        |
|              | the use of IT and office technology tools to support the operation of organizations and business processes                                                                                                                                                                                                                    |
|              | the written and oral forms of professional and effective communication, tabular and graphical presentation of data;                                                                                                                                                                                                           |
|              | the professional vocabulary of economics in the mother tongue and at least two foreign languages                                                                                                                                                                                                                              |
| Skills       | to plan, organize, control and conduct business activities, projects, small businesses, companies;                                                                                                                                                                                                                            |
|              | to discover, systematize and analyse facts and fundamental relationships using the theories and methods learnt, formulate independent conclusions and critique, prepare decision-making proposals and make decisions in routine and partially unknown domestic and international environments;                                |
|              | 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, and to take them into account in their analyses, proposals and decisions;                                      |
|              | to determine the complex consequences of shipping and foreign trade processes;                                                                                                                                                                                                                                                |
|              | to plan and organize business activities for shipping and foreign trade processes in a business organization and working in business;                                                                                                                                                                                         |
|              | to present a properly formulated professional proposal and position, both orally and in writing, in Hungarian and in a foreign language according to the rules of professional communication; to understand and use the relevant online and printed literature of their field of expertise in Hungarian and foreign languages |
|              | to participate in a project, in a group task solution, and, after gaining practical knowledge and experience, to lead, organize, evaluate and control the activity and to cooperate with representatives of other disciplines (engineers; foreign trade specialists);                                                         |
|              | to rely on the awareness of the specifics of working in an international, multicultural environment;                                                                                                                                                                                                                          |
|              | to run a small and medium-sized enterprise or a unit in a business organization after gaining practical knowledge and experience;                                                                                                                                                                                             |
|              | use professional foreign language at an intermediate level.                                                                                                                                                                                                                                                                   |

|                             |                                                                                                                                                                              |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| An attitude that            | demonstrates problem-sensitive, proactive behaviour in the interest of quality work, constructiveness, cooperation and initiation in project and group work;                 |
|                             | shows openness to new information, new professional knowledge and methodologies, and to undertake new, independent and collaborative tasks and responsibilities;             |
|                             | pursues to improve their knowledge and working relationships and working with colleagues;                                                                                    |
|                             | relates critically to their own and their subordinates' knowledge, work and behaviour, and is ready to correct mistakes and helps colleagues to do so;                       |
|                             | manifests openness to changes in the broader economic and social environment of the given job, work organization, enterprise, striving to follow and understand the changes; |
|                             | proves receptiveness towards views of others, sectoral, regional, national and European values (including social, ecological and sustainability aspects);                    |
|                             | strives for lifelong learning within and without the world of work                                                                                                           |
| Autonomy and responsibility | in performing and organizing tasks defined in the job description under general professional supervision;                                                                    |
|                             | in independently organizing the analysis of economic processes, the collection, systematization and evaluation of data                                                       |
|                             | for analyses, conclusions and decisions;                                                                                                                                     |
|                             | for compliance with professional, legal, ethical norms and regulations regarding work and conduct;                                                                           |
|                             | for independently monitoring changes in the socio-economic-legal context of the field;                                                                                       |
|                             | for partly independently monitoring and applying related policies;                                                                                                           |
|                             | in giving lectures and conducting discussions independently;                                                                                                                 |
|                             | in participating in professional forums within and outside the business entity                                                                                               |

Graduates are employed in international trade, export-import operations, multinational companies, business consultancy, and public institutions. Job titles include international trade assistant, junior business analyst, or market entry coordinator. Their foreign language fluency and global economic knowledge make them suited to internationally oriented roles.

### **BSc in Commerce and Marketing:**

This programme aims to train business professionals in commerce, marketing, and sales. Students acquire skills to manage procurement and sales processes, understand market trends, and organise commercial activities. Graduates shall possess knowledge and applied skills appropriate to HuQF Level 6, including the ability to plan, implement, and evaluate marketing and sales strategies, especially in a digital environment. An Economist graduating the BSc in Commerce and Marketing programme will possess:

Table 8: Learning Outcomes of the BSc in Commerce and Marketing

|              |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|--------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Knowledge of | the basic and broad concepts, theories, facts and national and international contexts of economics relevant to the economic actors, functions and processes.                                                                                                                                                                                                                                                                                              |
|              | the basic theories and characteristics of the micro and macro levels of organisation of the economy, mastery of the basic methods of information gathering, mathematical and statistical analysis.                                                                                                                                                                                                                                                        |
|              | the rules and ethical standards of working in or managing a project, team, or work organisation.                                                                                                                                                                                                                                                                                                                                                          |
|              | the basic facts, directions, and boundaries of the subject area of trade and marketing; the structure, functioning and interrelationships of economic and professional organisations; the behaviour of actors, and the external and internal environmental, behavioural, informational, and motivational factors influencing it.                                                                                                                          |
|              | the key contexts, theories and concepts related to commerce and marketing.                                                                                                                                                                                                                                                                                                                                                                                |
|              | the concept, tools and methodology of marketing in the business and non-profit sectors                                                                                                                                                                                                                                                                                                                                                                    |
|              | the role of marketing in the operation of the company or institution, the relationship of marketing with other processes and functions within the organisation                                                                                                                                                                                                                                                                                            |
|              | the process of consumer and customer behaviour, the field of consumer protection.                                                                                                                                                                                                                                                                                                                                                                         |
|              | the processes, legal and ethical requirements of sales and business activities. Knowledge of the operation and organisation of commercial enterprises, the main work processes and techniques of commercial activity. Knowledge of logistics processes.                                                                                                                                                                                                   |
|              | the methods and background of e-business.                                                                                                                                                                                                                                                                                                                                                                                                                 |
|              | the basic professional vocabulary of economics in the mother tongue and at least one foreign language.                                                                                                                                                                                                                                                                                                                                                    |
| Ability      | to plan and organise economic activities and projects, and to manage and control small businesses and business organisations. Ability to identify, organise and analyse facts and basic relationships by applying the theories and methods learnt; to draw independent conclusions, to make critical observations, to prepare proposals for decisions, and to make decisions in routine (domestic) as well as partly unfamiliar (international) contexts. |
|              | to track and interpret global economic and international business processes, changes in economic policy and related policies and legislation relevant to the field, their effects; and to take them into account in analyses, proposals, and decisions.                                                                                                                                                                                                   |
|              | to carry out a basic analysis of the concepts that make up the knowledge base of the field of commerce and marketing, to synthesise the interrelationships, and to carry out appropriate evaluative activities.                                                                                                                                                                                                                                           |
|              | to navigate short- and medium-term marketing and sales decision-making processes, to recognise and adapt to rapid market changes.                                                                                                                                                                                                                                                                                                                         |
|              | to prepare marketing research tasks in preparation for marketing and commercial decisions, to formulate the research design, to conduct the research, and to analyse basic interrelationships.                                                                                                                                                                                                                                                            |
|              | to use corporate commercial and marketing databases, analyse secondary marketing research information and data, to use specific software required                                                                                                                                                                                                                                                                                                         |
|              | to work effectively in economic, marketing and commercial projects and in business organisations                                                                                                                                                                                                                                                                                                                                                          |

|                             |                                                                                                                                                                                                                                               |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                             | to lead marketing and commercial departments, businesses.                                                                                                                                                                                     |
|                             | to understand and use the typical online and printed literature in the field of commerce and marketing in Hungarian and foreign languages                                                                                                     |
|                             | to present professional proposals and positions, professionally formulated from a conceptual and theoretical point of view, orally and in writing, in Hungarian and in a foreign language, following the rules of professional communication. |
|                             | to identify economic, marketing and commercial problems, to plan and implement their solutions                                                                                                                                                |
|                             | to cooperate with other fields of knowledge and socio-economic subsystems                                                                                                                                                                     |
|                             | to communicate in writing or orally, using and modern ICT tools in the mother tongue as well as in a foreign language.                                                                                                                        |
| Attitude                    | In the interests of quality work, problem-sensitive, proactive, constructive, cooperative and takes initiative in projects and teamwork.                                                                                                      |
|                             | Receptive to new information, new professional knowledge and methodologies, open to taking on new tasks and responsibilities that require autonomy and cooperation.                                                                           |
|                             | Strives to develop knowledge and working relationships, in cooperation with colleagues                                                                                                                                                        |
|                             | Strives to make self-development a means to achieve professional goals                                                                                                                                                                        |
|                             | Seeks to take decisions fully in line with the law and ethical standards even in complex or unexpected situations                                                                                                                             |
|                             | Responsive to the views of others, and to sectoral, regional, national and European values (including social, societal and ecological, sustainability aspects)                                                                                |
| Autonomy and responsibility | Under general professional supervision, independently carries out and organises the tasks defined in the job description.                                                                                                                     |
|                             | Takes responsibility for analyses, conclusions, and decisions.                                                                                                                                                                                |
|                             | Independently leads, organises and manages a department, work group, company or small business organisation, taking responsibility for the organisation and its staff.                                                                        |
|                             | Based on the resources available, interprets comprehensive or specific trade and marketing issues under professional guidance                                                                                                                 |
|                             | Takes responsibility for the development and justification of professional commercial and marketing proposals.                                                                                                                                |
|                             | Assumes responsibility for compliance with professional, legal and ethical standards and rules relating to work and conduct.                                                                                                                  |
|                             | Gives presentations and leads debates independently. Participates independently and responsibly in the work of professional forums within and outside the organisation.                                                                       |

Graduates can work in retail, wholesale, digital marketing, advertising, procurement, and customer relations. Common job titles include marketing assistant, sales coordinator, digital campaign associate, or procurement analyst. They are suited to digital marketing and sales roles in SMEs and international firms.

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

This Master's programme aims to develop internationally minded managers capable of navigating global competition and organisational complexity. It combines theory and practice

in international management, communication, and business strategy. Students gain tools to lead in both multinational and SME contexts and are encouraged to develop a global mindset.

Graduates shall achieve FHEQ Level 7 learning outcomes, including systematic understanding, independent judgement, and the ability to evaluate and respond to complex global business problems. The learning outcomes of the programme can be found below:

*Table 9: Learning Outcomes MSc Strategic International Management*

|                             |                                                                                                                                                                                                                                                           |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Knowledge and Understanding | Demonstrate a deep and integrated understanding of organisations, including their structures, cultures, governance, and interdependencies within local, national, and global business environments                                                        |
|                             | Develop a deep understanding of strategic management and competitive strategy, including the formulation and implementation of business strategies; organisational growth; and the role of leadership in achieving long-term success.                     |
|                             | Attain a deep understanding of responsible leadership and management theories, including ethical frameworks, strategic decision-making models, and approaches to organisational effectiveness in diverse international contexts                           |
|                             | Demonstrate a deep understanding of core business disciplines, including strategic management, finance, marketing, and organisational behaviour, and their role in shaping corporate strategy and competitive advantage                                   |
|                             | <b>Specialisations</b>                                                                                                                                                                                                                                    |
|                             | <b>[Cybersecurity]</b> Develop a critical understanding of cybersecurity risk management frameworks, governance models, and regulatory requirements, and their strategic implications for business resilience and digital security                        |
|                             | <b>[Finance]</b> Attain a critical understanding of financial markets, corporate finance principles, and risk assessment models, and their role in shaping financial decision-making in international business environments.                              |
|                             | <b>[Hospitality]</b> Demonstrate a critical understanding of global hospitality management, service excellence strategies, and consumer experience models, and their impact on business sustainability and competitive positioning.                       |
|                             | <b>[Human Resource Management]</b> Develop a critical understanding of workforce planning, talent management, and organisational development theories, with a focus on diversity, inclusion, and the evolving nature of work in an international context. |
|                             | <b>[Marketing]</b> Attain a critical understanding of consumer behaviour, brand strategy, and digital marketing, and their effectiveness in shaping competitive market positioning and customer engagement strategies.                                    |
| Cognitive Skills            | <b>[No specialisation]</b> Develop a critical understanding of crossfunctional business integration, strategic decision-making, and leadership in complex and dynamic organisational environments.                                                        |
|                             | Critically analyse and evaluate complex business and management problems, synthesising information from multiple sources to develop evidence-based, creative, and sustainable solutions                                                                   |
|                             | Demonstrate conceptual, systemic, and critical thinking, challenging assumptions, assessing arguments based on evidence, and applying logical reasoning to business and management contexts.                                                              |
|                             | Manage complexity and ambiguity in business decision-making, integrating cross-functional knowledge to address unstructured problems in dynamic and uncertain environments.                                                                               |

|                                           |                                                                                                                                                                                                                       |
|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                           | Conduct rigorous research on business and management issues, selecting appropriate methodologies, analysing qualitative and quantitative data, and assessing the validity and relevance of research findings.         |
|                                           | Apply ethical reasoning and responsible management principles, recognising the social, environmental, and governance implications of business decisions and evaluating their impact on stakeholders.                  |
| Practical<br>(Subject-Specific)<br>Skills | Apply effective people management skills, including leadership, motivation, coaching, mentoring, and fostering an inclusive and high-performance work environment.                                                    |
|                                           | Apply research design, data collection, and data analysis techniques to investigate business problems and inform decision-making in both qualitative and quantitative contexts.                                       |
|                                           | Demonstrate commercial acumen, using numerical and analytical skills to assess business performance, manage financial risk, and support strategic decision-making.                                                    |
|                                           | Develop innovative and entrepreneurial solutions, recognising market opportunities, managing intellectual property, and applying creative thinking to business challenges.                                            |
|                                           | <b>Specialisations</b>                                                                                                                                                                                                |
|                                           | <b>[Cybersecurity]</b> Implement cybersecurity risk assessment frameworks and develop security policies to protect organisational assets and ensure regulatory compliance.                                            |
|                                           | <b>[Finance]</b> Apply financial analysis and accounting techniques to assess risk and optimise financial decision-making in an international business context.                                                       |
|                                           | <b>[Hospitality]</b> Design and implement customer experience management strategies that enhance service quality, brand loyalty, and operational efficiency in the hospitality industry.                              |
|                                           | <b>[Human Resource Management]</b> Develop and execute strategic workforce planning and talent management initiatives that align with organisational goals and foster inclusive workplace cultures.                   |
|                                           | <b>[Marketing]</b> Create and evaluate data-driven digital marketing campaigns that enhance brand positioning, customer engagement, and market competitiveness.                                                       |
| Transferable<br>Skills (Generic)          | Communicate complex business ideas effectively, using verbal, non-verbal, and digital media to convey arguments, write professional reports, and engage diverse audiences.                                            |
|                                           | Demonstrate teamwork, relationship-building, and influencing skills, collaborating inclusively with colleagues, stakeholders, and external partners across cultural and organisational boundaries.                    |
|                                           | Apply networking, negotiation, and conflict resolution skills, fostering productive business relationships and resolving challenges in diverse professional settings                                                  |
|                                           | Exhibit self-management, resilience, and adaptability, showing readiness to take responsibility, navigate uncertainty, and lead with integrity in demanding business environments.                                    |
|                                           | Engage in self-reflection and continuous learning, demonstrating awareness of personal strengths and areas for development, sensitivity to diversity and inclusion, and a commitment to lifelong professional growth. |

|  |                                                                                                                                                                         |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | Demonstrate digital literacy and professional ethos, using technology effectively for research, communication, and decision-making while maintaining ethical standards. |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Graduates enter international business roles such as project manager, business development manager, operations manager, or country manager. They are employed by multinational corporations, export-oriented SMEs, and international NGOs. Their cross-cultural competencies and analytical skills enable them to work effectively in global environments.

## Appraisal:

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

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

## 1.2 Positioning of the study programme on the educational market

### For all programmes

The programmes in this cluster are designed in an internationally oriented way, award practice-focused business and economics degrees aimed at preparing students for careers in a globalised and rapidly evolving economic environment. Delivered fully in English and leading to EU-accredited qualifications from International Business School, these programmes attract both regional and international students who value academic quality, accessibility, and strong employability outcomes.

**The three bachelor's programmes** are considered attractive due to their strong internationalisation profile. Each programme includes a structured Erasmus+ mobility window, allowing students to spend one semester abroad at a partner university. In addition, students have the opportunity to pursue a double-degree progression path by completing a full academic year at one of our partner institutions, leading to a second bachelor's degree. These partners currently include:

- Dublin Business School (Ireland)

- De Montfort University (United Kingdom)
- BHMS Business & Hotel Management School (Switzerland)

All three bachelor's programmes also include compulsory work placements, further reinforcing the applied character of the curriculum. Students in the BSc in Business Administration and Management and the BSc in Commerce and Marketing complete a one-semester placement, while students in the BSc in International Business Economics undertake a full-year placement, with one semester completed either abroad or at a multinational company.

**The MSc in Strategic International Management** is validated by the University of Buckingham (United Kingdom), providing UK academic recognition alongside the EU degree. From academic year 2025/26, the programme features a common first semester followed by a choice of five specialisation tracks (AI and Cybersecurity, Finance, Hospitality, Human Resource Management, and Marketing).

### Appraisal:

The reasons given for the positioning of the four study programmes on the educational market are comprehensive and plausible due to the described qualification objectives and the graduation profiles. The experts regard the opportunity to obtain a double degree with the University of Buckingham as a strength in the positioning of the **MSc in Strategic International Management**.

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

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

### For all programmes

Offering the three BSc programmes serves a strategic function for International Business School (IBS). According to national regulations, Hungarian higher education institutions must offer a minimum of four programmes across at least two disciplines in order to maintain their institutional status. These three BSc programmes, alongside others, help IBS meet that legal requirement while also covering the core areas of economic and business education: general management, international economics, and commerce/marketing.

Moreover, IBS's decision to deliver these programmes in English, and to offer an optional second degree from international partner institutions such as Dublin Business School (DBS), De Montfort University (DMU), or BHMS, aligns these nationally regulated programmes with the school's institutional mission and branding strategy. By combining Hungarian-regulated BSc programmes with international double-degree pathways, IBS reinforces its position as a

globally oriented business school that offers students international mobility, employability, and academic recognition.

### **BSc in Business Administration and Management**

The programme provides a broad-based introduction to core business disciplines, including management, finance, marketing, operations, and entrepreneurship. It is one of IBS's key programmes and is essential for maintaining the institution's licensing and disciplinary compliance under national higher education law.

### **BSc in International Business Economics**

Positioned within IBS's economic strand, the programme supports institutional goals of interdisciplinary integration and global competence. As an IBS-awarded degree, it reinforces the school's domestic recognition and helps fulfil regulatory requirements while serving a diverse, international student population. The curriculum reflects IBS's broader commitment to real-world application and economic literacy.

### **BSc in Commerce and Marketing**

The programme offers a specialised business degree focused on consumer behaviour, branding, and digital marketing strategies. It was developed to address the increasing demand for marketing professionals capable of blending creative thinking with data-driven decision-making in the digital space. The programme reflects IBS's strengths in applied, market-facing education and is well suited to project-based work and industry collaboration. As an IBS-awarded degree, the programme enhances the institution's portfolio by expanding its disciplinary diversity and fulfilling regulatory expectations.

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

The programme is a postgraduate generalist career-entry programme validated by The University of Buckingham and is designed to prepare students for strategic leadership roles in international contexts. The programme is an important part of IBS's postgraduate ecosystem. It supports the institution's strategy of academic continuity, international recognition, and professional advancement.

### **Appraisal:**

The study programmes are all convincingly integrated into the IBS's overall strategic concept. The **BSc programmes** cover the core areas of economic and business education of the International Business School: general management, international economics, and commerce/marketing. Their qualification objectives are in line with the HEI's mission and vision.

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

## 2. ADMISSION

### 2.1 Admission requirements (Asterisk Criterion)

#### For all programmes

The admission requirements for all study programmes are formally defined in the institutional admissions policy, available in English on the IBS website<sup>11</sup>. These requirements are reviewed annually as part of the institutional quality assurance cycle. Changes may be proposed by the Pro-Rector of Marketing and Admissions or the Pro-Rector of Student Services and are subject to approval by the Senate and/or the Executive Management Board. Revisions aim to ensure an alignment with legal requirements, international benchmarks, and the academic expectations of the University of Buckingham, which validates the MSc programme in this cluster.

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

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

For applicants with Hungarian citizenship or Hungarian secondary/university qualifications, applications must be submitted through the national centralised admission platform<sup>12</sup>, in line with national regulations.<sup>13</sup> Although all programmes in this cluster are offered on a self-financed basis, they fall within the scope of national admissions coordination for accredited programmes. International applicants (i.e., those with non-Hungarian qualifications) apply directly to IBS through DreamApply.

The admissions process complies with Act No. 100 of 2001 on the recognition of foreign certificates and degrees and Government Decree No. 43/2012 (29 Dec) on the admission procedure for higher education. While Hungarian applicants must use felvi.hu, IBS retains full institutional autonomy over the number of students admitted, as none of the Cluster 2 programmes offer government-funded study places.

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<sup>11</sup> <https://www.ibs-b.hu/en/how-to-apply/requirements/>, last accessed October 30, 2025.

<sup>12</sup> [Felvi.hu - Nyitólap](https://felvi.hu), last accessed November 13, 2025.

<sup>13</sup> Government Decree No. 43/2012 (29 Dec).

**For all BSc programmes**

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

**MSc in Strategic International Management**

Applicants must hold a first-cycle degree equivalent to at least 180 ECTS credits, typically in a business-related field. All applicants must also submit supporting documentation, including a CV and a motivation letter. All shortlisted candidates must complete a compulsory oral interview to assess motivation, communication skills, and readiness for the programme. The Centre for Marketing and Admissions manages the process and consults academic staff as needed.

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

**For all programmes**

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

**For all BSc programmes**

Applicants to the Bachelor's programmes must demonstrate English proficiency at a minimum of B2 level. This requirement can be met by presenting an accepted English language certificate – such as IELTS (minimum score 6.0), TOEFL iBT (72), or Cambridge B2 (minimum 169) – or through other recognised qualifications. These include proof of having completed secondary education in English or confirmation of native speaker status.

**MSc in Strategic International Management**

Applicants to the Master's programmes must demonstrate English proficiency at a minimum of C1 level. Accepted forms of evidence include recognised certificates such as IELTS (minimum score 6.5), TOEFL iBT (79), or Cambridge C1 (minimum 176), as well as proof of prior university-level education conducted in English or native speaker status.

## 2.4 Selection procedure (if relevant)

**For all programmes**

The Centre for Marketing and Admissions is responsible for the verification of all submitted documents. This includes confirming the authenticity of academic transcripts, diplomas, and language proficiency certificates.

Admission decisions are communicated to applicants via email. In cases where an applicant is not admitted, the institution offers personalised feedback through multiple channels. Applicants

may contact the Centre for Marketing and Admissions by email or phone to seek clarification or request a one-on-one consultation.

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

### **For all BSc programmes**

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

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

In addition to meeting formal academic and language requirements, applicants must participate in an oral interview. This interview is conducted by academic or admissions staff and serves as a key component of the selection procedure. The purpose of the interview is to assess the applicant's motivation, academic preparedness, and – where applicable – their readiness for international study.

## **2.5 Counselling for prospective students**

### **For all programmes**

Information on study programmes and admission requirements is presented on the IBS website and in printed brochures, as well as educational fairs and expos, and direct contact with agents and regional coordinators. IBS maintains a network of regional coordinators who provide counselling and local support to prospective students across key recruitment regions: Asia and Africa, Sri Lanka and South-East Asia, India, Nepal, and the Middle East. Each coordinator provides information, pre-admission counselling, and guidance on the application process to applicants from their respective regions, ensuring personalised communication and culturally informed support throughout the process.

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

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

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

## Appraisal:

The admission requirements are defined and comprehensible. The national requirements are presented and considered. The admission requirements and procedure are described, documented, and accessible for interested parties on IBS's website. If IBS wishes to attract students from Germany, the expert panel would consider it helpful to explicitly state if both German "Allgemeine Hochschulreife" (general qualification for university entrance) as well as "fachgebundene Hochschulreife" (subject-related entrance qualification for university entrance) are accepted for admission into the Bachelor programmes. During the interviews, the expert panel gained the impression that students enrolled in the **MSc in Strategic International Management** possess varying levels of prior knowledge in management. As students only have one shared semester before moving on to their specialisations, the expert panel **recommends** that the admission requirements for the MSc in Strategic International Management be made more rigorous to ensure that admitted students already have an adequate foundation in management as a basis for their study. This common baseline allows teaching to begin at the appropriate master's level rather than compensating for gaps in prior education.

The admission requirements are transparent about the required language proficiency level regarding English as the language of instruction. IBS offers language courses for Bachelor students in the first two semesters to ensure that students are able to successfully complete the study programme. During the interview sessions, the expert panel learned that the English language proficiency level varies between students even in the Master's programmes. Therefore, the panel **recommends** IBS to diligently assess applicants' language proficiency and consider offering preparatory courses even for Master's students.

Dependent on the study places available, the selection procedure is based on transparent criteria and ensures that qualified students are admitted. The expert panel **suggests** aligning the selection criteria for foreign students to the criteria of the Hungarian framework in terms of transparency. The selection procedure is described, documented, and accessible to interested parties. The selection decision is communicated to all applicants.

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

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

### 3. IMPLEMENTATION OF THE STUDY PROGRAMME

#### 3.1 Structure and Content

##### 3.1.1 Structure of the study programme (Asterisk Criterion)

Table 10: Structure of the programmes

|                                                                          | BSc in Business Administration and Management;<br>BSc in Commerce and Marketing | BSc in International Business Economics | MSc in Strategic International Management |
|--------------------------------------------------------------------------|---------------------------------------------------------------------------------|-----------------------------------------|-------------------------------------------|
| Projected study time                                                     | 7 semesters                                                                     | 8 semesters                             | 3 semesters                               |
| Number of credits                                                        | 210 ECTS                                                                        | 240 ECTS                                | 90 ECTS                                   |
| Workload per ECTS credit                                                 | 30 hours                                                                        |                                         |                                           |
| Weeks per semester                                                       | 14 weeks                                                                        |                                         |                                           |
| Credits for the final thesis/ final project and time awarded for writing | 10 ECTS / 1 semester                                                            |                                         | 30 ECTS / 1 semester                      |

#### For all programmes

IBS adopts the European Credit Transfer and Accumulation System (ECTS) as the basis for all study programmes. Each ECTS credit represents 30 hours of student workload, including contact hours, independent study, assessment preparation, and practical activities. As such, a standard full-time semester workload of 30 ECTS credits equates to approximately 900 hours of student effort. Each module specification includes a breakdown of how 30 hours per ECTS credit are expected to be distributed across contact hours, guided independent learning, and self-study. Course teams ensure the workload is aligned with intended learning outcomes and teaching methods, and these assumptions are validated through ongoing feedback and review processes.

The workload is distributed across core courses, electives, and other academic components such as projects or internships. The semester design avoids clustering of assessments and supports a steady pace of learning, helping students to manage their time effectively and engage deeply with their studies. To support students in completing their studies within the appropriate timeframe, IBS has established a continuous feedback mechanism. At the end of every semester, students provide module-level feedback, including detailed input on workload and its alignment with expectations. These data are reviewed systematically and shared with module leaders, who are responsible for adjusting course delivery or assessment as needed.

#### For all BSc programmes

The BSc in Business Administration and Management and BSc in International Business Economics share the first two semester. The BSc in Commerce and Marketing shares the first semester with the other two bachelor programmes. This structure supports student mobility and ensures early exposure to core business principles. A dedicated mobility window in year

three allows students in all three programmes to take electives, including options for international study or interdisciplinary choices. During this semester, students may either spend the term at one of the institution's Erasmus partner universities or complete elective modules on campus at IBS.

### **BSc in Business Administration and Management**

The BSc in Business Administration and Management is designed to progress from broad foundational learning to advanced, applied business education. As students advance, the curriculum deepens through discipline-specific modules that cover strategic, operational, and leadership domains. The final semester includes both a work placement and a bachelor's dissertation.

### **BSc in International Business Economics**

Subsequent semesters after the shared first two semesters develop international and macroeconomic expertise, with advanced modules focused on global trade, institutions, and policy. The final year includes a dissertation and a two-semester work placement, one of which has to be a work placement in an international context, reinforcing the programme's global orientation and applied focus. Students may complete a traditional or business-oriented dissertation.

### **BSc in Commerce and Marketing**

After the shared first semester, subsequent semesters focus on marketing and commerce, with advanced modules in digital strategies, branding, and consumer behaviour. Students complete both a work placement and dissertation in the 7th semester.

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

The MSc in Strategic International Management is structured over three semesters. Semester 1 comprises compulsory foundational modules that are shared across all specialisations and establish core competencies in strategy, business functions, and research skills. Semester 2 builds on this foundation through a combination of compulsory and optional modules that are primarily aligned to the chosen specialisation, while retaining one shared compulsory research module. Semester 3 is fully dedicated to the Master's dissertation. This structure ensures a clear progression from foundational knowledge to advanced, specialisation-specific learning and independent research.

## **3.1.2 Rationale for degree and programme name (Asterisk Criterion)**

### **For all BSc programmes**

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

The use of the BSc designation reflects the national expectation that these programmes develop systematic knowledge and analytical skills in their respective fields, consistent with Level 6 of the Hungarian Qualifications Framework (HuQF). The degree type is appropriate

because each programme involves quantitative analysis, critical thinking, and decision-making in business-relevant contexts.

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

Based on its autonomy, IBS established their own Master's programme, provided for by Act 204 (2011) on Hungarian national higher education. The name "MSc in Strategic International Management" reflects the programme's emphasis on both strategic and international perspectives. In the common first semester, all students complete compulsory modules that establish strategic analysis and decision-making in an international business context, most notably through Business Strategy and complementary modules in finance, marketing, and human resource management that address business functions within globally operating organisations. This focus is maintained across all specialisations in Semester 2, where module aims and indicative content apply strategic concepts to international management challenges in specific disciplinary contexts. The shared research training and the Master's dissertation further reinforce this orientation by requiring students to analyse international business problems and develop evidence-based, strategically grounded solutions.

The Master of Science (MSc) designation reflects the programme's focus on analytical, research-based, and evidence-driven approaches to international business problems. The inclusion of quantitative methods, structured research training, and theoretical frameworks distinguishes the programme from professional qualifications such as an MBA and justifies its academic designation as an MSc.

The programme is aligned with Level 7 of the Hungarian Qualifications Framework (HuQF) and the UK Framework of Higher Education Qualifications (FHEQ). This level requires graduates to:

- Demonstrate a systematic understanding of knowledge, including current research and critical awareness;
- Apply techniques of research and enquiry to develop solutions to complex problems;
- Show originality in applying knowledge in practical, often unpredictable, contexts.

These descriptors are directly addressed through the programme's core and elective modules as well as the 30 ECTS credit dissertation, which requires sustained independent inquiry into a strategic international management issue.

### **3.1.3 Conceptual coherence of the curriculum (Asterisk Criterion)**

#### **BSc in Business Administration and Management**

The curriculum is aligned with national programme-level learning outcomes and is designed to ensure the comprehensive development of business knowledge and skills. Foundational competencies in economics and quantitative analysis are established through modules such as *Foundations in Economics 1 & 2*, *Basic Quantitative Skills*, and *Basic Statistics*. Business core modules – *Introduction to Business*, *Introduction to Finance*, *Introduction to Marketing*, and *Management Accounting* – support operational and organisational competence.

Strategic thinking and leadership are cultivated through *Strategic Management*, *Organisation Development and Coaching*, and *Corporate Responsibility*. Entrepreneurial and SME-related

competencies are addressed in *Startup Thinking* and *Agile Project Management*. Communication, teamwork, and international readiness are integrated through *Communication in Practice*, *Teamwork in an Intercultural Environment*, *English Language Skills Development*, and *Global Business*. The *Dissertation* and *Research Methods* modules support academic synthesis and independent inquiry.

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

The programme comprises a total of 90 ECTS and is structured around a defined mix of compulsory and optional content. Semester 1 consists entirely of compulsory modules, with all students completing six compulsory courses that provide a shared foundation in strategy, core business functions, and research skills. In Semester 2, all students complete 25 ECTS of specialisation-specific content, with the structure varying by specialisation: some specialisations comprise exclusively compulsory modules, while others include a limited number of optional modules selected from an approved list to allow for individual academic focus within the specialisation. Semester 3 consists of one compulsory course, the Master's dissertation (30 ECTS).

The curriculum is aligned with the programme's qualification objectives by embedding strategic and international perspectives throughout the shared first semester and across all five specialisations, with these themes addressed across a range of modules rather than confined to individual courses. In Semester 1, the compulsory module *Business Strategy* plays a central role by developing students' ability to conduct strategic analysis, evaluate competitive advantage, and assess strategic choices and implementation in internationally competitive environments. This foundation is complemented by *Principles and Practices of Business Finance*, *Principles and Practices of Marketing and Branding*, and *Principles and Practices of HR Management and Leadership*, all of which address decision-making within core business functions operating in global and multinational contexts. The research skills modules (*Fundamentals of Research – Academic Skills and Presentations* and *Fundamentals of Research – Data Analysis*) further support the qualification objectives by developing analytical and methodological competencies that underpin evidence-based strategic management.

In Semester 2, the programme's qualification objectives are further developed through a range of specialisation-specific compulsory and optional modules, which collectively apply strategic concepts to international management challenges in different disciplinary contexts. The examples below illustrate this alignment, without representing an exhaustive list of strategic or international content. In the **Specialisation in Human Resource Management**, modules such as *Strategic Human Resource Management* highlight the strategic alignment of people management with organisational objectives, while *Performance Management* develops a strategic, international perspective by enabling students to design performance management systems aligned with organisational goals across diverse global contexts. In the **Specialisation in Finance**, *Contemporary Innovations in Finance* illustrates the strategic dimensions of financial decision-making, complemented by *Wealth Management*, which explicitly addresses financial decisions in international contexts. Within the **Specialisation in Marketing**, *Reputation and Crisis Management* exemplifies the strategic treatment of long-term organisational positioning and risk, alongside *Contemporary Marketing Communications*, which develops a strategic, international perspective by equipping students to design and

evaluate integrated marketing communications that build reputation and drive sales across diverse global markets and digital environments. In the **Specialisation in Hospitality**, *Destination Branding and Image Creation* illustrates strategic positioning at destination level, alongside modules focusing on management and decision-making in international hospitality and service environments. In the **Specialisation in AI and Cybersecurity**, *AI for Business Innovation* exemplifies the strategic role of digital technologies for organisations, together with modules addressing challenges arising from globally connected and international digital environments.

Across all specialisations, the shared module *Fundamentals of Research - Research Methodology and Design* and the Master's dissertation further support the qualification objectives by requiring students to analyse complex international management problems and to develop methodologically sound, strategically grounded conclusions.

### **BSc in International Business Economics**

The programme's structure reflects the national qualification objectives for international business economics. Core economic competencies are built through *Foundations in Economics 1 & 2*, *Global Business*, and *Basic Quantitative Skills*. Analytical and statistical skills are addressed in *Basic Statistics*, *Business Intelligence*, and *Research Methods*. International, legal, and policy dimensions are supported by *EU Studies*, *International Organisations*, *Foundations of Law*, and *International Financial and Capital Markets*. Cross-cultural communication and collaboration are addressed through *Negotiations*, *Teamwork in an Intercultural Environment*, *Communication in Practice*, and ongoing *English Language Skills Development*. Ethical awareness and social responsibility are developed in *Corporate Responsibility* and *Social Behaviour in Organizations*. The extended *work placement* and *dissertation* support critical thinking, synthesis, and real-world problem-solving.

### **BSc in Commerce and Marketing**

The curriculum is aligned with national standards for marketing and commerce education. Core knowledge is developed through *Foundations in Economics*, *Basic Statistics*, and *Basic Quantitative Skills*. Marketing expertise is built through a progressive sequence of modules: *Introduction to Marketing*, *Marketing Communications*, *Marketing Research*, *Sales Management*, *Global Brand Building*, and *Digital Marketing Strategies*.

Applied decision-making and commercial analysis are supported by *Supply Chain Management*, *Agile Project Management*, and *Strategic Management*. Digital and e-commerce competencies are reinforced through *Web Design and Client-Side Development*, *Digital Marketing Concepts and Content Creation*, and *ICT modules*. International and ethical readiness is addressed in *Global Business* and *Corporate Responsibility*. The *Dissertation* and *Work Placement* offer integrated capstone experiences that consolidate learning outcomes.

### 3.1.4 Study and exam regulations (Asterisk Criterion)

#### **For All Programmes**

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

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

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

All assessment submissions are processed exclusively through Moodle and are automatically screened using Turnitin. Academic misconduct, including plagiarism, contract cheating, collusion, and data falsification, is defined in the Study and Examination Regulations. Suspected cases are investigated by the Academic Conduct Officer (ACO). There are procedures in place for both on-campus and remote assessments. Sanctions vary by severity and previous academic track records. They may include resubmission limits, zero marks, or disciplinary action. A comprehensive Database of Academic Offences is maintained.

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

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

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

IBS recognises prior learning and external credits, in line with the Lisbon Recognition Convention. Credit transfer requests are submitted upon enrolment and reviewed by an

internal committee before final approval by the UoB. External modules must match IBS modules in content, level, and credit value. Accepted modules are marked as “Exempt” and are excluded from degree classification calculations.

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

MSc programmes, due to their duration, do not offer mobility opportunities. IBS recognises prior learning and external credits, in line with the Lisbon Recognition Convention. Credit transfer requests are submitted upon enrolment and reviewed by an internal committee before final approval by The University of Buckingham. External modules must match IBS modules in content, level, and credit value. Accepted modules are marked as “Exempt” and are excluded from degree classification calculations.

#### **3.1.5 Examination and final thesis (Asterisk Criterion)**

##### **For All Programmes**

All programmes in this cluster employ a diverse range of assessment types designed to reflect real-world professional contexts and support the achievement of intended learning outcomes. Individual and group home assignments are widely used and encompass formats such as case study analysis, research papers, literature reviews, business plans, financial analysis reports, project proposals, SWOT<sup>14</sup> and PESTLE<sup>15</sup> analyses, and reflective writing. These tasks are designed to encourage students to apply theoretical knowledge to practical problems, synthesise academic sources, and reflect on their professional development.

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

Assessment types are selected based on the intended learning outcomes (ILOs) of each module. Across all programmes, there is a preference for assessment tasks that replicate professional scenarios and decision-making processes. A progression is evident in the complexity of assignments: in year 1 of undergraduate programmes, the emphasis is on accurate application and referencing of external sources. By year 3, students are expected to conduct their own data collection and analysis. At the MSc level, assessments demand critical synthesis of diverse information, application of scientific methods, and original evaluation.

The academic difficulty of assessments is managed through a structured process of internal and external pre- and post-assessment moderation. IBS operates an external examining system to ensure that assessment standards are appropriate for the level of award, that marking is fair and consistent, and that our outcomes are comparable with those of domestic and international providers (including UK benchmarks for Master’s level). External examiners are independent of IBS’s delivery and internal marking procedures. They are not involved in

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<sup>14</sup> Strengths, Weaknesses, Opportunities, and Threats.

<sup>15</sup> Political, Economic, Social, Technological, Environmental, and Legal.

teaching or supervising students on the programmes they oversee and must be free from conflicts of interest. Their primary functions are to (i) verify that assessments are aligned to intended learning outcomes and the qualification level, (ii) confirm consistency and fairness of marking and moderation, and (iii) provide comparability against sector norms. For the MSc in Strategic International Management, they are appointed by the University of Buckingham and include postdocs from Northumbria University, Leeds Beckett University, University of Leicester, and Royal Holloway University. For the BSc programmes, IBS appoints external examiners which include postdocs from Károli Gáspár University, Budapest Business University, and Budapest University of Technology and Economics.

This quality assurance mechanism aims to ensure that all assessment tasks are pitched at the appropriate cognitive level for the stage of study and are aligned with the qualification framework. It also aims to maintain consistency and fairness in grading.

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

Final theses undergo marking and moderation, similarly to all other assessments at IBS. Dissertations are also subject to external moderation, ensuring consistency and fairness in grading and adherence to academic standards.

### **For all BSc programmes**

Students enrolled in the BSc programmes are required to complete either an Empirical Research Dissertation or a Project Report as their capstone project. Both options involve independent academic work under faculty supervision and are submitted in Semester 7.

- The **Empirical Research Dissertation** is based on primary data collection and academic analysis of a well-defined business or management-related research problem. Topics should align with the disciplinary focus:
  - BSc in Business Administration and Management: Any business or management topic
  - BSc in International Business Economics: Topics with an international economics orientation
  - BSc in Commerce and Marketing: Topics in commerce or marketing (e.g., branding, digital marketing, retail strategy)
- The **Project Report** analyses a real-world business project in which the student has actively participated. It must have taken place within the past 12 months and reached an advanced stage.

The expected length for both formats is 6,000 words ( $\pm 10\%$ ), excluding appendices, references, and tables. A minimum of 12 academic sources must be cited in Harvard referencing style. Appendices must include relevant supporting documentation and be explicitly referenced in the main text.

Students submit either a Research Proposal (for the empirical dissertation) or a Project Plan (for the project report) in Week 2 of Semester 7, which serves as the basis for supervisor allocation. Once allocated, students are required to arrange at least two consultations with their supervisor during the semester.

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

The dissertation is an original research study that must be situated within the field of the student's chosen specialisation and demonstrate a clear strategic and international orientation. It requires students to apply appropriate theoretical frameworks and research methodologies to the analysis of a strategic issue faced by organisations operating in international contexts, aligned with their specialisation pathway. In the **Specialisation in Human Resource Management**, dissertation topics may focus on the strategic alignment of human resource practices with organisational objectives in multinational organisations or on leadership and change in international contexts. In the **Specialisation in Finance**, topics may address strategic financial decision-making, investment strategies, or financial innovation in internationally operating firms. Within the **Specialisation in Marketing**, dissertations may examine strategic market positioning, branding, or reputation management in international markets. In the **Specialisation in Hospitality**, topics may focus on strategic destination management, competitiveness, or sustainability in international hospitality and tourism contexts. In the **AI and Cybersecurity**, dissertation topics may address the strategic implications of digital technologies, data, or cybersecurity for organisations operating in global environments.

The expected length is 15,000 words ( $\pm 10\%$ ), excluding the abstract, references, appendices, and supporting materials. Dissertations must be submitted electronically via Moodle, and all submissions are subject to academic integrity checks including Turnitin.

Students are assigned a supervisor early in the process, typically during the first semester. The supervisory process includes between three and five consultations, where students receive guidance on topic selection, research design, structure, and academic conventions. Consultations may take place in person or online. Prior to assessment, the supervisor completes a Supervisor's Report, including a review of consultation frequency and a preliminary recommendation on the dissertation's readiness for evaluation.

### **Appraisal:**

The study programmes at IBS consists of courses and assign credits per course based on regularly conducted workload assessments. The programmes can be completed within the projected study time. Practical components, if existent, are designed and integrated in such a way that credits can be acquired. The structure of the **BSc in Business Administration and Management**, **BSc in International Business Economics**, and **MSc in Strategic International Management** supports the smooth implementation of the curriculum and helps students to reach the intended learning outcomes. For the **BSc in Commerce and Marketing**, the expert panel observes that a focus is placed on marketing courses. The experts urge IBS to enhance the focus on commerce within the curriculum. Therefore, they recommend the following **condition**:

**The BSc in Commerce and Marketing develops a plan to restructure the programme to incorporate aspects of commerce more prominently.**

The course descriptions in all programmes provide detailed descriptions of intended learning outcomes, and the information defined in the ECTS Users' Guide 2015. However, the expert panel recognized a mismatch between the information provided in the course descriptions of the **MSc in Strategic International Management** and the reality described during the interview rounds. Based on the course descriptions provided, the expert panel assumed that substantial information on strategic management (tools, etc.) and international perspectives is missing from the courses. However, during the interviews, representatives from IBS assured the experts that strategic and international aspects are interwoven into the modules and therefore not made explicit by, for example, including the adjective "international" in course titles. To enhance future transparency for stakeholders, the expert panel recommends the following **condition**:

**The MSc in Strategic International Management revises the course descriptions to explicitly reflect the strategic and international content that is taught in practice.**

This is meant to ensure that learning outcomes, course content, and titles accurately and transparently represent the actual focus and scope of the modules.

The degree title, programme name, and qualification objectives of the **Bachelor programmes** within this cluster are prescribed by Hungarian national regulations and therefore cannot be modified by IBS. The degree and name of the **MSc in Strategic International Management** is determined by IBS.

The curricula of the four programmes adequately reflect their qualification objectives. The contents of the courses are well-balanced, logically connected and oriented towards the intended learning outcomes. As indicated above, the expert panel conducted a detailed review of the programme structures. With regard to the **BSc in Commerce and Marketing**, the panel identified concerns relating to the balance between the two core components of the programme. As outlined, IBS does not have the authority to alter the programme title. Moreover, the successful completion of national accreditation confirms that the programme meets the national standards associated with this degree title. However, as the expert panel learned during the interview sessions, the institution retains a degree of flexibility in adjusting the proportion of content related to commerce. Consequently, the expert panel **strongly recommends** increasing the share of coursework focusing on commerce-related subjects.

Electives are an integral part of the curriculum as all bachelor students have as a dedicated mobility window in year 3 which allows them to take electives. This enables students to gain additional competences and skills.

There are regulations, guidelines, and handbooks which contain all necessary rules and procedures for teaching, studies and examination. They also take AI developments into account. The Study and Examination Regulations are publicly available via the IBS's website. Students can also access detailed information about programme requirements, structures, and assessments through the "Info Centre" tab on Moodle. The faculty has available solutions to

detect forms of plagiarism. Specific policies are in place to address AI-generated content.

The final theses are evaluated based on previously published and coherently applied criteria, rules, and procedures. All assessment submissions are checked for the prevention of plagiarism as they are processed exclusively through Moodle and are automatically screened using Turnitin.

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

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

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

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

The students - especially in their thesis - prove their ability to undertake scientific work and the achievement of the study programme's qualification objectives. The expert panel notes that the scholarly quality of a project report, when used as a surrogate for an empirical bachelor's thesis, should be addressed transparently in the corresponding courses on academic writing, e.g. through the teaching of case study research methods. More intensive support for students by academic staff to ensure the scientific quality of a project report is advisable.

In reviewing the provided examples of student theses, the expert panel observed that established guidelines are not always fully adhered to. For instance, some theses employ an excessive number of research questions or research questions that are too broad. This also raises concerns regarding the supervision of theses. Consequently, the expert panel **recommends** ensuring that thesis research questions are appropriately focused and of a reasonable scope. Here, a list of thesis topics linked to supervisors and the minimum requirements related to the structure and research methodology in the given field are advisable.

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

## 3.2 Intended competences and skills

### 3.2.1 Methods and scientific practice (Asterisk Criterion)

#### For All Programmes

Students of the four programmes are systematically introduced to academic and methodological skills early in their studies. These foundational skills are developed and refined through a series of courses that span academic writing, quantitative methods, research design, and digital literacy. Throughout their studies, students engage in assignments and projects that become progressively more complex, culminating in a final dissertation or capstone project that synthesises their learning and prepares them for independent research. By the time students reach their final year, they should be well-prepared to undertake independent research and analytical work at the appropriate academic level.

Digital competence and AI literacy are integrated into the curriculum from the first year of study. Students are introduced to AI-assisted tools and digital platforms used in research and business intelligence. In key assignments, they are expected to critically integrate AI-generated content, fostering not just technical ability but also reflective awareness of ethical and methodological considerations. Modules in digital collaboration, ICT, and business intelligence support this digital fluency across all Cluster 2 programmes.

#### For all BSc programmes

Students begin their academic training with *Foundations of Knowledge* in year 1, a module that introduces academic writing and critical thinking, including assignments that require integration of AI-generated output. *Basic Quantitative Skills* and *Introduction to ICT* further reinforce digital literacy and analytical capabilities. In year 2, students develop their methodological

competence through *Basic Statistics*. Students of **Business Administration and Management** and **International Business Economics** also take *Business Intelligence* and *Research Methods*, which together provide a solid foundation in data analysis, research design, and academic inquiry. The programmes culminate in a final-year dissertation, where students apply their acquired skills in an independent research project under the guidance of a supervisor.

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

The programme places a strong emphasis on advanced research training and quantitative analysis. In Semester 1, students complete *MSc Fundamentals of Research - Data Analysis* and *Fundamentals of Research - Academic Skills and Presentations*, which lay the groundwork for academic writing, research design, and statistical methods. In Semester 2, *Fundamentals of Research - Research Methodology and Design* builds on these skills by introducing advanced research strategies and methodologies relevant to international management. Students complete the programme with a dissertation in Semester 3, where they apply all previously acquired skills in a comprehensive research project, supported by individual supervision.

### **3.2.2 Integration of theory and practice (Asterisk Criterion)**

#### **For All Programmes**

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

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

#### **For all BSc programmes**

The three undergraduate programmes are designed with a practice-oriented focus (60–70% practical content). Each programme reflects its respective field's applied nature – whether it is operational management, international trade, or marketing practice – and this emphasis is articulated in the programme-level Intended Learning Outcomes (ILOs).

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

The MSc in Strategic International Management is practice-oriented (approximately 60–70%), with the integration of theory and practice embedded across the curriculum and realised within

each specialisation. Across the programme, theoretical concepts introduced in seminars are applied to international management contexts through applied coursework, case-based analysis, and problem-oriented assignments that reflect real organisational challenges.

Within the **Specialisation in Human Resource Management**, this integration is illustrated through modules such as *Managing Diversity in a Global Context*, which applies theoretical perspectives on diversity and inclusion to practical people-management challenges in international and cross-cultural organisational settings. In the **Specialisation in Finance**, *Entrepreneurial Finance* exemplifies theory–practice integration by requiring students to apply financial theories and analytical tools to strategic decision-making related to venture creation, growth, and funding. Within the **Specialisation in Marketing**, modules such as *Designing and Executing Campaigns in the Digital Space* translate marketing theory into applied decision-making through the development and evaluation of campaigns in contemporary and international market environments. In the **Specialisation in Hospitality**, *Destination Branding and Image Creation* demonstrates the application of strategic and branding concepts to practical challenges of positioning and competitiveness in international tourism and hospitality contexts. In the **Specialisation in AI and Cybersecurity**, *Cyber-Resilient Organisations* illustrates how theoretical concepts related to risk, resilience, and digital systems are applied to strategic challenges faced by organisations operating in globally connected environments.

### 3.2.3 Interdisciplinary and transdisciplinary thinking (Asterisk Criterion)

#### **For All Programmes**

Interdisciplinary and transdisciplinary learning is a core feature across all programmes in this cluster. Students are systematically exposed to content and methods from a range of fields including psychology, sociology, communication, and data analytics (as applicable). These elements are integrated into both mandatory modules and elective options, supporting the development of analytical and reflective skills. All undergraduate programmes include a free elective block in the final year (10 ECTS credits), where students can freely choose out of all IBS modules.

As mentioned above, didactical and methodological approaches include case studies, group projects, research assignments, and interactive seminars. These teaching formats are designed to encourage critical thinking, intercultural competence, and the ability to apply knowledge across disciplines.

#### **For all BSc programmes**

**All three bachelor's programmes** share a common interdisciplinary foundation. The *Social Behaviour in Organisations* module introduces psychological and sociological theories relevant to understanding individual, group, and organisational dynamics. The *Complex Social Science* module in year 2 provides a transdisciplinary exploration of contemporary health issues, drawing on anthropology, sociology, policy studies, and environmental science.

Students in **BSc in Business Administration and Management** and **BSc in International Business Economics** also complete a module on *EU Studies*, integrating political science and European governance with business and economics. Although **BSc in Commerce and Marketing** does not include *EU Studies*, it offers strong interdisciplinary content in areas such

as marketing analytics and consumer behaviour, incorporating elements from psychology and behavioural science. **All three programmes** include *Business Intelligence*, which blends business strategy with data analytics, and *Teamwork in an Intercultural Environment*, which develops students' communication and cultural competence.

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

The programme is designed to equip students with interdisciplinary and transdisciplinary skills required for global strategic leadership by integrating perspectives from multiple academic and professional domains across the curriculum and within each specialisation. This orientation is reflected in modules that combine management, analytical, and contextual perspectives to address complex organisational and societal challenges in international settings.

Within the **Specialisation in Human Resource Management**, modules such as *Data-Driven HRM* integrate human resource management theory with data analytics and organisational decision-making, requiring students to draw on management, quantitative analysis, and organisational studies to address contemporary people-management challenges. In the **Specialisation in Finance**, *Wealth Management* combines financial theory, economics, and strategic decision-making to examine complex investment and financial planning issues in international contexts. Within the **Specialisation in Marketing**, *Market Research* integrates statistical analysis, consumer behaviour, and marketing strategy to support evidence-based decision-making in competitive and international markets. In the **Specialisation in Hospitality**, modules such as *Visitor Behaviour and Experiences* bring together insights from marketing, psychology, and service management to analyse customer experience and decision-making in international tourism and hospitality environments. In the **Specialisation in AI and Cybersecurity**, *Coding for Cybersecurity* integrates technical foundations with organisational and risk-management perspectives, requiring students to apply technological knowledge within broader strategic and managerial contexts.

### 3.2.4 International contents (Asterisk Criterion)

#### **For All Programmes**

All programmes in this cluster are designed to prepare students for careers in international and multicultural environments. International and intercultural elements are systematically embedded in the curriculum, from learning objectives and course content to teaching methodologies and assessments. The curriculum content reflects global trends, including sustainability, digitalisation, and international trade. Further, international case studies, simulations, globally sourced datasets, and cross-cultural learning activities are used in all programmes.

#### **For all BSc programmes**

Internationalisation is embedded across all three BSc programmes. In the early stages, students engage with globally oriented subjects such as *Foundations in Economics 1*, which focuses on macroeconomic principles with an international scope, and *Foundations of Law*, which includes, for example, an international case study on the Grand Ethiopian Renaissance Dam dispute. These foundational modules help students build an understanding of global economic and legal frameworks.

In year 2, students take *Teamwork in an Intercultural Environment*, a course specifically designed to enhance students' abilities to collaborate across cultures and navigate diverse team dynamics. The *EU Studies* module (available in BSc in Business Administration and Management and BSc in International Business Economics) provides insight into cross-border governance, regulation, and cooperation within the European context. By year 3, students engage in globally focused modules such as *Global Business*, *Corporate Responsibility* (featuring international case studies), and, for BSc in International Business Economics and BSc in Commerce and Marketing, *Global Brand Building*.

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

The MSc in Strategic International Management is designed to prepare graduates for leadership roles in global business environments by embedding international and intercultural perspectives throughout the curriculum and across all specialisations.

In the common first semester, international and intercultural perspectives are established through compulsory modules such as *Business Strategy*, which addresses strategic decision-making in internationally competitive environments, and *Principles and Practices of Marketing and Branding* and *Principles and Practices of HR Management and Leadership*, which examine functional decision-making within globally operating organisations. These modules situate management and leadership challenges within international contexts and provide a shared foundation for all students. The research skills modules, *Fundamentals of Research – Academic Skills and Presentations* and *Fundamentals of Research – Data Analysis*, further support this orientation by developing students' ability to analyse international business issues.

This international and intercultural focus is further developed within the specialisations in Semester 2. In the **Specialisation in Human Resource Management**, *Managing Diversity in a Global Context* explicitly addresses leadership and people-management challenges in multicultural and international organisational environments. In the **Specialisation in Finance**, *Wealth Management* situates financial decision-making within international markets and cross-border investment contexts. Within the **Specialisation in Marketing**, modules such as *Market Research* and *Designing and Executing Campaigns in the Digital Space* apply marketing concepts to internationally oriented markets and globally relevant consumer contexts. In the **Specialisation in Hospitality**, *Visitor Behaviour and Experiences* and *Destination Branding and Image Creation* focus on international tourism and service environments, requiring students to consider cultural differences and global market dynamics. In the **Specialisation in AI and Cybersecurity**, *Cyber-Resilient Organisations* addresses organisational challenges arising from globally connected digital environments and international risk landscapes.

### **3.2.5 Professional ethics and societal issues (Asterisk Criterion)**

#### **For All Programmes**

All programmes in Cluster 2 integrate ethical aspects, intercultural perspectives, and societal concerns as a structured part of both curriculum design and learning outcomes. Each module in these programmes explicitly links to the United Nations Sustainable Development Goals (SDGs), aiming to ensure students understand the relevance of global ethical, environmental, and social challenges in their respective disciplines.

Students shall engage with these topics through dedicated modules, practical coursework, and interdisciplinary content that aim to foster ethical awareness, responsible leadership, and cultural sensitivity. Ethical research practice is embedded in both undergraduate and postgraduate programmes at IBS, with emphasis on responsible data use, authorship, and academic honesty.

Competencies related to ethics and societal awareness are assessed through written assignments, group projects, presentations, and research activities. Reflection on ethical dilemmas and social responsibility is encouraged through case studies and thematic modules. Modules dealing with academic research methods explicitly evaluate students' adherence to ethical guidelines.

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

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

### **All BSc programmes**

The programmes emphasise ethics and responsibility across various dimensions of business education. Students engage with corporate ethics and sustainability in the *Corporate Responsibility* module and examine complex ethical challenges through the *Complex Social Science Module. Managing Diversity* further supports students' development of intercultural awareness and sensitivity to social inclusion in organisational settings. Research ethics and academic integrity are taught through *Foundations of Knowledge* and students of **BSc in Business Administration and Management** and **BSc in International Business Economics** also take *Research Methods*. In these courses students are guided through proper referencing, data integrity, and ethical academic writing, including adherence to institutional AI policies.

### **BSc in Commerce and Marketing**

In addition to core ethics modules, *Marketing Research* also addresses the ethical dimensions of market analysis, data collection, and customer relations. This includes instruction on ethical survey design, fair representation of data, and compliance with institutional standards of academic conduct.

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

The programme incorporates ethics and intercultural awareness into the development of future global leaders. Ethical, social, and intercultural considerations are embedded across the curriculum rather than confined to a single module. In the common first semester, modules such as *Business Strategy* encourage students to critically examine strategic decisions in international contexts, including their ethical, societal, and sustainability implications.

*Principles and Practices of HR Management and Leadership* further supports this by addressing leadership, organisational behaviour, and responsible people management in diverse and multinational environments.

In Semester 2, these themes are reinforced within the specialisations. In the **Specialisation in Human Resource Management**, *Managing Diversity in a Global Context* explicitly addresses ethical leadership, inclusion, and intercultural sensitivity in international organisational settings. In the **Specialisation in Finance**, ethical considerations are embedded in modules such as *Wealth Management*, which require students to consider responsible decision-making and regulatory contexts in international financial environments. Within the **Specialisation in Marketing**, modules such as *Reputation and Crisis Management* address ethical communication, stakeholder responsibility, and reputational risk in global markets. In the **Specialisation in Hospitality**, modules including *Diversity and Sustainability in Service Management* and *Destination Branding and Image Creation* engage students with ethical and sustainability challenges in international service and tourism contexts. In the **Specialisation in AI and Cybersecurity**, *Cyber-Resilient Organisations* addresses ethical considerations related to digital risk, responsibility, and organisational resilience in globally connected environments.

*Fundamentals of Research – Academic Skills and Presentations*, *Fundamentals of Research – Data Analysis*, and *Fundamentals of Research – Research Methodology and Design* address ethical research conduct, academic integrity, and the responsible use of data.

## Appraisal:

Students of the **BSc in Business Administration and Management**, **BSc in International Business Economics**, and **MSc in Strategic International Management** acquire methodological competences and are enabled to do scientific work on the required level. Dedicated courses strengthen students' scientific understanding. On the Bachelor level, students get introduced to academic writing and critical thinking through the courses *Foundations of Knowledge* in year 1. Students also take *Basic Quantitative Skills* and *Introduction to ICT* reinforcing digital literacy and analytical capabilities. In year 2, students develop their methodological competence through *Basic Statistics*. The programmes **Business Administration and Management** and **International Business Economics** both offer a second course on *Research Methods* in Semester 4 while **Commerce and Marketing** offers *Marketing Research*. The experts do not deem one course on research methods in the first year enough for the students of the BSc in Commerce and Marketing to be able to do scientific work on the required level. Therefore, they recommend the following condition:

**The BSc in Commerce and Marketing ensures that students are sufficiently trained in research methods.**

This condition aims at ensuring that students of the programme systematically build and consolidate their scientific and methodological competences at bachelor level.

On the master's level, students take *Fundamentals of Research – Data Analysis* and *Fundamentals of Research – Academic Skills and Presentations*, which is concerned with academic writing, research design, and statistical methods. In Semester 2, *Fundamentals of Research – Research Methodology and Design* introduces advanced research strategies and methodologies relevant to international management. In all programmes, students are trained to use AI technologies ethically to support their learning and research process and to reflect critically the influence of AI on their studies. This is supported by the levels of permitted AI use introduced for each course.

During the onsite visit, the expert panel learned that the programmes teach qualitative research methods as well as quantitative research methods. This was not evident from the course descriptions provided in advance. In light of this observation, the expert panel **recommends** that, across all programmes, course descriptions be aligned more closely with the actual course content in order to ensure transparency for all stakeholders.

Theory and practice are systematically interrelated throughout the curriculum, also promoting students' ability to transfer theoretical knowledge to solve problems in practice. The expert panel notes that the programmes could enhance the theoretical part in some of the modules.

Students acquire interdisciplinary and transdisciplinary qualifications in accordance with the qualification objectives. This is supported by means of suitable didactical and methodological measures, such as case studies, group projects, research assignments, and interactive seminars. The expert team **commends** the curriculum on modules such as *Complex Social Science*, with its key text by Giddens and Sutton (2021), *Foundations of Knowledge*, and *Managing Diversity* as they are especially well suited to fostering interdisciplinary and critical thinking.

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

Ethical implications and intercultural perspectives are integrated in the study programmes. The programmes teach academic integrity and cover AI usage through an institution wide Academic Conduct Policy. The expert panel appreciates the fact that the module descriptions establish a direct link between the individual modules and the SDGs, thereby demonstrating their societal impact. This linkage is very clearly demonstrated in the module descriptions for *Corporate Responsibility*, *Managing Diversity*, and *Complex Social Science*. It is, however, much less evident in a number of other modules. E.g., *Consumer Behaviour* where sustainable consumer behaviour (e.g. the SHIFT model) should be addressed. *Supply Chain Management* should cover sustainable supply chain management, including aspects such as modern slavery in global supply chains or illustrative cases such as sustainable chocolate or cotton supply chains. In *International Economics*, potential tensions between globalisation and the SDGs could be addressed. In *Marketing Research*, *Sales Management*, and *Digital Marketing*, the topic of sustainable marketing should also be more firmly embedded. Therefore, the expert panel strongly **recommends** that the integration of SDGs into the modules be implemented in a more consistent and explicit manner to ensure that this connection is a lived reality in practical application.

|               |                                                                       | Exceptional | Exceed | Meet              | Does not meet | n.r. | Recommendation |
|---------------|-----------------------------------------------------------------------|-------------|--------|-------------------|---------------|------|----------------|
| <b>3.2</b>    | Intended competences and skills                                       |             |        |                   |               |      |                |
| <b>3.2.1*</b> | Methods and scientific practice (Asterisk Criterion)                  |             |        | BAM<br>IBE<br>SIM | CM            |      | X              |
| <b>3.2.2*</b> | Integration of theory and practice (Asterisk Criterion)               |             |        | X                 |               |      |                |
| <b>3.2.3*</b> | Interdisciplinary and transdisciplinary thinking (Asterisk Criterion) |             |        | X                 |               |      |                |
| <b>3.2.4*</b> | International contents (Asterisk Criterion)                           |             |        | X                 |               |      |                |
| <b>3.2.5*</b> | Professional ethics and societal issues (Asterisk Criterion)          |             |        |                   | X             |      |                |

### 3.3 Teaching and Learning Methodology

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

##### **For All Programmes**

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

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

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

The programme shares the interactive and applied teaching philosophy of the bachelor programmes but also incorporates elements specific to graduate-level study and international student needs. During the first semester, synchronous online delivery is used optionally to accommodate international students whose arrival may be delayed due to visa processing.

This allows them to begin the programme without interruption and transition smoothly into face-to-face instruction.

In addition to the methods shared with the bachelor programmes, business simulations are prominently used, particularly in integrative modules where students work in teams to make complex strategic decisions under realistic conditions. These simulations are designed to mirror the high-level challenges students are likely to face in international business leadership roles.

### 3.3.2 Acquisition of future and soft skills

#### **For All Programmes**

All programmes in this cluster aim at embedding soft and future skills within the curriculum, with a focus on collaboration, communication, digital literacy, and leadership. Skill development is integrated throughout the academic journey and supported by active teaching methods, including discussions, case studies, group projects, and presentations. Faculty members support students' skill development, as they offer individualised feedback and structured support. Skill-focused modules are embedded in each programme's structure, with curriculum reviews every five years aiming to ensure alignment with labour market demands and emerging professional skillsets.

#### **BSc in Business Administration and Management**

The programme emphasises skill development from the outset. Students engage with modules such as *Communication in Practice*, *Teamwork in an Intercultural Environment*, *Agile Project Management*, *Introduction to ICT*, *Business Intelligence*, and *Research Methods*. These courses are structured to build communication, teamwork, digital competency, and analytical thinking progressively. The programme includes a compulsory one-semester Work Placement worth 20 ECTS credits, allowing students to apply classroom-acquired skills in real organisational settings. While the English-language programme has not yet produced graduate cohorts, experience from the Hungarian-language version of the programme indicates that oral and written communication and collaboration skills are among the most beneficial for employability.

#### **BSc in International Business Economics**

The programme shares much of its structure with BSc in Business Administration and Management but includes additional emphasis on negotiation and international perspectives. Skill development is embedded in modules such as *Communication in Practice*, *Teamwork in an Intercultural Environment*, *Agile Project Management*, *Introduction to ICT*, *Business Intelligence*, and a dedicated *Negotiation* module. These aim to prepare students for international and intercultural business settings. The programme requires a two-semester Work Placement (50 ECTS credits), one of which must be completed in an international context. This extended practical experience allows students to consolidate and apply their skills in global, multicultural work environments.

#### **BSc in Commerce and Marketing**

The programme focuses on both commercial acumen and transferable competencies. Skill development is included in modules such as *Communication in Practice*, *Teamwork in an*

*Intercultural Environment, Agile Project Management, Introduction to ICT, Business Intelligence, and Market Research.* These modules shall train students in effective communication, teamwork, problem-solving, and digital competence, particularly in marketing contexts. Students are required to complete a one-semester compulsory Work Placement worth 20 ECTS credits, providing hands-on experience in a business or marketing setting.

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

The programme prepares students for international leadership roles with an emphasis on the development of applied interpersonal, communication, and professional skills relevant to strategic management contexts. In the common first semester, *Principles and Practices of HR Management and Leadership* explicitly teaches leadership, teamwork, and people-management skills within organisational and international settings.

This skills development is reinforced within each specialisation in Semester 2 through applied and collaborative learning activities. In the **Specialisation in Human Resource Management**, *Managing Diversity in a Global Context* further develops intercultural communication and collaboration skills in multinational settings. In the **Specialisation in Finance**, *Entrepreneurial Finance* strengthens professional communication and teamwork through applied analysis and problem-solving related to venture creation and strategic financial decisions. Within the **Specialisation in Marketing**, *Designing and Executing Campaigns in the Digital Space* develops collaborative working, presentation, and communication skills through applied campaign design tasks. In the **Specialisation in Hospitality**, *Visitor Behaviour and Experiences* and *Destination Branding and Image Creation* develop interpersonal and collaborative skills through the analysis of customer experience and destination-level decision-making in international contexts. In the **Specialisation in AI and Cybersecurity**, *Cyber-Resilient Organisations* supports the development of professional communication and teamwork skills through applied analysis of organisational challenges in globally connected digital environments.

#### **3.3.3 Course materials and recommended literature (Asterisk Criterion)**

##### **For All Programmes**

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

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

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

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

### 3.3.4 Extracurricular events

#### **For All Programmes**

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

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

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

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

## Appraisal:

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

The students acquire future skills that are currently in demand on the labour market and are expected to be in even greater demand in the future. Students are trained in digital literacy skills as well as communication and presentation skills in accordance with the intended qualification level. The expert panel commends this and **suggests** enhancing the inclusion of data literacy in more courses. Skills development is supported by means of suitable teaching and learning methods. Students in the Bachelor programmes take courses such as "Communication in Practice", "Teamwork in an Intercultural Environment", and "Agile Project Management" which focus on skills development. All BSc study programmes offer compulsory internships.

The accompanying course materials including literature recommendations are regularly and pro-actively reviewed for their adequacy and up-to-dateness by the module leaders and Academic Area Leaders as well as by external examiners. The expert panel **suggests** making sure that obligatory literature not only is relevant and available but also focuses on the improvement of those skills and competences that are relevant to the level of education. The course materials are aligned with the intended learning outcomes. They correspond to the required qualification level reflecting the research and trends in the areas of study. The course materials are compatible with techniques of digital education, and access is barrier-free, being either publicly accessible or through the digital library service Perlego. They support the learning process according to students' needs and motivate students to engage in further independent studies.

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

|               |                                                                                      | Exceptional | Exceed | Meet | Does not meet | n.r. | Recommendation |
|---------------|--------------------------------------------------------------------------------------|-------------|--------|------|---------------|------|----------------|
| <b>3.3</b>    | Teaching and Learning Methodology                                                    |             |        |      |               |      |                |
| <b>3.3.1*</b> | Logic and plausibility of the Teaching and Learning Methodology (Asterisk Criterion) |             |        | X    |               |      |                |

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

## 3.4 International environment and mobility opportunities

### 3.4.1 Foreign language contents

#### For All Programmes

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

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

Student proficiency in English is assessed at the point of admission, as detailed in Section 2.2. At the Bachelor's level, participation in English language classes is optional and must be indicated during the application process. Students who opt in are required to attend for one semester, with the option to continue for a second semester upon request.

### 3.4.2 International mobility of students and teaching staff

#### For All Programmes

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

Teaching and administrative staff are increasingly engaged in Erasmus+ mobility weeks at partner institutions to foster academic collaboration and professional development. Although support for participation in international conferences and research projects is ad hoc, research activities and international publications are formally recognised in the workload of core faculty.

Teaching assignments abroad are also included in workload allocations. IBS encourages collaborative international research on an individual, researcher-driven basis, and likewise recognises it within the faculty workload. While IBS does not operate formal faculty exchange programmes beyond Erasmus+, existing agreements provide the necessary framework for short-term international academic engagement.

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

### **For all BSc programmes**

The programme features a mobility window in Year 3, specifically designed to accommodate Erasmus+ student exchange. In addition, students can pursue a dual degree pathway and spend their final year abroad either at De Montfort University in the United Kingdom, Dublin Business School in Ireland, or BHMS in Switzerland.

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

Although the MSc does not include a dedicated mobility window or structured exchange semester, students are eligible for Erasmus+ post-graduation internships. Students benefit from the institution-wide support mechanisms for international engagement.

## **3.4.3 International composition of students and teaching staff**

### **For All Programmes**

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

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

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

### **BSc in Business Administration and Management**

International students make up approximately 60% of the student body. Currently, the programme includes students from 20 different countries. Major cohorts include Hungary (56 students), Azerbaijan (5), Pakistan and Turkey (4 each), and China and Iran (3 each). Faculty composition includes 7% full-time and 10% part-time international lecturers (9% overall), while 82% of the teaching staff have international academic or professional backgrounds.

### **BSc in International Business Economics**

Approximately 70% of International Business Economics students are international. Currently, the programme includes students from 14 different countries. Major cohorts include Hungary (17 students), with smaller groups from Germany, Kazakhstan, Turkey, and Viet Nam (2 each). International faculty representation includes 7% full-time and 10% part-time (9% overall), with 82% of lecturers possessing international experience.

### **BSc in Commerce and Marketing**

International students represent approximately 60% of the cohort. Currently, the programme includes students from 5 different countries. The largest cohort is from Hungary (5 students), with smaller groups from Pakistan (2), China, Kazakhstan, and Turkey (1 each). The teaching staff includes 8% full-time and 20% part-time international lecturers (16% overall), while 78% have international experience.

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

This programme is one of the most internationally composed programmes at IBS, with approximately 90% of the student body coming from outside Hungary. Currently, the programme includes students from 25 different countries. Major cohorts include India (80 students), Pakistan (30), Hungary and Iran (14 each), Azerbaijan (7), and Turkey and Sri Lanka (6 each). Faculty includes 6% full-time and 16% part-time international lecturers (13% overall), and 90% of the teaching staff have international professional or academic backgrounds.

### **Appraisal:**

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

IBS makes use of its Erasmus+ network with partner institutions both within and outside the European Higher Education Area to enhance international student exchange and mobility, fostering students' intercultural skills. All **BSc programmes** in this cluster feature a mobility window, specifically designed to accommodate Erasmus+ student exchange. To support this, IBS has a dedicated Erasmus coordinator. In addition, students can pursue a dual degree pathway and spend their final year abroad either at De Montfort University in the United Kingdom, Dublin Business School in Ireland, or BHMS in Switzerland. Further, IBS supports academic mobility for teaching staff through Erasmus+ and through agreements concerning short-term mobility.

The expert panel commends the international composition of the student body and teaching staff which plays a defining role in shaping the profile of the study programmes and is actively promoted by IBS. Students participate in multicultural team projects that enhance cross-cultural collaboration, and guest lecturers contribute to a globally enriched learning experience.

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

## 4. ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS

### 4.1 Teaching staff

#### 4.1.1 Structure and quantity of teaching staff (Asterisk Criterion)

Table 11: Structure and quantity of teaching staff

|                                                           | BSc in Business Administration and Management | BSc in Commerce and Marketing | BSc in International Business Economics | MSc in Strategic International Management |
|-----------------------------------------------------------|-----------------------------------------------|-------------------------------|-----------------------------------------|-------------------------------------------|
| Full-time teaching staff                                  | 15                                            | 12                            | 15                                      | 16                                        |
| Part-time teaching staff incl. visiting/adjunct lecturers | 40                                            | 24                            | 40                                      | 31                                        |
| <b>Total number of teaching staff</b>                     | <b>55</b>                                     | <b>36</b>                     | <b>55</b>                               | <b>47</b>                                 |
| <b>Among them:</b>                                        |                                               |                               |                                         |                                           |
| Teaching staff with professional experience               | 34                                            | 20                            | 34                                      | 32                                        |
| Teaching staff with international experience              | 45                                            | 28                            | 45                                      | 41                                        |
| Number of professors                                      | 7                                             | 6                             | 7                                       | 6                                         |
| Number of senior lecturers                                | 9                                             | 2                             | 9                                       | 13                                        |
| Number of lecturers                                       | 4                                             | 4                             | 4                                       | 3                                         |
| Number of assistant lecturers                             | 5                                             | 4                             | 5                                       | 2                                         |
| Number of distinguished tutors                            | 30                                            | 20                            | 30                                      | 23                                        |
| PhD holders                                               | 18                                            | 12                            | 18                                      | 20                                        |
| Master's degree holders                                   | 37                                            | 24                            | 37                                      | 27                                        |
| Guest lecturers                                           | 1                                             | 0                             | 4                                       | 1                                         |

#### For All Programmes

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

As of the on-site visit, IBS is currently developing a formal gender balance policy for academic staffing, in line with Environmental, Social, and Governance reporting guidelines. While the policy is in progress, gender representation is actively monitored, and recruitment processes are designed to be inclusive and equitable.

#### 4.1.2 Academic and comprehensive qualification of teaching staff (Asterisk Criterion)

##### **For All Programmes**

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

Faculty in the **BSc in Business Administration and Management** reflect the interdisciplinary nature of the programme, covering areas such as operations management, leadership, organisational behaviour, and business strategy. For the **BSc in International Business Economics**, faculty members have expertise in macroeconomics, international trade, development economics, and public policy. The **BSc in Commerce and Marketing** is staffed by a specialised group of faculty members academic and industry backgrounds in areas such as digital marketing, consumer behaviour, and brand strategy. The faculty for the **MSc in Strategic International Management** includes lecturers who have experience in international strategy, cross-cultural management, global business environments, and organisational leadership.

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

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

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

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

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

#### 4.1.3 Pedagogical qualification of teaching staff (Asterisk Criterion)

##### **For All Programmes**

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

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

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

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

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

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

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

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

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

#### 4.1.4 Professional experience of teaching staff

##### **For All Programmes**

The teaching staff across Cluster 2 bring professional experience from a range of sectors, including finance, marketing, diplomacy, international trade, and strategy consulting. Many have held executive roles in multinational corporations or served in high-impact policy, economic, or diplomatic capacities. These experiences are actively integrated into teaching through the use of real-world case studies, simulations, and project-based assessments.

##### **BSc in Business Administration and Management**

Lecturers in the programme often have experience managing cross-border projects, working in international consultancy, or leading multinational teams. Students regularly engage in real-world projects and benefit from instructors who understand the nuances of doing business across diverse markets. Part-time lecturers include HR consultants and international project managers who bring their day-to-day experience into the classroom.

##### **BSc in International Business Economics**

Programme faculty include professionals with backgrounds in economics, policy, and international development. Many have worked in government, research institutions, or international economic organisations, giving students a macro-level understanding of international business dynamics. Part-time lecturers actively contribute through consulting work and EU-level project participation, ensuring that course content reflects the regulatory and economic realities of cross-border business.

##### **BSc in Commerce and Marketing**

The programme has faculty with experience in brand strategy, international marketing, and campaign management. Many have worked for major multinational firms and bring this expertise to the classroom through applied marketing assignments, campaign analyses, and live case discussions. Part-time lecturers remain engaged in consultancy and marketing operations, enabling them to deliver current, market-relevant insights.

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

Faculty teaching on the MSc in Strategic International Management bring relevant corporate experience that underpins the programme's practice-oriented profile across all specialisations.

In the **Specialisation in AI and Cybersecurity**, lecturers draw on senior experience in banking, enterprise IT, consulting, and large-scale systems implementation, integrating strategic decision-making, digital transformation, and organisational resilience into teaching. The **Specialisation in Finance** is supported by faculty with senior executive, consulting, and board-level experience in financial services, investment management, and public-sector strategy, enabling students to engage with complex strategic and international financial decision-making contexts. In the **Specialisation in Hospitality and Tourism**, teaching staff contribute international industry experience in global hotel operations, destination management, tourism development, and service marketing, ensuring alignment with applied, customer-oriented, and cross-border hospitality practices. The **Specialisation in Human Resource Management** is delivered by lecturers with leadership and consulting backgrounds in organisational development, executive coaching, talent management, and change leadership, with experience supporting multinational organisations across sectors. Finally, the **Specialisation in Marketing** benefits from faculty with senior experience in corporate communications, brand management, advertising, digital marketing, and creative industries, ensuring that teaching is firmly grounded in contemporary strategic marketing practice within international business environments.

#### 4.1.5 Internal cooperation (Asterisk Criterion)

##### **For All Programmes**

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

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

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

At the module level, collaboration is embedded within teaching teams consisting of module leaders and seminar leaders. These teams conduct kick-off meetings at the start of each semester, organise benchmarking sessions, and maintain ongoing communication throughout the teaching period. This internal cooperation aims to ensure that delivery is consistent across seminar groups and that teaching and assessment strategies are aligned with the intended

learning outcomes. This structure does not currently include formal "team teaching" (i.e., multiple lecturers jointly delivering sessions) but aims to foster a strong collaborative culture within modules.

Collaboration with external teaching staff or guest lecturers is managed at the module level. Module leaders are responsible for integrating any external contributors into the teaching process, with oversight and support from the Centre for Education and Research, which manages staffing and delivery. These collaborations are typically module-specific and based on academic relevance or professional expertise.

#### 4.1.6 Student support by the teaching staff (Asterisk Criterion)

##### **For All Programmes**

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

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

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

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

### **Appraisal:**

The structure and number of teaching staff in the study programmes ensure the achievement of the intended qualification objectives. IBS is currently working on a policy for a balanced gender-ratio of teaching staff. The expert panel **recommends** completing and implementing the policy in the running academic year.

The academic qualification of the teaching staff in the study programme corresponds to the qualification objectives of the study programme. IBS verifies the qualifications of the teaching staff by means of an established procedure. Specific measures for further academic qualification and comprehensive qualification (e.g.: training on inclusion and equity) of the teaching staff are implemented. Academic qualifications are demonstrated by scientific

publications. The expert panel **suggest** motivating teaching staff to pursue continued academic development, in particular through doctoral studies.

IBS offers and promotes pedagogical training for their teaching staff and verifies the pedagogical qualifications of the teaching staff by means of an established procedure. The pedagogical qualification of the teaching staff corresponds to the qualification objectives of the study programmes.

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

The professional experience of the teaching staff corresponds to the qualification objectives of the study programmes. The teaching staff include their experience and practical examples in their teaching.

There is a regular process for internal cooperation between teaching staff of the study programme, the programme management as well as external teaching staff (from other study programmes and guest lecturers). They cooperate with each other to tune the courses towards the overall qualification objectives. There are Academic Area Committees as well as Module leader meetings which serve as platform for collaboration.

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

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

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

## 4.2 Programme management and administrative support

### 4.2.1 Programme management

#### For All Programmes

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

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

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

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

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

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

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

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

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

#### 4.2.2 Administrative support

##### **For All Programmes: Administrative support for students**

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

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

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

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

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

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

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

This strategic approach includes:

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

### **For All Programmes: Administrative support for lecturers**

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

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

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

### **For All Programmes: Professional development of administrative staff**

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

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

### 4.2.3 Public information

#### **For All Programmes**

IBS makes up-to-date information about its study programmes accessible through a variety of channels. The primary source is the official website<sup>16</sup>, which contains detailed study programme pages including admission requirements, tuition fees, curriculum structure, and career prospects. This is complemented by brochures, available both digitally and in print. IBS also maintains an active presence across social media platforms that includes Facebook, Instagram, YouTube, and TikTok, where both academic updates and student life content are shared regularly.

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

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

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

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

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

### 4.2.4 Inclusive and equitable education (Asterisk Criterion)

#### **For All Programmes**

IBS has a commitment to equality, diversity, and non-discrimination demonstrated through its central and binding Equality, Diversity and Inclusion Policy.<sup>17</sup> This policy applies to all members of the IBS community (students, staff, contractors, visitors, and applicants) and outlines the HEI's responsibility to create an inclusive, respectful academic environment. Discrimination on

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<sup>16</sup> [www.ibs-b.hu/en](http://www.ibs-b.hu/en), last accessed December 18, 2025.

<sup>17</sup> [IBS\\_Equality\\_2020\\_02\\_24.pdf](#), last accessed December 18, 2025.

the basis of age, gender, race, ethnicity, disability, religion or belief, sexual orientation, family circumstances, nationality, socio-economic background, or political affiliation is explicitly prohibited.

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

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

IBS maintains an institutional framework to protect all members of its community from discrimination, harassment, bullying, victimisation, and irregular or illegal conduct. The Bullying, Harassment, Victimisation and Discrimination Policy<sup>18</sup> outlines clearly defined procedures for reporting any form of misconduct, including peer and staff-related incidents. Students may report issues as a concern, a report, or a formal complaint, with processes handled confidentially by the Wellbeing Team; members of staff may report issues to the Chief HR Officer. These procedures include protective or precautionary measures where needed, such as reassigning lecturers or modifying class groupings to mitigate harm during investigations.

The Complaints Procedures<sup>19</sup> provides a structured three-stage process (informal, formal, review) and applies equally to individual and group complaints. It includes protections against retaliation and aims to ensure a fair and timely response. For staff, the Grievance Policy and Procedures for Employees serve a similar purpose.

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

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

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<sup>18</sup> [IBS\\_BullyingHVD\\_EN\\_20241028.pdf](#), last accessed December 18, 2025.

<sup>19</sup> [IBS\\_Complaints-20241028.pdf](#), last accessed December 18, 2025.

the Centre for Student Services in coordination with a designated Disabilities Services Coordinator.

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

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

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

- The Starter Scholarship<sup>20</sup> provides tuition reductions for incoming students.
- The Academic Scholarship<sup>21</sup> rewards students with excellent academic records.
- The Dr. Frances Robinson Scholarship<sup>22</sup> is awarded to one student with an outstanding undergraduate degree.
- The Budapest Master's Scholarship<sup>23</sup> supports high-achieving postgraduate students, including those from abroad.

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

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<sup>20</sup> [Starter Scholarship - IBS](#), last accessed December 18, 2025.

<sup>21</sup> [Academic Scholarship - IBS](#), last accessed December 18, 2025.

<sup>22</sup> <https://www.ibs-b.hu/en/how-to-apply/scholarships/dr-frances-robinson-scholarship/>, last accessed December 18, 2025.

<sup>23</sup> [Budapest Master's and MBA Scholarship - IBS](#), last accessed December 18, 2025.

#### 4.2.5 Career counselling and placement service

##### **For All Programmes**

IBS offers a comprehensive suite of career services to all current domestic and international students and graduates. These services include support in job and internship searches, career planning, job application preparation, and general employability coaching. The services are coordinated and delivered by the Career Office.<sup>24</sup> This centralised unit serves as the primary point of contact for all career-related matters.

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

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

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

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

#### 4.2.6 Alumni activities

##### **For All Programmes**

IBS does not currently have a formal alumni organisation, alumni office or dedicated alumni budget. The Career Office is the main institutional unit responsible for alumni relations and associated activities. It coordinates professional services, maintains communication channels, organises events, and ensures that alumni have access to developmental resources, such as the Career counselling services described in chapter 4.2.5 that are open to alumni as well as to current students. IBS also maintains a dedicated Meet Our Alumni webpage<sup>25</sup>, where the achievements and career paths of graduates are highlighted.

The primary formal mechanism for alumni engagement is the Graduate Outcomes Survey, conducted 15 months after graduation. This survey serves not only to gather employment and

<sup>24</sup> Student satisfaction with the Career Office is measured twice a year through the Student Feedback Questionnaire. Student satisfaction with the Career Office has remained consistently high with SUP values ranging from 4.01 to 4.18 over the past five semesters.

<sup>25</sup> <https://www.ibs-b.hu/en/career/meet-our-alumni/>, last accessed December 18, 2025.

further study data but also provides an opportunity to reconnect with alumni. Respondents can indicate the types of services they wish to receive from the institution and how they are willing to contribute, such as through mentoring, speaking engagements, or collaboration in academic or professional settings. A number of alumni take this opportunity to engage further with IBS after graduation through guest lectures or as seminar or module leaders.

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

## Appraisal:

The responsibilities for programme management in academic and organisational terms are defined and ensure that each programme runs smoothly.

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

The study programmes' content and qualification objectives are suitably communicated to the public and are available in English. IBS regularly publishes current news and information about the study programmes on different communication channels such as its website and social media channels. As the website is the first point of contact for many prospective students, it is very important that all information provided there are up to date and accurate. The expert panel noticed that in some cases information provided was not accurate. For example, at the time of the onsite visit, only the pathway programme with Dublin Business School was listed on the websites of the three BSc programmes in this cluster. This has been revised in some places now, however, in some sections conflicting information is still provided. The website of the BSc in Marketing and Commerce<sup>26</sup>, for example, first states "The 7-semester programme consists of 4 semesters at International Business School in Budapest, Hungary followed by semester 5 and 6 at Dublin Business School in Dublin, Ireland or at De Montfort University (UK), or B.H.M.S. (Switzerland)." In the section on Programme Content, it states that "[g]raduates of this double Hungarian and Irish degree programme will become experts in marketing with a special emphasis on the use of digital tools." Further information on website and pricing is also only provided for the Dublin Business School. On the website of the MSc in Strategic International Management<sup>27</sup>, the specialisations are not explicitly listed. They can only be found in the PDF document linked under Programme Specification<sup>28</sup>. The given examples illustrate a lack of consistency in programme-related information on IBS's website. This creates

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<sup>26</sup> [BSc in Commerce and Marketing - IBS](#), last accessed January 6, 2026.

<sup>27</sup> [MSc in Strategic International Management - IBS](#), last accessed January 7, 2026.

<sup>28</sup> [MSIMAN 2025 - Programme Specification\\_002.pdf](#), last accessed January 7, 2026.

ambiguity about the actual structure of the programme, the available mobility options, and the nature of the degree awarded. As a result, prospective students may receive misleading or incomplete information, which can affect their ability to make informed study decisions. Therefore, the expert panel **recommends** systematic quality control of website content, ensuring that all programme information is accurate, complete, and consistently presented across sections.

IBS complies with principles of inclusive and equitable education, or non-discrimination policies. There are assistance and support for students in special circumstances, such as students with impairments or disabilities, with children, foreign students, economically disadvantaged students and/or students from non-academic backgrounds.

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

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

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

## 4.3 Cooperation and partnerships

### 4.3.1 Cooperation with HEIs and other academic institutions or networks

#### **For All Programmes**

International cooperation is a strategic cornerstone of IBS's institutional identity. The institution defines itself as a provider of higher education in English that leads to dual degrees, and this positioning directly shapes its approach to programme delivery and partnership development. Moreover, all IBS students have access to Erasmus+ mobility opportunities, allowing for study or internships at partner institutions across Europe.

#### **For all BSc programmes**

The undergraduate programmes in this cluster offer students the opportunity to earn dual degrees through established transfer agreements with foreign higher education institutions. IBS holds formal cooperation agreements with the following institutions:

- **Dublin Business School (DBS):** Students who complete 120 ECTS at IBS are eligible to transfer to DBS for the final year of their studies and obtain degrees from both IBS and DBS.
- **De Montfort University (DMU):** Similar to the DBS pathway, this agreement allows students to transfer to DMU after 120 ECTS for a final-year completion leading to a dual degree.
- **Business & Hotel Management School (BHMS):** Exclusively for BSc in Business Administration and Management students, this agreement permits transfer after 150 ECTS to BHMS in Switzerland to complete the final year and receive a dual award with a focus on international hospitality and business.

These agreements are regulated through Memoranda of Understanding or Letters of Recognition. While the final year is delivered by the host institution, IBS ensures curricular alignment and prepares students for transition through academic advising and programme planning.

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

The programme is conducted through validation-based cooperation with the University of Buckingham (UoB). This model enables students to graduate with two degrees – one awarded by IBS and one by The University of Buckingham. The partnership is governed by a comprehensive Academic Affiliation Agreement, which clearly defines the responsibilities of both institutions. This agreement includes detailed provisions for academic delivery, quality assurance, student services, data management, assessment protocols, and awarding procedures. IBS, among other aspects, is responsible for daily academic operations, such as teaching, student administration, induction, support services, and assessment. UoB maintains oversight of academic quality, appoints external examiners, approves assessment methods, and issues the final UK award. This structured approach ensures transparency, accountability, and alignment with international standards.

### 4.3.2 Cooperation with professional fields

#### For All Programmes

Cooperation with industry partners is strategically implemented and promoted across the institution. It is embedded in IBS's strategic objectives and monitored through dedicated Key Performance Indicators (KPIs).

IBS maintains active cooperation with a range of partners from the professional field across nearly all its business-related programmes. These partnerships involve multinational corporations, professional associations, consultancy firms, technology providers, and financial institutions. They are sustained through ongoing collaboration such as internships, joint events, guest lectures, and collaborative projects. A full list of strategic partners is available on the IBS website.<sup>29</sup> Through the partnerships, students gain access to internships, real-world case studies, guest lectures, and practice-oriented projects.

All strategic partnerships are formalised through Strategic Partnership Agreements, which define the scope, objectives, and terms of collaboration. These agreements outline the responsibilities of each party and include provisions to ensure that institutional quality standards are upheld. The documentation serves as the formal basis for cooperation, ensuring clarity and accountability in partner relations.

#### Appraisal:

Cooperation with international academic institutions and networks relevant for the programmes are plausibly presented and actively pursued. The agreements forming the basis of the cooperation are documented. The **Bachelor programmes** in this cluster offer pathway options for students, which the expert panel commends. However, the panel observes that IBS currently does not cooperate with national higher education institutions. The experts **recommend** strengthening cooperation with Hungarian HEIs, for example through joint research activities or the organisation of academic conferences.

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

|                  |                                                                   | Exceptional | Exceed | Meet | Does not meet | n.r. | Recommendation |
|------------------|-------------------------------------------------------------------|-------------|--------|------|---------------|------|----------------|
| <b>4.3</b>       | Cooperation and partnerships                                      |             |        |      |               |      |                |
| <b>4.3.1 (*)</b> | Cooperation with HEIs and other academic institutions or networks |             |        | X    |               |      | X              |
| <b>4.3.2 (*)</b> | Cooperation with professional fields                              |             |        | X    |               |      |                |

<sup>29</sup> <https://www.ibs-b.hu/en/career/strategic-partners/>, last accessed December 18, 2025.

## 4.4 Facilities and equipment

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

#### **For All Programmes**

IBS inhabits three buildings in Graphisoft Park, a business and academic campus recognised for its strong sustainability standards. The park promotes environmentally conscious architecture, energy-efficient operations, and eco-friendly transport solutions. As such, the IBS benefits from a physical environment that aligns with modern sustainability expectations and responsible resource use.

Learning spaces on campus include four fully equipped computer labs, 19 seminar rooms of various sizes, and seven skills rooms designed for hands-on and practice-based training. Additionally, the campus features two special-purpose rooms and three student lounges that serve as informal learning and community spaces. Additionally, a library with about 193 m<sup>2</sup> and a research room are available.

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

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

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

Online and blended learning components are supported through the use of Moodle, the primary digital learning platform for asynchronous study, and Microsoft Teams, which facilitates synchronous teaching and interaction. IBS also uses Constructor's AI Proctoring tool, designed to support online assessments with integrity and flexibility. It offers automated identity verification, real-time monitoring, and AI-driven behaviour analysis to detect potential misconduct during exams. The system can operate in both live and asynchronous modes.

IBS has an IT Support Unit, which provides both on-site and remote assistance during working hours and helps students, staff, and teachers resolve technical issues related to digital tools, software, and infrastructure. Further, the institution has implemented a cybersecurity framework that includes multi-factor authentication, firewalls, intrusion detection systems, access controls, and secure data backup and storage practices. Data privacy and security for

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

#### 4.4.2 Access to literature (Asterisk Criterion)

##### **For All Programmes**

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

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

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

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

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

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

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

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

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

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

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

## Appraisal:

The quantity, quality, and equipment of the facilities as well as the number and size of teaching rooms correspond to the necessities described for the study programmes. A sufficient number of workplaces (individual and for study groups) is available. Sufficient IT equipment and software appropriate for the programmes are available. There are dedicated computer labs. Further, the technical equipment is adequate for online learning elements as applied by the study programme's concept and content. Technical support is offered to students during working hours. Free access to a Wi-Fi network is available for students. The requirements for students with special needs are adequately provided. Aspects of sustainability and cybersecurity are taken into account for the provision of the infrastructure. The expert panel notes that some of the facilities are outstanding given the small size of IBS.

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

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

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

### For All Programmes

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

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

To avoid financial barriers to education, IBS offers a flexible tuition payment option, allowing students to pay their annual fees in two instalments. Furthermore, there is a variety of scholarship opportunities available to students. IBS communicates information regarding scholarships through the website and the Centre for Marketing and Admissions, which offers personalised guidance during the application and admission process.

### Appraisal:

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

UoB ensure that enrolled students in the MSc in Strategic International Management can complete their studies. Furthermore, IBS confirms that its finances are stable with regard to tuition fees as its main source of funding. Therefore, the income related to the study programme ensures that each cohort of students starting within the accreditation period is able to complete the study programme.

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

## 5. QUALITY ASSURANCE

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

#### **For All Programmes**

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

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

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

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

Evaluation methods comprise:

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

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

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

- Student recruitment, progression, retention, and graduation rates;

- Module-level assessment outcomes and satisfaction scores;
- Graduate employment rates and employer satisfaction;
- Faculty turnover.

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

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

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

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

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

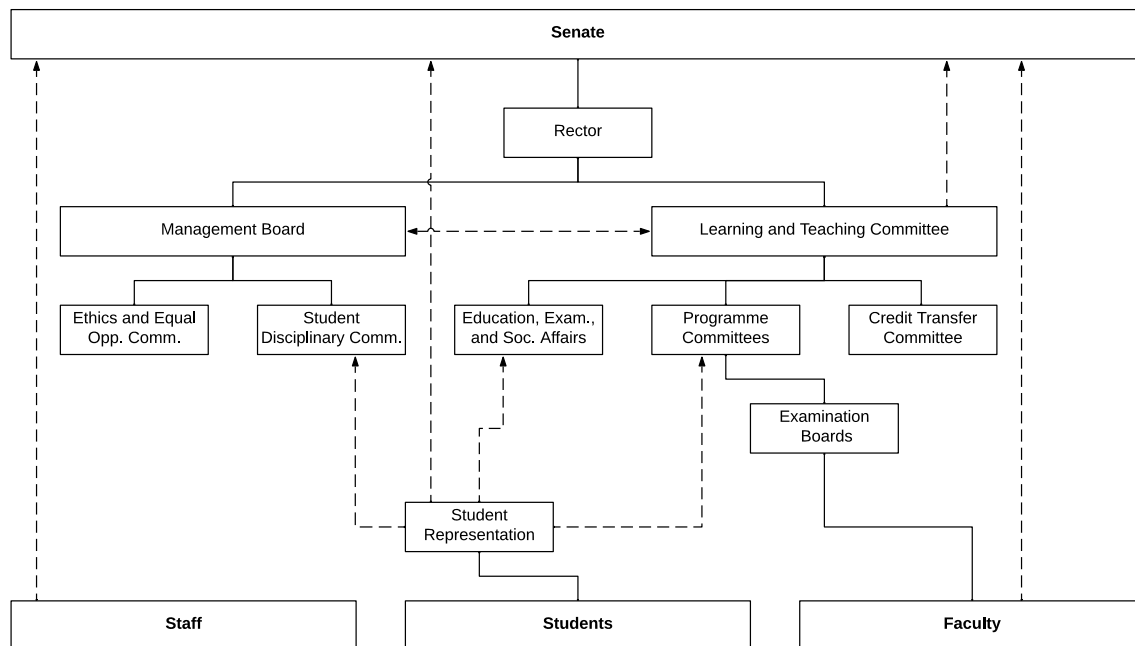


Figure 1: Channels for Feedback

## MSc in Strategic International Management

The programme also falls under the quality assurance framework of the University of Buckingham (UoB). This entails annual programme monitoring meetings and quinquennial collaborative reviews, ensuring that the academic quality and strategic development of the programmes are regularly scrutinised and aligned with UK standards.

## 5.2 Instruments of quality assurance

### 5.2.1 Evaluation by students

#### For All Programmes

At IBS, student evaluation of the study programmes is conducted through a structured feedback system twice a year. All enrolled students are asked to complete a standardised student satisfaction questionnaire during weeks 10-11 of each semester, delivered through the School's LimeSurvey server. The survey focuses on multiple dimensions of the student experience, including the quality of teaching, assessment methods, academic support, and institutional services. The evaluation tools are aligned with IBS's Quality Assurance Regulations (QAR), and the data feed directly into both module-level and programme-level quality monitoring processes. These surveys also include items addressing perceived skills

development<sup>30</sup>, workload balance<sup>31</sup>, and satisfaction with institutional services. Responses are collected electronically and processed by the CQAE.

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

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

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

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

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

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<sup>30</sup> "I am better at:

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

<sup>31</sup> "In terms of the time required for completing my academic tasks, this module for me has been... very hard to manage; hard to manage; just right; easy to manage; very easy to manage"

### **BSc in Business Administration and Management and BSc in International Business Economics**

Drawing on student feedback, the module leader of *Foundations of Law* identified a need to expand the international dimension of legal education within the programme. As a result, the topic of International Private Law will be introduced to the module. This addition is intended to give students a more comprehensive understanding of cross-border legal frameworks, particularly those affecting private legal relationships, and to better prepare them for navigating legal issues in an increasingly globalised professional environment.

### **BSc in Commerce and Marketing**

In response to student feedback, the module leader of *Web Design and Client-Side Development* noted a growing interest in more practical, digitally relevant content that resonates with the expectations and working habits of Gen Z learners. Based on this input, they proposed a broader, more applied framing for the module – such as *The Practicalities of Online Efficiency* – which could incorporate tasks like building a website, creating a social media content calendar, and using checklists for digital workflow management. This shift aims to better align the module with students' interests and future employability needs by expanding its focus beyond coding to include a wider set of digital communication tools.

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

In response to student feedback requesting a more focused and relevant approach, the *Quantitative Methods for Social Sciences* module was revised and renamed *Fundamentals of Research: Data Analysis* in the new curriculum. The updated module moves away from broad statistical theory and instead emphasises practical tools directly applicable to dissertation and business research. It now integrates both quantitative and qualitative methods within a pragmatic framework, specifically designed to support students' applied research needs.

## **5.2.2 Evaluation by teaching staff**

### **For All Programmes**

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

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

The Head of the Centre for Education and Research, who also serves as Head of the LTC, plays a central role in managing the faculty evaluation process. This role includes analysing

evaluation results, proposing responsive measures, and, when appropriate, initiating the formal change request process to ensure prompt implementation.

### 5.2.3 External evaluation by alumni, employers and third parties

#### **For All Programmes**

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

Alumni feedback is collected 15 months after graduation via the HESA Graduate Outcomes Survey<sup>32</sup>. The HESA Graduate Outcomes Survey is a national census conducted approximately 15 months after graduation, capturing data on UK higher education leavers' activities including employment, further study, and various other forms of engagement. HESA is the official body responsible for collecting, processing, and publishing these data. The Office for Students, the independent regulator for higher education in England, uses the survey results to calculate its progression metric, which measures the proportion of graduates entering professional or managerial employment or further study commonly referred to as "positive outcomes." Managerial employment is defined using the Standard Occupational Classification (SOC) system and includes jobs classified at SOC major groups 1 to 3: these are typically managerial, professional, or associate professional/technical roles, such as teachers, engineers, nurses, software developers, or business analysts. To standardise expectations, the Office for Students sets outcome thresholds: for full-time first-degree undergraduates, at least 60% must achieve positive outcomes; for full-time postgraduate taught programmes, the benchmark is 70%.

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

The Head of Quality Assurance and Enhancement is responsible for analysing the data from these external sources and determining the appropriate measures to be taken. Outcomes from these evaluations are documented and action-pointed, then incorporated into the annual self-evaluation reports. There is no formal policy for communicating evaluation outcomes back to external stakeholders.

#### **Appraisal:**

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

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<sup>32</sup> Please refer to chapter 1.1 for the outcomes of the most recent tracer study.

on student workload, success rate and graduate employment. Responsibilities for quality management are clearly defined. IBS ensures that necessary measures and developments are implemented and documented. Representatives of faculty members and students are involved in the quality assurance and development procedures.

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

Quality control of the programmes by the internal and external teaching staff is carried out on a regular basis and in accordance with a prescribed procedure. IBS has established a peer review system and uses the brown lunch bag meetings to share best practices. Outcomes are documented and adequately communicated and provide input for the quality development process.

An external evaluation is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process, for instance in the form of a report on employment. The expert panel stresses the importance of completing the feedback loop by putting the “Act” phase of the PDCA cycle into practice by systematically implementing the lessons learned from each evaluation. The expert panel sees potential in increasing the presence of industry representatives in committees to strengthen the link between the study programmes and professional practice. Therefore, the expert panel **recommends** strengthening cooperation with external stakeholders in committees and extending third-party feedback mechanisms to strengthen the link between study programmes and professional practise.

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

# Appendices

## Curriculum Overview

Table 12: Curriculum Overview Business Administration and Management

| Module Group      | Module Name                       | ECTS      | Hours in Class | Hours Self-Study | Assessment                                                                                                                                         | Relative weight in final grade |
|-------------------|-----------------------------------|-----------|----------------|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| <b>Semester 1</b> | <b>All</b>                        | <b>30</b> | <b>144</b>     | <b>756</b>       |                                                                                                                                                    |                                |
| <b>Compulsory</b> | <b>All</b>                        | <b>30</b> | <b>144</b>     | <b>756</b>       |                                                                                                                                                    |                                |
| Compulsory        | Foundations in Economics 1        | 5         | 24             | 126              | Individual continuous assessment / Individual home assignment (1,500 words) / Individual test (60 minutes)                                         | 0/150                          |
| Compulsory        | Introduction to ICT               | 5         | 24             | 126              | Individual continuous assessment / Individual home assignment / Individual test (60 minutes)                                                       | 0/150                          |
| Compulsory        | Introduction to Business          | 10        | 48             | 252              | Individual class contribution / Individual continuous assessment / Individual home assignment (1,500 words) / Individual presentation (15 minutes) | 0/150                          |
| Compulsory        | Basic Quantitative Skills         | 5         | 24             | 126              | Examination (120 minutes) / Individual continuous assessment / Individual test (60 minutes)                                                        | 0/150                          |
| Compulsory        | Foundations of Knowledge          | 5         | 24             | 126              | Individual class contribution / Individual continuous assessment / Individual home assignment (1,500 words)                                        | 0/150                          |
| <b>Semester 2</b> | <b>All</b>                        | <b>30</b> | <b>144</b>     | <b>756</b>       |                                                                                                                                                    |                                |
| <b>Compulsory</b> | <b>All</b>                        | <b>30</b> | <b>144</b>     | <b>756</b>       |                                                                                                                                                    |                                |
| Compulsory        | Introduction to Accounting        | 5         | 24             | 126              | Examination (120 minutes) / Individual continuous assessment / Individual test (60 minutes)                                                        | 0/150                          |
| Compulsory        | Introduction to Finance           | 5         | 24             | 126              | Examination (120 minutes) / Individual continuous assessment / Individual test (60 minutes)                                                        | 0/150                          |
| Compulsory        | Foundations of Law                | 5         | 24             | 126              | Individual continuous assessment / Individual presentation (7-8 minutes) / Individual test (60 minutes)                                            | 0/150                          |
| Compulsory        | Social Behaviour in Organizations | 5         | 24             | 126              | Group presentation (20 minutes) / Individual continuous assessment / Individual home assignment (2000 words)                                       | 0/150                          |
| Compulsory        | Introduction to Marketing         | 5         | 24             | 126              | Examination (120 minutes) / Group presentation (20 minutes) / Individual continuous assessment                                                     | 0/150                          |
| Compulsory        | Communication in Practice         | 5         | 24             | 126              | Individual continuous assessment / Individual presentation (15 minutes)                                                                            | 0/150                          |

|                   |                                          |           |            |            |                                                                                                                   |        |
|-------------------|------------------------------------------|-----------|------------|------------|-------------------------------------------------------------------------------------------------------------------|--------|
| <b>Semester 3</b> | <b>All</b>                               | <b>30</b> | <b>144</b> | <b>756</b> |                                                                                                                   |        |
| <b>Compulsory</b> | <b>All</b>                               | <b>30</b> | <b>144</b> | <b>756</b> |                                                                                                                   |        |
| Compulsory        | Foundations in Economics 2               | 5         | 24         | 126        | Individual continuous assessment / Individual home assignment (1,500 words) / Individual test (60 minutes)        | 5/150  |
| Compulsory        | EU studies                               | 5         | 24         | 126        | Individual continuous assessment / Individual home assignment (1500 words) / Individual presentation (15 minutes) | 5/150  |
| Compulsory        | Business Intelligence                    | 5         | 24         | 126        | Group presentation (15 minutes) / Individual continuous assessment / Individual home assignment (2500 words)      | 5/150  |
| Compulsory        | Organization Development and Coaching    | 5         | 24         | 126        | Group presentation (10 min.) / Individual home assignment (1,500 words) / Individual presentation (5 min.)        | 5/150  |
| Compulsory        | Teamwork in an Intercultural Environment | 5         | 24         | 126        | Group home assignment (3,000 words) / Group presentation (10 minutes) / Individual continuous assessment          | 5/150  |
| Compulsory        | Complex Social Science Module            | 5         | 24         | 126        | Individual continuous assessment / Individual presentation (15 min) / Individual test                             | 5/150  |
| <b>Semester 4</b> | <b>All</b>                               | <b>30</b> | <b>144</b> | <b>756</b> |                                                                                                                   |        |
| <b>Compulsory</b> | <b>All</b>                               | <b>30</b> | <b>144</b> | <b>756</b> |                                                                                                                   |        |
| Compulsory        | Management Accounting                    | 5         | 24         | 126        | Examination (120 minutes) / Group presentation (15 minutes) / Individual continuous assessment                    | 5/150  |
| Compulsory        | Agile Project Management                 | 5         | 24         | 126        | Group home assignment (4,000 words) / Individual continuous assessment                                            | 5/150  |
| Compulsory        | Corporate Responsibility                 | 5         | 24         | 126        | Group presentation (25 minutes) / Individual continuous assessment / Individual home assignment (2000)            | 5/150  |
| Compulsory        | Startup thinking                         | 5         | 24         | 126        | Individual continuous assessment / Individual home assignment (1000 words) / Individual presentation (10 minutes) | 5/150  |
| Compulsory        | Research Methods                         | 5         | 24         | 126        | Individual continuous assessment / Individual home assignment (2000 words)                                        | 5/150  |
| Compulsory        | Basic Statistics                         | 5         | 24         | 126        | Examination (120 minutes) / Individual continuous assessment / Individual test (60 minutes)                       | 5/150  |
| <b>Semester 5</b> | <b>All</b>                               | <b>30</b> | <b>144</b> | <b>756</b> |                                                                                                                   |        |
| <b>Compulsory</b> | <b>All</b>                               | <b>20</b> | <b>96</b>  | <b>504</b> |                                                                                                                   |        |
| Compulsory        | Strategic Management                     | 10        | 48         | 252        | Group home assignment (5,000 words) / Individual continuous assessment                                            | 10/150 |

|                     |                           |            |            |             |                                                                                                                    |        |
|---------------------|---------------------------|------------|------------|-------------|--------------------------------------------------------------------------------------------------------------------|--------|
| Compulsory          | Global Business           | 10         | 48         | 252         | Group presentation (10 minutes per member) / Individual home assignment (2,500 words)                              | 10/150 |
| <b>Free Options</b> | <b>All</b>                | <b>10</b>  | <b>48</b>  | <b>252</b>  |                                                                                                                    |        |
| <b>Semester 6</b>   | <b>All</b>                | <b>30</b>  | <b>144</b> | <b>756</b>  |                                                                                                                    |        |
| <b>Electives</b>    | <b>All</b>                | <b>30</b>  | <b>144</b> | <b>756</b>  |                                                                                                                    |        |
| Elective            | International Economics   | 5          | 24         | 126         | Individual continuous assessment / Individual home assignment (2,000 words) / Individual presentation (12 minutes) | 5/150  |
| Elective            | Managing Diversity        | 5          | 24         | 126         | Individual continuous assessment / Individual home assignment (2,500 words)                                        | 5/150  |
| Elective            | Regional Powers           | 5          | 24         | 126         | Individual home assignment (1,500 words) / Individual presentation (15 minutes)                                    | 5/150  |
| Elective            | Supply Chain Management   | 5          | 24         | 126         | Individual continuous assessment / Individual home assignment (2,000 words)                                        | 5/150  |
| Elective            | Economic Law              | 5          | 24         | 126         | Examination (120 minutes) / Individual presentation (10 minutes)                                                   | 5/150  |
| Elective            | Leadership and management | 5          | 24         | 126         | Individual home assignment (2,000 words) / Individual test (60 minutes)                                            | 5/150  |
| Elective            | Management Consulting     | 5          | 24         | 126         | Group presentation (7 minutes per member) / Individual home assignment (2,000 words)                               | 5/150  |
| Elective            | Alternative Organizing    | 5          | 24         | 126         | Individual home assignment (2,500 words) / Individual presentation (10 minutes)                                    | 5/150  |
| Elective            | Marketing Communications  | 5          | 24         | 126         | Group presentation (15 minutes) / Individual continuous assessment / Individual home assignment (2,000 words)      | 5/150  |
| Elective            | Marketing Research        | 5          | 24         | 126         | Group presentation (20 minutes) / Individual continuous assessment / Individual home assignment (2,000 words)      | 5/150  |
| <b>Semester 7</b>   | <b>All</b>                | <b>30</b>  | <b>14</b>  | <b>886</b>  |                                                                                                                    |        |
| <b>Compulsory</b>   | <b>All</b>                | <b>30</b>  | <b>14</b>  | <b>288</b>  |                                                                                                                    |        |
| Compulsory          | Dissertation              | 10         | 12         | 288         | Individual home assignment (6,000 words)                                                                           | 10/150 |
| Compulsory          | Work Placement            | 20         | 2          | 598         | Individual home assignment (2,000 words)                                                                           | 20/150 |
| <b>TOTAL</b>        |                           | <b>210</b> | <b>878</b> | <b>5422</b> |                                                                                                                    |        |

Table 13: Curriculum Overview International Business Economics

| Module Group      | Module Name                       | ECTS      | Hours in Class | Hours Self-Study | Assessment                                                                                                                                         | Relative weight in final grade |
|-------------------|-----------------------------------|-----------|----------------|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| <b>Semester 1</b> | <b>All</b>                        | <b>30</b> | <b>144</b>     | <b>756</b>       |                                                                                                                                                    |                                |
| <b>Compulsory</b> | <b>All</b>                        | <b>30</b> | <b>144</b>     | <b>756</b>       |                                                                                                                                                    |                                |
| Compulsory        | Foundations in Economics 1        | 5         | 24             | 126              | Individual continuous assessment / Individual home assignment (1,500 words) / Individual test (60 minutes)                                         | 0/240                          |
| Compulsory        | Introduction to ICT               | 5         | 24             | 126              | Individual continuous assessment / Individual home assignment / Individual test (60 minutes)                                                       | 0/240                          |
| Compulsory        | Introduction to Business          | 10        | 48             | 252              | Individual class contribution / Individual continuous assessment / Individual home assignment (1,500 words) / Individual presentation (15 minutes) | 0/240                          |
| Compulsory        | Basic Quantitative Skills         | 5         | 24             | 126              | Examination (120 minutes) / Individual continuous assessment / Individual test (60 minutes)                                                        | 0/240                          |
| Compulsory        | Foundations of Knowledge          | 5         | 24             | 126              | Individual class contribution / Individual continuous assessment / Individual home assignment (1,500 words)                                        | 0/240                          |
| <b>Semester 2</b> | <b>All</b>                        | <b>30</b> | <b>144</b>     | <b>756</b>       |                                                                                                                                                    |                                |
| <b>Compulsory</b> | <b>All</b>                        | <b>30</b> | <b>144</b>     | <b>756</b>       |                                                                                                                                                    |                                |
| Compulsory        | Introduction to Accounting        | 5         | 24             | 126              | Examination (120 minutes) / Individual continuous assessment / Individual test (60 minutes)                                                        | 0/240                          |
| Compulsory        | Introduction to Finance           | 5         | 24             | 126              | Examination (120 minutes) / Individual continuous assessment / Individual test (60 minutes)                                                        | 0/240                          |
| Compulsory        | Foundations of Law                | 5         | 24             | 126              | Individual continuous assessment / Individual presentation (7-8 minutes) / Individual test (60 minutes)                                            | 0/240                          |
| Compulsory        | Social Behaviour in Organizations | 5         | 24             | 126              | Group presentation (20 minutes) / Individual continuous assessment / Individual home assignment (2000 words)                                       | 0/240                          |
| Compulsory        | Introduction to Marketing         | 5         | 24             | 126              | Examination (120 minutes) / Group presentation (20 minutes) / Individual continuous assessment                                                     | 0/240                          |
| Compulsory        | Communication in Practice         | 5         | 24             | 126              | Individual continuous assessment / Individual presentation (15 minutes)                                                                            | 0/240                          |
| <b>Semester 3</b> | <b>All</b>                        | <b>30</b> | <b>144</b>     | <b>756</b>       |                                                                                                                                                    |                                |
| <b>Compulsory</b> | <b>All</b>                        | <b>30</b> | <b>144</b>     | <b>756</b>       |                                                                                                                                                    |                                |
| Compulsory        | Foundations in Economics 2        | 5         | 24             | 126              | Individual continuous assessment / Individual home assignment (1,500 words) / Individual test (60 minutes)                                         | 5/240                          |

|                               |                                             |           |            |            |                                                                                                                   |        |
|-------------------------------|---------------------------------------------|-----------|------------|------------|-------------------------------------------------------------------------------------------------------------------|--------|
| Compulsory                    | EU studies                                  | 5         | 24         | 126        | Individual continuous assessment / Individual home assignment (1500 words) / Individual presentation (15 minutes) | 5/240  |
| Compulsory                    | Business Intelligence                       | 5         | 24         | 126        | Group presentation (15 minutes) / Individual continuous assessment / Individual home assignment (2500 words)      | 5/240  |
| Compulsory                    | Teamwork in an Intercultural Environment    | 5         | 24         | 126        | Group home assignment (3,000 words) / Group presentation (10 minutes) / Individual continuous assessment          | 5/240  |
| Compulsory                    | Negotiations                                | 5         | 24         | 126        | Individual continuous assessment / Individual presentation (10 minutes) / Individual test (60 minutes)            | 5/240  |
| Compulsory                    | Complex Social Science Module               | 5         | 24         | 126        | Individual continuous assessment / Individual presentation (15 min) / Individual test                             | 5/240  |
| <b>Semester 4</b>             | <b>All</b>                                  | <b>30</b> | <b>144</b> | <b>756</b> |                                                                                                                   |        |
| <b>Compulsory</b>             | <b>All</b>                                  | <b>30</b> | <b>144</b> | <b>756</b> |                                                                                                                   |        |
| Compulsory                    | International Financial and Capital Markets | 5         | 24         | 126        | Examination (120 minutes) / Individual continuous assessment / Individual presentation (10-15 minutes)            | 5/240  |
| Compulsory                    | International Organisations                 | 5         | 24         | 126        | Individual continuous assessment / Individual home assignment (2000 words)                                        | 5/240  |
| Compulsory                    | Agile Project Management                    | 5         | 24         | 126        | Group home assignment (4,000 words) / Individual continuous assessment                                            | 5/240  |
| Compulsory                    | Corporate Responsibility                    | 5         | 24         | 126        | Group presentation (25 minutes) / Individual continuous assessment / Individual home assignment (2000)            | 5/240  |
| Compulsory                    | Research Methods                            | 5         | 24         | 126        | Individual continuous assessment / Individual home assignment (2000 words)                                        | 5/240  |
| Compulsory                    | Basic Statistics                            | 5         | 24         | 126        | Examination (120 minutes) / Individual continuous assessment / Individual test (60 minutes)                       | 5/240  |
| <b>Semester 5</b>             | <b>All</b>                                  | <b>30</b> | <b>144</b> | <b>756</b> |                                                                                                                   |        |
| <b>Compulsory</b>             | <b>All</b>                                  | <b>30</b> | <b>144</b> | <b>756</b> |                                                                                                                   |        |
| Compulsory                    | Strategic Management                        | 10        | 48         | 252        | Group home assignment (5,000 words) / Individual continuous assessment                                            | 10/240 |
| Compulsory                    | Global Business                             | 10        | 48         | 252        | Group presentation (10 minutes per member) / Individual home assignment (2,500 words)                             | 10/240 |
| Compulsory                    | Global Brand Building                       | 10        | 48         | 252        | Examination (120 minutes) / Group presentation (10 minutes per member) / Individual home assignment (2,000 words) | 10/240 |
| <b>Semester 6</b>             | <b>All</b>                                  | <b>30</b> | <b>144</b> | <b>756</b> |                                                                                                                   |        |
| <b>International Business</b> | <b>All</b>                                  | <b>20</b> | <b>96</b>  | <b>504</b> |                                                                                                                   |        |

|                            |                                         |            |            |             |                                                                                                                    |        |
|----------------------------|-----------------------------------------|------------|------------|-------------|--------------------------------------------------------------------------------------------------------------------|--------|
| <b>Economics Electives</b> |                                         |            |            |             |                                                                                                                    |        |
| Elective                   | International Economics                 | 5          | 24         | 126         | Individual continuous assessment / Individual home assignment (2,000 words) / Individual presentation (12 minutes) | 5/240  |
| Elective                   | Managing Diversity                      | 5          | 24         | 126         | Individual continuous assessment / Individual home assignment (2,500 words)                                        | 5/240  |
| Elective                   | Regional Powers                         | 5          | 24         | 126         | Individual home assignment (1,500 words) / Individual presentation (15 minutes)                                    | 5/240  |
| Elective                   | Supply Chain Management                 | 5          | 24         | 126         | Individual continuous assessment / Individual home assignment (2,000 words)                                        | 5/240  |
| Elective                   | Economic Law                            | 5          | 24         | 126         | Examination (120 minutes) / Individual presentation (10 minutes)                                                   | 5/240  |
| Elective                   | Leadership and management               | 5          | 24         | 126         | Individual home assignment (2,000 words) / Individual test (60 minutes)                                            | 5/240  |
| Elective                   | Management Consulting                   | 5          | 24         | 126         | Group presentation (7 minutes per member) / Individual home assignment (2,000 words)                               | 5/240  |
| Elective                   | Alternative Organizing                  | 5          | 24         | 126         | Individual home assignment (2,500 words) / Individual presentation (10 minutes)                                    | 5/240  |
| Elective                   | Marketing Communications                | 5          | 24         | 126         | Group presentation (15 minutes) / Individual continuous assessment / Individual home assignment (2,000 words)      | 5/240  |
| Elective                   | Marketing Research                      | 5          | 24         | 126         | Group presentation (20 minutes) / Individual continuous assessment / Individual home assignment (2,000 words)      | 5/240  |
| <b>Free Options</b>        | <b>All</b>                              | <b>10</b>  | <b>48</b>  | <b>252</b>  |                                                                                                                    |        |
| <b>Semester 7</b>          | <b>All</b>                              | <b>30</b>  | <b>14</b>  | <b>886</b>  |                                                                                                                    |        |
| <b>Compulsory</b>          | <b>All</b>                              | <b>30</b>  | <b>14</b>  | <b>886</b>  |                                                                                                                    |        |
| Compulsory                 | Dissertation                            | 10         | 12         | 288         | Individual home assignment (6,000 words)                                                                           | 10/240 |
| Compulsory                 | Work Placement                          | 20         | 2          | 598         | Individual home assignment (2,000 words)                                                                           | 20/240 |
| <b>Semester 8</b>          | <b>All</b>                              | <b>30</b>  | <b>2</b>   | <b>898</b>  |                                                                                                                    |        |
| <b>Compulsory</b>          | <b>All</b>                              | <b>30</b>  | <b>2</b>   | <b>898</b>  |                                                                                                                    |        |
| Compulsory                 | Work Placement in International Context | 30         | 2          | 898         | Individual home assignment (2,000 words)                                                                           | 30/240 |
| <b>TOTAL</b>               |                                         | <b>240</b> | <b>880</b> | <b>6320</b> |                                                                                                                    |        |

Table 14: Curriculum Overview Commerce and Marketing

| Module Group      | Module Name                            | ECTS      | Hours in Class | Hours Self-Study | Assessment                                                                                                                                         | Relative weight in final grade |
|-------------------|----------------------------------------|-----------|----------------|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| <b>Semester 1</b> | <b>All</b>                             | <b>30</b> | <b>144</b>     | <b>756</b>       |                                                                                                                                                    |                                |
| <b>Compulsory</b> | <b>All</b>                             | <b>30</b> | <b>144</b>     | <b>756</b>       |                                                                                                                                                    |                                |
| Compulsory        | Foundations in Economics 1             | 5         | 24             | 126              | Individual continuous assessment / Individual home assignment (1,500 words) / Individual test (60 minutes)                                         | 0/150                          |
| Compulsory        | Introduction to ICT                    | 5         | 24             | 126              | Individual continuous assessment / Individual home assignment / Individual test (60 minutes)                                                       | 0/150                          |
| Compulsory        | Introduction to Business               | 10        | 48             | 252              | Individual class contribution / Individual continuous assessment / Individual home assignment (1,500 words) / Individual presentation (15 minutes) | 0/150                          |
| Compulsory        | Basic Quantitative Skills              | 5         | 24             | 126              | Examination (120 minutes) / Individual continuous assessment / Individual test (60 minutes)                                                        | 0/150                          |
| Compulsory        | Foundations of Knowledge               | 5         | 24             | 126              | Individual class contribution / Individual continuous assessment / Individual home assignment (1,500 words)                                        | 0/150                          |
| <b>Semester 2</b> | <b>All</b>                             | <b>30</b> | <b>144</b>     | <b>756</b>       |                                                                                                                                                    |                                |
| <b>Compulsory</b> | <b>All</b>                             | <b>30</b> | <b>144</b>     | <b>756</b>       |                                                                                                                                                    |                                |
| Compulsory        | Web Design and Client-Side Development | 5         | 24             | 126              | Individual continuous assessment / Individual home assignment (Website & 1,000 words)                                                              | 0/150                          |
| Compulsory        | Supply Chain Management                | 5         | 24             | 126              | Individual continuous assessment / Individual home assignment (2,000 words)                                                                        | 0/150                          |
| Compulsory        | Foundations of Law                     | 5         | 24             | 126              | Individual continuous assessment / Individual presentation (7-8 minutes) / Individual test (60 minutes)                                            | 0/150                          |
| Compulsory        | Social Behaviour in Organizations      | 5         | 24             | 126              | Group presentation (20 minutes) / Individual continuous assessment / Individual home assignment (2000 words)                                       | 0/150                          |
| Compulsory        | Introduction to Marketing              | 5         | 24             | 126              | Examination (120 minutes) / Group presentation (20 minutes) / Individual continuous assessment                                                     | 0/150                          |
| Compulsory        | Communication in Practice              | 5         | 24             | 126              | Individual continuous assessment / Individual presentation (15 minutes)                                                                            | 0/150                          |
| <b>Semester 3</b> | <b>All</b>                             | <b>30</b> | <b>144</b>     | <b>756</b>       |                                                                                                                                                    |                                |
| <b>Compulsory</b> | <b>All</b>                             | <b>30</b> | <b>144</b>     | <b>756</b>       |                                                                                                                                                    |                                |

|                                         |                                                 |           |            |            |                                                                                                                   |        |
|-----------------------------------------|-------------------------------------------------|-----------|------------|------------|-------------------------------------------------------------------------------------------------------------------|--------|
| Compulsory                              | Foundations in Economics 2                      | 5         | 24         | 126        | Individual continuous assessment / Individual home assignment (1,500 words) / Individual test (60 minutes)        | 5/150  |
| Compulsory                              | Marketing Communications                        | 5         | 24         | 126        | Group presentation (15 minutes) / Individual continuous assessment / Individual home assignment (2,000 words)     | 5/150  |
| Compulsory                              | Digital Marketing Concepts and Content Creation | 10        | 48         | 252        | Group presentation (15 minutes) / Individual continuous assessment / Individual home assignment (1,500 words)     | 10/150 |
| Compulsory                              | Teamwork in an Intercultural Environment        | 5         | 24         | 126        | Group home assignment (3,000 words) / Group presentation (10 minutes) / Individual continuous assessment          | 5/150  |
| Compulsory                              | Complex Social Science Module                   | 5         | 24         | 126        | Individual continuous assessment / Individual presentation (15 min) / Individual test                             | 5/150  |
| <b>Semester 4</b>                       | <b>All</b>                                      | <b>30</b> | <b>144</b> | <b>756</b> |                                                                                                                   |        |
| <b>Compulsory</b>                       | <b>All</b>                                      | <b>30</b> | <b>144</b> | <b>756</b> |                                                                                                                   |        |
| Compulsory                              | Agile Project Management                        | 5         | 24         | 126        | Group home assignment (4,000 words) / Individual continuous assessment                                            | 5/150  |
| Compulsory                              | Marketing Research                              | 5         | 24         | 126        | Group presentation (20 minutes) / Individual continuous assessment / Individual home assignment (2,000 words)     | 5/150  |
| Compulsory                              | Digital Marketing Strategies                    | 10        | 48         | 252        | Group presentation (15 minutes) / Individual continuous assessment / Individual home assignment (2,000 words)     | 10/150 |
| Compulsory                              | Sales Management                                | 5         | 24         | 126        | Group presentation (15 minutes) / Individual continuous assessment / Individual home assignment (2,000 words)     | 5/150  |
| Compulsory                              | Basic Statistics                                | 5         | 24         | 126        | Examination (120 minutes) / Individual continuous assessment / Individual test (60 minutes)                       | 5/150  |
| <b>Semester 5</b>                       | <b>All</b>                                      | <b>30</b> | <b>144</b> | <b>756</b> |                                                                                                                   |        |
| <b>Compulsory</b>                       | <b>All</b>                                      | <b>30</b> | <b>144</b> | <b>756</b> |                                                                                                                   |        |
| Compulsory                              | Strategic Management                            | 10        | 48         | 252        | Group home assignment (5,000 words) / Individual continuous assessment                                            | 10/150 |
| Compulsory                              | Global Business                                 | 10        | 48         | 252        | Group presentation (10 minutes per member) / Individual home assignment (2,500 words)                             | 10/150 |
| Compulsory                              | Global Brand Building                           | 10        | 48         | 252        | Examination (120 minutes) / Group presentation (10 minutes per member) / Individual home assignment (2,000 words) | 10/150 |
| <b>Semester 6</b>                       | <b>All</b>                                      | <b>30</b> | <b>144</b> | <b>756</b> |                                                                                                                   |        |
| <b>Commerce and Marketing Electives</b> | <b>All</b>                                      | <b>20</b> | <b>96</b>  | <b>504</b> |                                                                                                                   |        |

|                     |                          |            |            |             |                                                                                                                         |        |
|---------------------|--------------------------|------------|------------|-------------|-------------------------------------------------------------------------------------------------------------------------|--------|
| Elective            | International Economics  | 5          | 24         | 126         | Individual continuous assessment / Individual home assignment (2,000 words) / Individual presentation (12 minutes)      | 5/150  |
| Elective            | Managing Diversity       | 5          | 24         | 126         | Individual continuous assessment / Individual home assignment (2,500 words)                                             | 5/150  |
| Elective            | Supply Chain Management  | 5          | 24         | 126         | Individual continuous assessment / Individual home assignment (2,000 words)                                             | 5/150  |
| Elective            | Corporate Responsibility | 5          | 24         | 126         | Group presentation (25 minutes) / Individual continuous assessment / Individual home assignment (2000)                  | 5/150  |
| Elective            | Startup thinking         | 5          | 24         | 126         | Individual continuous assessment / Individual home assignment (1000 words) / Individual presentation (10 minutes)       | 5/150  |
| Elective            | Marketing of Services    | 5          | 24         | 126         | Group presentation (15 minutes) / Individual continuous assessment / Individual home assignment (2,500 words)           | 5/150  |
| Elective            | Consumer Behaviour       | 5          | 24         | 126         | Group presentation (15 minutes) / Individual continuous assessment (various) / Individual home assignment (2,000 words) | 5/150  |
| <b>Free Options</b> | <b>All</b>               | <b>10</b>  | <b>48</b>  | <b>252</b>  |                                                                                                                         |        |
| <b>Semester 7</b>   | <b>All</b>               | <b>30</b>  | <b>14</b>  | <b>886</b>  |                                                                                                                         |        |
| <b>Compulsory</b>   | <b>All</b>               | <b>30</b>  | <b>14</b>  | <b>886</b>  |                                                                                                                         |        |
| Compulsory          | Dissertation             | 10         | 12         | 288         | Individual home assignment (6,000 words)                                                                                | 10/150 |
| Compulsory          | Work Placement           | 20         | 2          | 598         | Individual home assignment (2,000 words)                                                                                | 20/150 |
| <b>TOTAL</b>        |                          | <b>210</b> | <b>878</b> | <b>5422</b> |                                                                                                                         |        |

Table 15: Curriculum Overview Strategic International Management

| Module Group      | Module Name | ECTS      | Hours in Class | Hours Self-Study | Assessment | Relative weight in final grade |
|-------------------|-------------|-----------|----------------|------------------|------------|--------------------------------|
| <b>Semester 1</b> | <b>All</b>  | <b>30</b> | <b>144</b>     | <b>756</b>       |            |                                |
| <b>Compulsory</b> | <b>All</b>  | <b>30</b> | <b>144</b>     | <b>756</b>       |            |                                |

|                                            |                                                              |           |            |            |                                                                                                          |       |
|--------------------------------------------|--------------------------------------------------------------|-----------|------------|------------|----------------------------------------------------------------------------------------------------------|-------|
| Compulsory                                 | Business Strategy                                            | 5         | 24         | 126        | Individual home assignment (2,000 words) / Individual home assignment (1,000 words)                      | 5/90  |
| Compulsory                                 | Principles and Practices of Business Finance                 | 5         | 24         | 126        | Examination (120 minutes) / Individual presentation (10 minutes)                                         | 5/90  |
| Compulsory                                 | Principles and Practices of HR Management and Leadership     | 5         | 24         | 126        | Individual home assignment (2,000 words) / Individual presentation (15 minutes)                          | 5/90  |
| Compulsory                                 | Principles and Practices of Marketing and Branding           | 5         | 24         | 126        | Examination (120 minutes) / Individual home assignment (1,000 words)                                     | 5/90  |
| Compulsory                                 | MSc Fundamentals of Research - Data Analysis                 | 5         | 24         | 126        | Examination (120 minutes) / Individual continuous assessment                                             | 5/90  |
| Compulsory                                 | Fundamentals of Research - Academic Skills and Presentations | 5         | 24         | 126        | Individual home assignment (1,500 words) / Individual presentation (15 minutes)                          | 5/90  |
| <b>Semester 2</b>                          | <b>All</b>                                                   | <b>30</b> | <b>144</b> | <b>756</b> |                                                                                                          |       |
| <b>No Specialisation</b>                   |                                                              |           |            |            |                                                                                                          |       |
| <b>Compulsory</b>                          | <b>All</b>                                                   | <b>30</b> | <b>144</b> | <b>756</b> |                                                                                                          |       |
| Compulsory                                 | Strategic Entrepreneurship and Innovation Management         | 5         | 24         | 126        | Group home assignment (1,200 words per member) / Group presentation (15 minutes per member)              | 5/90  |
| Compulsory                                 | Strategic Project Management                                 | 5         | 24         | 126        | Individual continuous assessment / Individual home assignment (2,500 words)                              | 5/90  |
| Compulsory                                 | Business Intelligence for Data-Driven Management             | 10        | 48         | 252        | Group home assignment (4,500 words) / Group presentation (15 minutes) / Individual continuous assessment | 10/90 |
| Compulsory                                 | Fundamentals of Research - Research Methodology and Design   | 5         | 24         | 126        | Individual continuous assessment / Individual home assignment (2,500 words)                              | 5/90  |
| Compulsory                                 | Leadership Skills in Cross-Cultural Environment              | 5         | 24         | 126        | Individual home assignment (2,000 words) / Individual test (60 minutes)                                  | 5/90  |
| <b>AI and Cybersecurity Specialisation</b> |                                                              |           |            |            |                                                                                                          |       |
| <b>Compulsory</b>                          | <b>All</b>                                                   | <b>25</b> | <b>120</b> | <b>630</b> |                                                                                                          |       |
| Compulsory                                 | Cyber-Resilient Organisations                                | 10        | 48         | 252        | Individual home assignment (4,000 words) / Individual test (60 minutes)                                  | 10/90 |

|                                                          |                                                            |           |            |            |                                                                                                                          |      |
|----------------------------------------------------------|------------------------------------------------------------|-----------|------------|------------|--------------------------------------------------------------------------------------------------------------------------|------|
| Compulsory                                               | Coding for Cybersecurity                                   | 5         | 24         | 126        | Individual continuous assessment / Individual home assignment (1,500 words) / Individual test (60 minutes)               | 5/90 |
| Compulsory                                               | AI for Business Innovation                                 | 5         | 24         | 126        | Group presentation (5 minutes per member) / Individual home assignment (2,000 words)                                     | 5/90 |
| Compulsory                                               | Fundamentals of Research - Research Methodology and Design | 5         | 24         | 126        | Individual continuous assessment / Individual home assignment (2,500 words)                                              | 5/90 |
| <b>MSc Cybersecurity and AI Specialisation Electives</b> | <b>All</b>                                                 | <b>5</b>  | <b>24</b>  | <b>126</b> |                                                                                                                          |      |
| Elective                                                 | Data-Driven HRM                                            | 5         | 24         | 126        | Group home assignment (2,000 words per member) / Individual continuous assessment                                        | 5/90 |
| Elective                                                 | Reputation and Crisis Management                           | 5         | 24         | 126        | Group presentation (10 minutes per member) / Individual home assignment (2,000 words)                                    | 5/90 |
| Elective                                                 | AI-Driven Insights in Marketing                            | 5         | 24         | 126        | Individual continuous assessment / Individual home assignment (3,000 words)                                              | 5/90 |
| <b>Finance Specialisation</b>                            |                                                            |           |            |            |                                                                                                                          |      |
| <b>Compulsory</b>                                        | <b>All</b>                                                 | <b>30</b> | <b>144</b> | <b>756</b> |                                                                                                                          |      |
| Compulsory                                               | Entrepreneurial Finance                                    | 5         | 24         | 126        | Group presentation (15 minutes per member) / Individual continuous assessment / Individual home assignment (2,200 words) | 5/90 |
| Compulsory                                               | Wealth Management                                          | 5         | 24         | 126        | Individual home assignment (1,500 words) / Individual test (60 minutes)                                                  | 5/90 |
| Compulsory                                               | Contemporary Innovations in Finance                        | 5         | 24         | 126        | Individual home assignment (2,000 words) / Individual presentation (15 minutes)                                          | 5/90 |
| Compulsory                                               | Interpreting Financial Reports                             | 5         | 24         | 126        | Group home assignment (2,000 words per member) / Individual test (60 minutes)                                            | 5/90 |
| Compulsory                                               | Financial Skills for Managers                              | 5         | 24         | 126        | Individual class contribution / Individual continuous assessment                                                         | 5/90 |
| Compulsory                                               | Fundamentals of Research - Research Methodology and Design | 5         | 24         | 126        | Individual continuous assessment / Individual home assignment (2,500 words)                                              | 5/90 |
| <b>Hospitality Specialisation</b>                        |                                                            |           |            |            |                                                                                                                          |      |
| <b>Compulsory</b>                                        | <b>All</b>                                                 | <b>30</b> | <b>144</b> | <b>756</b> |                                                                                                                          |      |

|                                                               |                                                            |           |           |            |                                                                                       |       |
|---------------------------------------------------------------|------------------------------------------------------------|-----------|-----------|------------|---------------------------------------------------------------------------------------|-------|
| Compulsory                                                    | Fundamentals of Research - Research Methodology and Design | 5         | 24        | 126        | Individual continuous assessment / Individual home assignment (2,500 words)           | 5/90  |
| Compulsory                                                    | Hospitality and Tourism: Development and Real Estate       | 5         | 24        | 126        | Individual home assignment (2,500 words) / Individual presentation (15 minutes)       | 5/90  |
| Compulsory                                                    | Operations in Hospitality and Tourism: Innovations and AI  | 5         | 24        | 126        | Group presentation (10 minutes per member) / Individual home assignment (2,500 words) | 5/90  |
| Compulsory                                                    | Visitor Behaviour and Experiences                          | 5         | 24        | 126        | Individual home assignment (2,500 words) / Individual presentation (15 minutes)       | 5/90  |
| Compulsory                                                    | Diversity and Sustainability in Service Management         | 5         | 24        | 126        | Individual home assignment (2,000 words) / Individual test (60 minutes)               | 5/90  |
| Compulsory                                                    | Destination Branding and Image Creation                    | 5         | 24        | 126        | Individual home assignment (2,500 words) / Individual test (60 minutes)               | 5/90  |
| <b>Human Resource Management Specialisation</b>               |                                                            |           |           |            |                                                                                       |       |
| <b>Compulsory</b>                                             | <b>All</b>                                                 | <b>20</b> | <b>96</b> | <b>504</b> |                                                                                       |       |
| Compulsory                                                    | Strategic Human Resource Management                        | 10        | 48        | 252        | Group presentation (20 minutes per member) / Individual home assignment (3,000 words) | 10/90 |
| Compulsory                                                    | Performance Management                                     | 5         | 24        | 126        | Individual home assignment (2,000 words) / Individual presentation (15 minutes)       | 5/90  |
| Compulsory                                                    | Fundamentals of Research - Research Methodology and Design | 5         | 24        | 126        | Individual continuous assessment / Individual home assignment (2,500 words)           | 5/90  |
| <b>MSc Human Resource Management Specialisation Electives</b> | <b>All</b>                                                 | <b>10</b> | <b>48</b> | <b>252</b> |                                                                                       |       |
| Elective                                                      | Coaching                                                   | 5         | 24        | 126        | Individual continuous assessment / Individual home assignment (2,500 words)           | 5/90  |
| Elective                                                      | Sustainability, CSR and ESG                                | 5         | 24        | 126        | Individual continuous assessment / Individual home assignment (2,500 words)           | 5/90  |
| Elective                                                      | Managing Diversity in a Global Context                     | 5         | 24        | 126        | Individual continuous assessment / Individual home assignment (2,500 words)           | 5/90  |

|                                                          |                                                            |           |            |             |                                                                                                                    |       |
|----------------------------------------------------------|------------------------------------------------------------|-----------|------------|-------------|--------------------------------------------------------------------------------------------------------------------|-------|
| Elective                                                 | Data-Driven HRM                                            | 5         | 24         | 126         | Group home assignment (2,000 words per member) / Individual continuous assessment                                  | 5/90  |
| <b>Marketing Management Specialisation</b>               |                                                            |           |            |             |                                                                                                                    |       |
| <b>Compulsory</b>                                        | <b>All</b>                                                 | <b>25</b> | <b>120</b> | <b>630</b>  |                                                                                                                    |       |
| Compulsory                                               | Contemporary Marketing Communications                      | 5         | 24         | 126         | Individual home assignment (2,500 words) / Individual test (60 minutes)                                            | 5/90  |
| Compulsory                                               | Designing and Executing Campaigns in the Digital Space     | 5         | 24         | 126         | Individual home assignment (2,500 words) / Individual presentation (5 minutes)                                     | 5/90  |
| Compulsory                                               | Consumer Psychology and Behaviour                          | 5         | 24         | 126         | Individual continuous assessment / Individual home assignment (2,500 words)                                        | 5/90  |
| Compulsory                                               | Market Research                                            | 5         | 24         | 126         | Individual home assignment (1,500 words) / Individual test (60 minutes)                                            | 5/90  |
| Compulsory                                               | Fundamentals of Research - Research Methodology and Design | 5         | 24         | 126         | Individual continuous assessment / Individual home assignment (2,500 words)                                        | 5/90  |
| <b>MSc Marketing Management Specialisation Electives</b> | <b>All</b>                                                 | <b>5</b>  | <b>24</b>  | <b>126</b>  |                                                                                                                    |       |
| Elective                                                 | Reputation and Crisis Management                           | 5         | 24         | 126         | Group presentation (10 minutes per member) / Individual home assignment (2,000 words)                              | 5/90  |
| Elective                                                 | Marketing Services                                         | 5         | 24         | 126         | Individual continuous assessment / Individual home assignment (2,500 words) / Individual presentation (15 minutes) | 5/90  |
| Elective                                                 | AI-Driven Insights in Marketing                            | 5         | 24         | 126         | Individual continuous assessment / Individual home assignment (3,000 words)                                        | 5/90  |
| <b>Semester 3</b>                                        | <b>All</b>                                                 | <b>30</b> | <b>12</b>  | <b>888</b>  |                                                                                                                    |       |
| <b>Compulsory</b>                                        | <b>All</b>                                                 | <b>30</b> | <b>12</b>  | <b>888</b>  |                                                                                                                    |       |
| Compulsory                                               | MSc Dissertation (BU)                                      | 30        | 12         | 888         | Individual home assignment (15,000 words)                                                                          | 30/90 |
| <b>TOTAL</b>                                             |                                                            | <b>90</b> | <b>300</b> | <b>2400</b> |                                                                                                                    |       |

