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**FOUNDATION FOR INTERNATIONAL
BUSINESS ADMINISTRATION ACCREDITATION**

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

Assessment Report

Higher Education Institution:

International Business School, Budapest (IBS),
Hungary

Bachelor/Master programme:

MA in Psychology [pszichológia mesterképzési szak]

Qualification awarded on completion:

Master of Arts



Decision of the FIBAA Accreditation and Certification Committee

22nd Meeting on June 19, 2026

PROGRAMME ACCREDITATION

Project Number:	25/093
Higher Education Institution:	International Business School
Location:	Budapest, Hungary
Study programme:	Master of Arts in Psychology
Type of accreditation:	concept accreditation

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

According to § 7 (6) in conjunction with § 9 (1) in conjunction with § 9 (4) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from 1 March 2025, the study programme is accredited with one condition.

Condition:

The study programme elaborates its course materials until the start of the programme and addresses how they ensure and demonstrate the development of practical skills through the course materials. (see chapter 3.3.3.)

Proof of meeting this condition is to be supplied by March 18, 2027.

Period of Accreditation: September 1, 2027 until August 31, 2032

The FIBAA Quality Seal is awarded.

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

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Concept Accreditation

In the concept accreditation of the study programme, it was assessed according to the criteria used for established programmes.

The Master of Arts in Psychology offered by International Business School fulfils, with one exception, the FIBAA quality requirements for Master programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for a period of five years, starting on September 1, 2027 until August 31, 2032, subject to one 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 concept accreditation of the Master of Arts in Psychology was concluded between FIBAA and International Business School on January 12, 2026. On January 30, 2026, the HEI submitted a self-evaluation report, which included a detailed description of the programme and additional documents to demonstrate that the criteria for programme accreditation are met.

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

Prof. Dr. Eva Bamberg

University of Hamburg

Professor Emeritus of Work and Organisational Psychology

Work and Organisational Psychology, Health, Stress, Digitalisation, Workplace Health Psychology

Dipl.-Psych. Ute Beyer

Business Coaching and Therapy

Senior Expert in Human Resources Development/Competence Management

Freelance Psychologist

Psychology, Psychological Diagnostics, Personnel Development, Therapy, Competence Management, Coaching, Counselling

Dr. phil.-nat. Reiner Borretty

Fresenius University Wiesbaden

Lecturer for Differential and Personality Psychology

Differential and Personality Psychology, Work Psychology, Leadership Training and Change Management Project

Edina Molnár, PhD

University of Debrecen,

Faculty of Health Sciences

College Professor, Head of Department

Psychology, Management, Organizational Culture, Wellbeing, Blended Learning

Gaga Gvenetadze

Tbilisi State University

PhD Student in Applied Social Psychology

FIBAA project manager:

Dr. Nina Rotermund

¹ The panel is presented in alphabetical order.

Accreditation Data at a Glance

Mode of the site visit	Via the video conferencing tool <i>Zoom</i> At the end of the visit, the panel provided brief feedback on its first impressions to representatives of the HEI.
Date of the site visit	March 19-20, 2026
Accreditation period (if applicable)	September 1, 2027 until August 31, 2032
Groups interviewed	• Management (CEO, Rector, Pro-Rectors) • Programme Management • Teaching staff • Students • Administrative Staff
Date Report Delivered to HEI for Statement	May 8, 2026
Date of HEI Statement	May 15, 2026

General Information on the Study Programme

General Information

Type of study programme:

Master programme

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

MA in Psychology [pszichológia mesterképzési szak]

Degree title awarded (in original language and English translation)

Master of Arts

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

4 semesters

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

120 ECTS

Type of accreditation:

Concept accreditation

Mode of study:

Full-time

Methodological approach:

Study programme 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:

no

Implementation

Dates and Scope

Initial start of the programme:

01/09/2027

Programme cycle starts in:

winter semester

Scope (planned number of parallel classes) and enrolment capacity

1 class with 24 students

Summary

Brief description of the study programme:

Master of Arts in Psychology

The MA in Psychology is designed as an internationally oriented, English-taught Master's degree focusing on employability and academic progression. It aims to develop graduates with advanced theoretical, methodological, and applied knowledge. Students shall be trained to critically evaluate psychological theories and apply them in professional contexts. The programme includes two specialisations: Clinical and Health Psychology, and Work and Organisational Psychology.

Highlights of the online conference

The online visitation was well-structured and provided comprehensive insights into the academic and organisational framework. The visitation included in-depth discussions with programme management, teaching staff, students, and administrative representatives. Since it is a concept accreditation, the programmes does not have graduates so far.

Special Features of the Study Programme

The programme stands out for its practical focus and international orientation. One key distinguishing feature is that IBS offers a more practice-oriented alternative to research-focused programmes and provides accessibility for international students. Hence, against this backdrop, another distinguishing feature is the innovative teaching format using English as the main language of instruction.

General impressions of the panel members

The expert panel formed a positive overall impression of the programme and the institution's commitment to quality and further development. The open dialogue and transparency demonstrated during the online visit were appreciated. In particular, the panel was impressed by the high engagement of the administrative support services for both students and teaching staff, like career counselling and well-being initiatives. 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, IBS

Bachelor / Master programme:

Master of Arts in Psychology

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

² quality requirements.

³ quality requirements.

⁴ quality requirements leading to condition or recommendation.

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

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

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

		Exceptional	Exceeds ²	Meets ³	Does not meet ⁴	n.r.	Recommendation ⁵
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			

Accreditation with Conditions

The panel members identified a need for improvement in the following aspects⁶ Course materials and recommended literature (see chapter 3.3.3) due to the missing elaboration of materials at the time of the visit. Therefore, they recommend accreditation on condition of meeting the following requirement:

- **Condition** (see chapter 3.3.3):
The study programme elaborates its course materials until the start of the programme and addresses how they ensure and demonstrate the development of practical skills through the course materials.

Proof of fulfilment of the above-mentioned condition must be submitted by March 18, 2027.

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

- preparing students to have specific competences needed for the profession (such as coaching and consultation etc.) (see chapter 3.2.1)
- extending the internship to six weeks and aligning it with the ECTS distribution accordingly (status: minimum 120 hours and 10 ECTS) (see chapter 3.2.2)
- fostering discussion among students by suitable classroom arrangement (like u-form) (see chapter 3.3.1)
- improving the offer extracurricular events (see chapter 3.3.4)

Exceeding

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

- Positioning of the study programme on the educational market (see chapter 1.2)
- Foreign language contents (see chapter 3.4.1)
- Administrative support (see chapter 4.2.2)
- Career counselling and placement service (see chapter 4.2.5)
- Cooperation with HEIs and other academic institutions or networks (see chapter 4.3.1)

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

Information

Information on the Institution

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

From the very beginning, IBS focused on combining the Central European educational traditions with the British model by cooperating in validation-based partnerships with universities of the United Kingdom. IBS's first validation partnership began in 1991 with Oxford Brookes University, which validated its degrees for over two decades. In 2012, this partnership was succeeded by The University of Buckingham (UoB), which now validates many of IBS's programmes. The Bachelor of Arts in Psychology offers an optional double-degrees with Dublin Business School (Ireland).

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

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

IBS offers programmes in three main academic fields:

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

In 2024, the BA in Psychology was added to IBS's academic portfolio and represents an extension of its expertise in business psychology and human resource management as well as consumer behaviour, which is considered an expertise built over decades through its Business Management programmes.

In addition to this, the MA in Psychology shall build on IBS's expertise in business-related psychology and responding to demand for English-language psychology education. The programme is designed as a four-semester, 120 ECTS Master's degree starting in 2027. The

programme will offer two specialisation pathways, namely Clinical and Health Psychology and Work and Organisational Psychology. Thus, students shall be enabled to tailor their learning to specific professional domains.

Programme Description and Appraisal in Detail

1. OBJECTIVES

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

The MA in Psychology aims to develop graduates with advanced theoretical, methodological, and applied knowledge. Students will be trained to critically evaluate psychological theories and apply them in professional contexts. The programme is designed with two specialisations: Clinical and Health Psychology, and Work and Organisational Psychology.

Graduates of the programme meet the learning outcomes of the Hungarian Qualifications Framework (HuQF) Level 7. International qualification frameworks, including the QF-EHEA and the UK Framework for Higher Education Qualifications, are used as reference points to support transparency and international comparability.

Graduates acquire competencies such as advanced research skills, methodological rigour, professional communication, ethical awareness, and intercultural competence. They are prepared for roles in areas such as healthcare, human resources, NGOs, and applied research, as well as for doctoral study.

In detail, graduates of the programme shall demonstrate:

- **Advanced analytical and research skills:** The ability to formulate complex research questions, design rigorous psychological studies, critically evaluate diverse evidence, and synthesise theory and data to generate evidence-based conclusions for complex individual, organisational, and societal issues.
- **Methodological, quantitative, and digital competence:** The ability to apply advanced research designs, statistical and qualitative methods, and digital analysis tools, demonstrating methodological rigour, critical reflection, and independent mastery of data collection, management, interpretation, and transparent reporting in psychological research.
- **Professional communication and intercultural competence:** Clear, ethical, and effective communication of psychological knowledge in written, oral, and visual formats, with sensitivity to cultural, social, and international contexts and the ability to collaborate in diverse professional teams.
- **Teamwork, autonomy, and professional conduct:** The capacity to work both independently and collaboratively, manage applied and research-based projects, engage in supervised professional practice, and demonstrate responsibility, reflection, and professional integrity.
- **Ethical awareness and global perspective:** A strong understanding of ethical standards, research integrity, and professional responsibility in psychology, alongside awareness of global challenges related to health, work, well-being, and social inclusion.

Appraisal:

The subject-specific qualification objectives of the Master of Arts in Psychology 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 is aligned with the targeted professional field, with an emphasis on developing the employability skills necessary for the students' chosen careers.

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

1.2 Positioning of the study programme on the educational market

The programme shall be positioned as an internationally oriented, English-taught Master's degree focusing on employability and academic progression. It shall distinguish itself through its integration of applied learning, research training, and international mobility opportunities.

In Hungary, so far, only a few English-language psychology Master's programmes exist, making IBS a complementary provider. Within Europe, IBS offers a more practice-oriented alternative to research-focused programmes and provides accessibility for international students.

Appraisal:

The panel applauds IBS for demonstrating a strategic approach regarding the positioning of the Master of Arts in Psychology. They appreciate IBS delivering the programme fully in English. Moreover, the curriculum with its specialisations and the fees (see chapter 4.5) will make the programme attractive and affordable for international students.

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

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

The MA in Psychology will be the newest addition to IBS's degree portfolio. Building on IBS's established expertise in psychology, organisational behaviour, human resource management, and consumer behaviour, the programme will extend this strengths-based approach into a comprehensive, research-led Master's qualification in psychology.

Hence, the programme will align with IBS's strategic goals of diversification and internationalisation. It strengthens postgraduate provision. Learning outcomes emphasise critical thinking, methodological competence, ethical awareness, professional communication, and self-reflexivity, supporting graduates' employability, professional development, and readiness for doctoral-level study. The seminar-based teaching model and applied orientation support both employability and academic progression.

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

Appraisal:

The study programme is convincingly integrated into the HEI's overall strategic concept. The study programme's qualification objectives are in line with the HEI's mission and vision.

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

2. ADMISSION

2.1 Admission requirements (Asterisk Criterion)

Applicants must hold a BA in Psychology (minimum 180 ECTS) and demonstrate English proficiency (e.g. IELTS 6.5). No prior professional experience is required. Admission includes document review and an oral interview assessing motivation and readiness. The purpose of the interview is to assess the applicant's motivation, academic preparedness, and their readiness for international study.

For the MA in Psychology programme, no prior professional experience is required for admission. This programme is designed to accommodate recent Bachelor's graduates, and the curriculum is structured accordingly to support students who may be entering postgraduate study without a professional background.

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

All components of the programmes, including lectures, seminars, course materials, assessments, and extracurricular academic activities, will be conducted entirely in English. Applicants to the MA in Psychology programme 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. The requirements are clearly communicated to prospective students to ensure a smooth and transparent application process.

No language classes or additional English language support services are integrated into the programme structure.

2.4 Selection procedure (if relevant)

Applications will be managed through DreamApply, with Hungarian applicants using the national centralised admission platform felvi.hu, in line with Government Decree No. 423/2012 (29 Dec).

Applicants upload their documents and track their progress through this system, which facilitates communication with the Centre for Marketing and Admissions. The Centre is responsible for reviewing submitted materials and making final decisions. The process ensures transparency, fairness, and compliance with national regulations.

Updates to admissions procedures and requirements are communicated to the public through multiple channels. The institutional website serves as the primary reference point and is updated as soon as new policies are adopted. In addition, prospective applicants are informed

during institutional open days, education expos, and individual consultations, ensuring that they receive accurate, up-to-date information in both digital and personal formats.

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

2.5 Counselling for prospective students

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

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

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

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

Appraisal:

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

The admission requirements about the required language proficiency level are transparent. They indicate that the language used for instruction of the programme is English and also state the required result in a language test.

Dependent on the available 24 study places, the selection procedure is based on transparent criteria and ensures that qualified students are admitted. The selection procedure is described, documented, and accessible to interested parties. The selection decision is communicated to all applicants.

Applicants can directly turn to a student counselling service at IBS for clarification of specific questions, of personal aptitude, or of career perspectives etc. Personal dialogue between applicants and IBS is provided. Vulnerable students, such as those in special circumstances like impairments or disabilities, students with children, foreign students, economically-disadvantaged students and/or students from non-academic backgrounds are particularly assisted.

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

3. IMPLEMENTATION OF THE STUDY PROGRAMME

3.1 Structure and Content

Structure of the study programme

Projected Study Time	4 semesters
Number of Credits	120 ECTS
Workload per ECTS Credit	30 hours
Weeks per Semester	14 weeks (excl. examinations)
Credits for the final project and time awarded for writing	20 ECTS / 1 semester

IBS uses the European Credit Transfer and Accumulation System (ECTS) as the basis for all study programmes. One ECTS credit corresponds to 30 hours of student workload, including contact time, independent study, assessment preparation, and practical activities. A full-time semester of 30 ECTS therefore represents approximately 900 hours of student effort. Each module specification outlines how these hours are distributed, and course teams ensure alignment with intended learning outcomes and teaching methods, supported by ongoing feedback and review.

Workload is distributed across core modules, electives, and components such as internships, all within the 30 ECTS framework. This ensures a balanced and manageable study load, avoids clustering of assessments, and supports steady academic progress.

To support timely completion, IBS operates a continuous feedback system. At the end of each semester, students provide module-level feedback on workload and expectations. These data are reviewed and used by module leaders to adjust course delivery or assessment where necessary.

Rationale for degree and programme name

The programme title “Psychology” and the Master of Arts (MA) degree designation are determined in accordance with national higher education regulation. According to Section 16/A of Act 204 (2011) on National Higher Education, the programme-level learning outcomes and the official title of the programme and award must conform to the specifications issued by the Minister responsible for higher education. Within the Hungarian higher education system, psychology is classified within the humanities, and the use of the MA degree designation reflects this disciplinary positioning. At Master’s level, the programme aligns with HuQF Level 7.

Conceptual coherence of the curriculum

The MA in Psychology is a 120 ECTS, four-semester postgraduate programme designed to provide a structured progression from advanced theoretical foundations to specialisation,

applied practice, and independent research (see curriculum overview in the appendix). The curriculum is aligned with programme objectives and international expectations for Master's-level psychology education. Foundational knowledge, research competence, and applied skills are developed progressively across semesters, while ethical awareness and professional responsibility are embedded throughout. The programme culminates in independent research and practical experience, ensuring readiness for employment or doctoral study.

Semester 1 shall establish a common foundation in psychological theory, research methods, and ethics. Modules such as Advanced Cognitive and Developmental Psychology, Applied Personality and Social Psychology, and Evolutionary Psychology shall develop a comprehensive understanding of key psychological domains, while research and statistical training strengthen analytical competence. Ethical awareness will be introduced through dedicated modules.

In Semester 2, students shall follow one of two specialisations. In Clinical and Health Psychology, modules focus on assessment, intervention, and well-being in healthcare contexts. In Work and Organisational Psychology, modules address organisational behaviour, leadership, and applied psychological methods in workplace settings.

Semester 3 shall serve as an elective and mobility window. Students may deepen their specialisation through optional modules such as Intercultural Psychology or Neuropsychology, or undertake international study, for example through Erasmus+ exchanges. This stage shall support interdisciplinary thinking and the integration of knowledge.

Semester 4 will focus on professional readiness and independent research. Students complete a supervised internship alongside a dissertation, which involves designing and conducting an empirical research project in accordance with academic and ethical standards.

Most credits will be allocated to compulsory modules to ensure coherence, while students select a specialisation and benefit from targeted electives in Semester 3. Teaching, learning, and assessment will be aligned with Intended Learning Outcomes, covering knowledge, skills, attitudes, and professional responsibility.

Core modules shall establish theoretical understanding, while advanced research training develops analytical and methodological competence. These skills culminate in the dissertation, which demonstrates independent inquiry. Ethical awareness and reflective practice will be fostered through modules such as Ethics and Professional Socialisation and reinforced through applied and case-based learning.

Autonomy and professional responsibility will be developed through group work, applied modules, and particularly through the internship, where students apply their knowledge in real-world contexts and reflect on their professional development.

Study and exam regulations

The conditions governing study programmes at IBS are set out in the Study and Examination Regulations, which are publicly available on the IBS website. Students can access detailed information on programme structure, requirements, and assessments via the Moodle “Info Centre”. The regulations are reviewed annually, with updates initiated by the Pro-Rector of Student Services and approved by the Senate, including student representatives. Significant changes are communicated through Moodle and institutional email.

IBS has introduced a comprehensive AI Policy, available on Moodle, which defines different levels of permitted AI use in assessments, ranging from full prohibition to controlled, declared use. This policy safeguards academic integrity while recognising the evolving role of AI in education.

All assessments are submitted through Moodle and screened using Turnitin. Academic misconduct, including plagiarism and data falsification, is clearly defined and investigated by the Academic Conduct Officer. Sanctions may include resubmissions, zero marks, or disciplinary measures, depending on severity.

Final theses are subject to Turnitin checks and reviewed prior to grading. Resit opportunities are specified in module descriptions, while appeals may be submitted on defined procedural grounds within two weeks of grade publication.

IBS provides structured support for students with disabilities, including accessible facilities and examination adjustments, coordinated by a Disability Services Coordinator. Upon graduation, students receive a Diploma Supplement and transcript in line with ECTS standards.

The programme will include a mobility window in Semester 3, enabling international study without extending the duration. IBS recognises prior learning and external credits in accordance with the Lisbon Recognition Convention, provided they meet Level 7 requirements. Approved credits are recorded without grades, ensuring fair and transparent recognition while supporting international mobility.

Examination and final thesis

The MA in Psychology programme will employ a range of assessment methods designed to integrate advanced theoretical knowledge with empirical application and critical reflection. Core formats include individual written assignments such as essays, literature reviews, and case analyses, alongside methodological tasks like research design and data analysis. Presentations and continuous assessment formats further support the development of communication skills and ongoing learning. In addition, the programme includes formal mid-term tests and examinations.

Students will be required to demonstrate critical understanding, methodological competence, and independent judgement. Tasks emphasise the evaluation and application of research, ethical use of methods, and problem-solving, culminating in the dissertation as an independent research project.

Assessment standards will be supported through internal and external moderation, maintaining appropriate academic difficulty and alignment with qualification objectives. Tasks are designed to foster scientific reasoning and critical reflection, focusing on analytical and applied work rather than multiple-choice formats.

Students will receive detailed feedback supported by grading rubrics, which will clarify expectations and promote academic development. Assessment requirements and sample materials will be provided in advance to support preparation.

At IBS, fairness and objectivity are ensured through transparent processes, moderation, and external examiner oversight. Written examinations are marked anonymously, and dissertations are subject to double marking and external moderation in line with UK standards.

The dissertation will be a compulsory empirical research project aligned with the student's specialisation. It will require the application of theory, research design, ethical principles, and data analysis, and typically addresses applied psychological topics such as health, organisational behaviour, or well-being. With an expected length of approximately 14,000 words, it shall follow a formal academic structure and will be submitted electronically with integrity checks.

The dissertation will assess students' ability to formulate research questions, engage critically with literature, apply appropriate methods, analyse data, and communicate findings clearly. It shall serve as a capstone demonstrating readiness for professional or academic progression.

Students will be supported through a structured supervision process, including several consultations with an academic supervisor. Guidance will be provided on research design, ethics, and academic standards, while students retain responsibility for their work.

Preparation for the dissertation will be integrated across the programme. Research and statistical skills will be developed in earlier semesters, followed by a supervised research proposal and ethical approval process. Moodle resources and the Dissertation Handbook provide additional guidance, ensuring a coherent and well-supported research experience.

Appraisal:

The study programme's structure will support the smooth implementation of the curriculum and help students to reach the intended learning outcomes. The study programme consists of courses and assigns credits per course based on regularly conducted workload assessments. It can be completed within the projected study time.

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

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

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

There are regulations which contain all necessary rules and procedures for teaching, studies and examination. They also take AI developments into account. The faculty has available solutions to detect forms of plagiarism. Specific policies and tools are in place how to address AI-generated content. Given the rapidity of further developments in this area, the panel encourages IBS to review their AI policy regularly.

The final theses will be evaluated based on previously published and coherently applied criteria, rules, and procedures, and are checked for the prevention of plagiarism.

Students with disabilities are provided with affirmative actions concerning time and formal standards throughout the study programme and examinations. This is stipulated in a binding document.

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.

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

Especially in their thesis, the students will prove their ability to undertake scientific work and the achievement of the study programme's qualification objectives.

		Exceptional	Exceed	Meet	Does not meet	n.r.	Recommendation
3.1	Structure and content						
3.1.1*	Structure of the study programme (Asterisk Criterion)			X			
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			X			

		Exceptional	Exceed	Meet	Does not meet	n.r.	Recommendation
3.1.3*	Conceptual coherence of the curriculum (Asterisk Criterion)			X			
3.1.4*	Study and exam regulations (Asterisk Criterion)			X			
3.1.5*	Examination and final thesis (Asterisk Criterion)			X			

3.2 Intended competences and skills

Methods and scientific practice

The MA in Psychology follows a structured and cumulative approach to skill development at Master's level. From the outset, students will strengthen their research capabilities through modules in research methods and statistical analysis, developing the ability to evaluate research designs, apply appropriate methods, and interpret complex data. Ethical and professional standards are introduced in parallel.

In the second semester, these skills will be applied within specialisation-specific contexts. Students in both Clinical and Health Psychology and Work and Organisational Psychology engage in case-based analysis, assessment, and intervention planning, requiring the integration of theory, evidence, and professional judgement. In the third semester, advanced electives and, where applicable, international mobility will further support critical thinking, interdisciplinary application, and intercultural competence. The programme culminates in the Professional Internship and the Psychology Dissertation, where students demonstrate autonomy, methodological rigour, and professional competence.

Students' competences will be assessed through research-based assignments, applied projects, and empirical tasks, all aligned with Master's-level expectations. These assessments evaluate the ability to design studies, analyse data, and communicate findings effectively, culminating in the dissertation as the key demonstration of advanced research competence.

Preparation for the dissertation is embedded throughout the programme, supported by research training, ethical guidance, and supervision. Each student works with an academic supervisor to ensure the quality and rigour of their research. The dissertation will be double-marked, and assessment outcomes will be regularly reviewed to ensure consistency and fairness.

Skills developed in the programme shall be transferable to both professional and research contexts. Students apply psychological knowledge and methods to real-world problems, particularly in specialisation modules and during the internship. The dissertation further strengthens research application, preparing graduates for employment or doctoral study.

Digital literacy is embedded throughout the programme, with students using appropriate tools for research and analysis. They are also encouraged to reflect critically on the use of AI in academic and professional contexts, ensuring ethical and responsible application.

Integration of theory and practice

The MA in Psychology intends to link psychological theories to empirical evidence and practical contexts, enabling students to develop a critical and practice-oriented understanding.

Case-based learning will be used in teaching and assessment, supporting the application of theory to professional, organisational, and health-related scenarios. Open-ended assessment formats encourage analytical reasoning, critical reflection, and the integration of theory and

evidence in line with Level 7 expectations. Ongoing stakeholder feedback, including input from alumni and professional fields, informs curriculum development.

The balance between theory and practice will be supported through external examiner oversight, ensuring that academic standards and applied components remain aligned with programme objectives. Teaching will be delivered by staff with both academic and professional experience, allowing the integration of current practice and real-world challenges.

The programme will be taught in small-group, seminar-based formats, promoting interaction, critical discussion, and problem-solving. This enables students to apply and reflect on psychological concepts in professional and research contexts.

Interdisciplinary and transdisciplinary thinking

Interdisciplinary learning is embedded within the curriculum. In Work and Organisational Psychology, modules integrate psychological approaches with social, legal, and economic perspectives. In Clinical and Health Psychology, interdisciplinary elements include psychophysiology, psychopharmacology, and health promotion, linking psychology with biomedical and public health frameworks.

Further interdisciplinary engagement is supported in Semester 3, which serves as both an elective and mobility window. Students complete free-option modules, potentially drawn from other Master's programmes, and may engage with topics such as intercultural or neuropsychology, or undertake international study.

Interdisciplinary competence will be reinforced through teaching and assessment methods such as group projects, case analyses, and presentations, reflecting professional practice requirements.

International contents

The MA in Psychology will integrate international and intercultural perspectives throughout its curriculum, teaching, and student experience, in line with its international orientation. Programme content shall address global psychological challenges such as mental health, well-being, and social inclusion, and where appropriate refers to frameworks such as the UN Sustainable Development Goals, particularly SDG 3.

The programme is benchmarked against international academic standards, ensuring alignment with recognised frameworks. Seminar-based and group learning fosters intercultural competence, collaboration, and professional communication in diverse settings.

International perspectives will be embedded across all semesters and specialisations. Core modules draw on cross-cultural research, while Clinical and Health Psychology addresses cultural variation in health and care practices. Work and Organisational Psychology focuses on global workplaces and culturally diverse organisational contexts.

Further development occurs in Semester 3 through electives and case-based learning, and even participation in Erasmus+ or other international exchanges. Modules such as Intercultural Psychology and Complex Case Studies require students to analyse psychological issues in international and culturally diverse settings, supporting the integration of theory and context.

Professional ethics and societal issues

The MA in Psychology intend to integrate ethical reasoning, intercultural awareness, and social responsibility throughout its curriculum. Modules reference global frameworks such as the UN Sustainable Development Goals, particularly SDG 3, to situate psychological knowledge within broader societal challenges.

Ethics and professional responsibility will be central to the programme. Core modules, including Ethics and Professional Socialisation and research methods training, shall develop students' understanding of ethical principles, professional standards, and the societal impact of psychological work. Students are required to engage critically with ethical dilemmas and reflect on their professional roles.

Ethical research practice and academic integrity will be emphasised through research modules addressing responsible data handling, informed consent, confidentiality, and participant welfare. This shall prepare students for ethical engagement in empirical research.

Intercultural awareness will be reinforced through coursework and collaborative learning. Seminar-based teaching and case-based tasks shall encourage students to consider cultural and ethical dimensions in diverse contexts, promoting inclusive and reflective practice.

These competences will be assessed through various formats, including research projects, case analyses, and presentations, requiring students to demonstrate ethical reasoning and cultural sensitivity.

Institutional policies, including the Academic Conduct Policy and AI Policy, ensure academic integrity and responsible use of digital tools. Faculty adhere to a code of ethics, and an Ethics Committee provides oversight, supporting a culture of professionalism and accountability.

Appraisal:

Students will acquire methodological competences and will be enabled to do scientific work on the required level. The panel acknowledges the structured and cumulative approach to skill development. However, they saw these skills to be foremost focused on scientific aspects. They found a profound training in coaching and counselling to be still missing. Hence, they **recommend** the study programme preparing students to have specific competences needed for the profession (such as coaching, consultation).

Students will be trained to use AI technologies ethically to support their learning and research process and to reflect critically the influence of AI on their studies.

Theory and practice are systematically interrelated throughout the curriculum, also promoting students' ability to transfer theoretical knowledge to solve problems in practice. The panel supports that IBS offers mobility and internship opportunities in the third semester. However, they consider three weeks for an internship to be too short to gain relevant experience and insights. Hence, they **recommend** the programme extending the internship to six weeks and aligning it with the ECTS distribution accordingly (status: minimum 120 hours and 10 ECTS).

The participants will acquire interdisciplinary qualifications in accordance with the qualification objectives. This will be supported by means of suitable didactical and methodological measures.

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

Ethical implications, intercultural perspectives and current societal issues will be appropriately integrated in the study programme.

		Exceptional	Exceed	Meet	Does not meet	n.r.	Recommendation
3.2	Intended competences and skills						
3.2.1*	Methods and scientific practice (Asterisk Criterion)			X			X
3.2.2*	Integration of theory and practice (Asterisk Criterion)			X			X
3.2.3*	Interdisciplinary and transdisciplinary thinking (Asterisk Criterion)			X			
3.2.4*	International contents (Asterisk Criterion)			X			
3.2.5*	Professional ethics and societal issues (Asterisk Criterion)			X			

3.3 Teaching and Learning Methodology

Logic and plausibility of the Teaching and Learning Methodology

The MA in Psychology will be based on a didactical approach that emphasises active engagement, practice-oriented learning, and methodological competence. Teaching will be delivered through seminars, workshops, and site visits, without traditional lectures, enabling continuous interaction and the integration of theory with practical application.

The programme will integrate case studies, group work, and practical sessions, particularly in research and data analysis modules. Reflective assignments and collaborative tasks will support critical thinking and peer learning.

While asynchronous e-learning will not be a core component, some modules might apply a flipped classroom approach, where students prepare via Moodle and engage in interactive in-class activities. Moodle will also be used for resource distribution, assignment submission, and learning coordination, alongside digital tools for data analysis.

Each module will outline its teaching approach, ensuring transparency. Teaching quality is monitored through semester reports and peer observation, particularly for new staff, as part of ongoing quality assurance. Further details on curriculum structure, assessment, and staff development are provided in the relevant sections of the programme documentation.

Acquisition of future and soft skills

The MA in Psychology will integrate the development of soft and future-oriented skills throughout the curriculum, with a focus on communication, critical thinking, collaboration, and professional readiness. These competences will be embedded within academic coursework and seminar-based teaching. This shall ensure that skill development progresses alongside advanced psychological knowledge.

Communication skills will be developed through discussions, presentations, and written assignments, while group projects and case analyses foster teamwork and problem-solving abilities relevant to professional practice. Practical skills will be further strengthened through applied modules and culminate in the Professional Internship, where students gain supervised experience in real-world settings.

Faculty support will be provided through continuous feedback and supervision, complemented by resources such as academic writing guidance and digital research tools. Although leadership is not taught as a separate subject, students develop initiative and responsibility through collaborative tasks and research activities.

Course materials and recommended literature

So-called module leaders will be responsible for developing and updating materials, while academic area leaders ensure consistency and coherence across modules. This coordinated approach supports both quality and efficiency. The designated module leaders will provide a range of resources, including textbooks, recommended literature, case studies, presentations, and practical examples, all aligned with the intended learning outcomes.

All materials will be accessible via the Virtual Learning Environment, ensuring equal access for all students. Required readings will be either publicly available or provided through the Perlego digital library, allowing students to access essential resources without additional cost.

Quality assurance will be maintained through regular review of module specifications and materials by external examiners, as well as semester-based monitoring processes. Although

pilot testing is not feasible, materials are continuously improved based on student feedback and formal review.

Course materials also encourage independent study by including further reading and supplementary resources, supporting deeper engagement and the development of critical thinking and research skills.

Extracurricular events

The programme intends to invite guest speakers from professional practice and academia to deliver specialist lectures. These speakers will be selected based on their relevance to the programme's learning objectives and students' future careers. Guest lecturers will provide insights into current research, professional practice, and real-world challenges in psychology. Generally, all guest lecturers are approved in line with institutional policy to ensure appropriate academic standards and safeguard the learning environment.

Extracurricular activities are largely student-led and offer opportunities for personal development and the acquisition of transversal skills. These include cultural, academic, and social initiatives such as discussion clubs, professional interest groups, and student networks. For example, the Political and International Relations Club hosts lectures on global issues, while ESN IBS supports international student integration through networking activities.

These activities foster communication, teamwork, leadership, and intercultural awareness. In addition, the programme integrates future-oriented skills within the curriculum and provides professional support services, including career guidance and CV consultations, to enhance students' employability.

Appraisal:

The teaching and learning methodology of the study programme is plausible and oriented towards the qualification objectives. It will allow for application of varied teaching and learning methods, including AI. The panel is positive that students will be encouraged to take an active role in creating the learning process. The teaching and learning methods are described for each course in the course descriptions. IBS has installed a digital platform, like a Learning Management System, as a practical tool that facilitates the delivery of the programme.

The students will also 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 will be trained in digital literacy skills as well as communication and presentation skills in accordance with the intended qualification level. This is supported by means of suitable teaching and learning methods. The study programme offers internships or practical work experiences.

The panel acknowledges that pilot testing is not feasible, however, they concluded that the materials provided for review were still not sufficiently developed to ensure they support the achievement of the learning outcomes and a learning process according to students' needs. Therefore, they issue the following **condition**: The study programme elaborates its course materials until the start of the programme and addresses how they ensure and demonstrate the development of practical skills through the course materials.

IBS support student-led extracurricular events that contribute to the students' qualification process. In addition, IBS invites external lecturers with their special experience, either from professional practice or scientific work. Nevertheless, the panel identifies room for improvement in these areas, as it gained the impression that IBS appears to rely more on individual student initiative than on a systematically structured offer of extracurricular activities. They **recommend** that IBS improves the offers of extracurricular events.

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

3.4 International environment and mobility opportunities

Foreign language contents

The programme will be delivered entirely in English, which serves as the sole language of instruction, communication, and assessment. All teaching, materials, and assignments will be conducted in English, ensuring consistency and supporting the programme's strong international orientation. Given the diverse student body, English also functions as the everyday lingua franca on campus, creating an immersive environment that enhances linguistic and intercultural skills.

Lecturers will be selected through a rigorous recruitment process, including a demo teaching session to assess pedagogical ability and English proficiency. Academic staff will receive initial training and will be regularly monitored through peer observation and academic oversight to ensure consistent teaching quality.

Students' English proficiency will be verified at admission through standardised tests such as IELTS or TOEFL. As a result, all students are expected to engage fully in English-medium study from the outset, and no alternative assessment arrangements are required.

International mobility of students and teaching staff

IBS has established a structured framework for internationalisation, primarily based on Erasmus+ agreements with partner institutions within and beyond the European Higher Education Area. These agreements support both student exchanges and staff mobility, including post-graduation internships that enhance international experience.

Academic and administrative staff regularly participate in Erasmus+ mobility activities, promoting collaboration and professional development. Research and international publications are recognised within faculty workload, and teaching abroad is also formally included.

IBS monitors student mobility flows as a key performance indicator, ensuring a balanced exchange of incoming and outgoing students. This structured approach contributes to the development of intercultural competences, particularly through immersive experiences.

The MA in Psychology will include a mobility window in Semester 3, allowing students to study abroad without extending the programme duration. Opportunities are mainly offered through Erasmus+ and partner agreements, with several cooperation agreements already in place and others in development.

This mobility structure will ensure full credit recognition and academic continuity, while exposing students to diverse academic cultures and research traditions. Together with the programme's English-medium delivery and international orientation, it supports graduates' readiness for global academic and professional environments.

International composition of students and teaching staff

IBS is committed to fostering an international academic environment across all programmes. The institution actively recruits international students through global networks, educational fairs, and targeted online communication. Applicants receive structured support throughout the admissions process, including guidance on visas, documentation, and language requirements.

The international composition of the student body and the global experience of faculty are central to the programmes' profile. Students benefit from a multicultural learning environment that promotes diverse perspectives and cross-cultural competences, while faculty integrate international insights into teaching. This international orientation is a key strength of IBS and aligns with its educational objectives.

Internationalisation is embedded in the educational model through student diversity, internationally experienced staff, and globally oriented content. While psychology programmes at IBS typically attract a smaller proportion of international students, they still benefit from meaningful diversity. For instance, in the BA in Psychology, around 20% of students have come from abroad, enriching discussions and collaborative learning through varied perspectives.

The MA in Psychology is expected to follow a similar pattern, combining a predominantly domestic cohort with an international student presence. This diversity supports intercultural learning, particularly in seminar-based teaching and group work.

Appraisal:

The panel commends IBS for its distinctive international teaching approach. Courses are predominantly conducted in English, and course materials and literature are largely provided in English, which strongly characterizes the teaching and learning environment at IBS.

IBS implements targeted measures to enhance international student exchange and mobility, fostering students' intercultural skills. Additionally, IBS actively supports academic mobility for teaching staff, facilitating their participation in international conferences, teaching assignments, and research projects - both individual and collaborative. It also encourages the publication of work at an international level. All measures are strategically designed to achieve specific goals.

The panel is convinced that the international composition of the student body will correspond to the study programme's concept. The international composition of the teaching staff (lecturers from foreign countries, lecturers with international academic degrees and/or international professional experience) will also correspond to the study programme's concept.

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

4. ACADEMIC ENVIRONMENT AND FRAMEWORK CONDITIONS

4.1 Teaching staff

Structure and quantity of teaching staff

The teaching staff is composed of a balanced mix of full-time and part-time faculty members. The institution has a formal gender balance policy for academic staffing, in line with ESG (Environmental, Social, and Governance) reporting guidelines. Gender representation is actively monitored, and recruitment processes are designed to be inclusive and equitable.

	MA in Psychology
Full-time employed teaching staff	5
Part-time employed teaching staff	5
Visiting lecturers	6
Total number of teaching staff	16
<i>Among them:</i>	
Teaching staff with professional experience	13
Teaching staff with international experience	12
Number of professors	1
Number of senior lecturers	4
Number of lecturers	1
Number of assistant lecturers	4
Number of distinguished tutors	6
PhD holders	6

	MA in Psychology
Master degree holders	10
Guest lecturers	n. a.
	MA in Psychology
Total number of supporting administrative staff	39

Academic and comprehensive qualification of teaching staff

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

The MA in Psychology programme is supported by an academic team that includes six PhD holders. This composition ensures a solid foundation for both theoretical and applied psychology instruction.

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.

Pedagogical qualification of teaching staff

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

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

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

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

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

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

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

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

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

Professional experience of teaching staff

Lecturers in clinical and health psychology will contribute practical experience from work in healthcare, social services, and private practice, applying evidence-based interventions across different client groups. In work and organisational psychology, staff will provide expertise in areas such as organisational behaviour, human resource management, leadership, and workplace interventions.

Several staff members have also participated in EU-funded projects and international collaborations, strengthening the programme's relevance and connection to current developments. Together, these complementary profiles ensure that teaching is grounded in real-world practice and supports students' professional readiness.

Part-time lecturers are often active practitioners with extensive experience in clinical, preventive, and community-based psychology. Their work includes psychodiagnostics, therapy, and mental health promotion, using a range of approaches such as cognitive behavioural and systemic methods. Many are also involved in youth programmes, counselling, and interdisciplinary initiatives, bringing current practice and real cases into the classroom.

Internal cooperation

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

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

Cooperation among teaching staff occurs at both the study programme level and the module level, facilitated through structured meetings and collaborative practices. At the programme

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

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

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.

Student support by the teaching staff

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:

IBS has a policy for a balanced gender-ratio of teaching staff. The panel is positive that the planned number of teaching staff for the Master in Psychology will ensure the achievement of the intended qualification objectives. Module leaders are already adequately assigned and were available for the interview. The panel **encourages** IBS to pro-actively ensure that there is sufficient teaching staff.

The academic qualification of the teaching staff in the study programme corresponds to the qualification objectives of the study programme. However, so far, the panel saw that the majority of teaching staff had a background in the Clinical Psychology specialisation. Hence, they **suggest** IBS ensuring relevant expertise in the Work and Organisation specialisation.

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 regular scientific publications.

IBS offers and promotes a profound onboarding including pedagogical training for their teaching staff. It also 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 programme.

Specific measures for further qualification of the teaching staff are implemented, including appropriate qualification regarding online teaching and learning elements.

The professional experience of the teaching staff corresponds to the qualification objectives of the study programme. 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. Cooperation also takes place in form of joint teaching activities, joint research projects and regular exchange opportunities.

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 provide regular office hours for consultation. The panel further encourages IBS teaching staff to offer informal talks in between.

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

4.2 Programme management and administrative support

Programme management

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

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

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

Academic Area Leaders complement the work of programme directors by promoting scholarly interaction among faculty members, mentoring junior lecturers, and acting as a liaison between teaching staff and IBS management. They help ensure the quality of teaching by conducting classroom observations, evaluating Annual Module Monitoring Reports, providing feedback on

Change Requests, and facilitating regular feedback discussions. They also contribute to decision-making on resource allocation, including hiring and substituting teaching staff.

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

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

- The Centre for Student Services, which offers frontline support for both academic and non-academic matters, including student wellbeing,
- The Centre for Education and Research, which coordinates educational operations and supports faculty in instructional matters.,
- The Centre for Quality Assurance and Enhancement, which monitors and advises on programme quality,
- And the Centre for Marketing and Admissions, which handles recruitment and promotional activities.

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

Administrative support

Administrative support for students

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

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

Students facing exceptional or unforeseen circumstances are supported through a structured mitigating circumstances process. This allows for deadline extensions, or excused absences

from classes or assessments after students submit appropriate documentation. the Centre for Student Services handles all requests confidentially.

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

Students are informed of the services available to them, and who they should turn to with issues of specific types, via Moodle information pages, and the Student Manual. At the same time, a central email address is also permanently available, from which they will be redirected to the appropriate unit or person. Students can also take advantage of the “Red Button” on Moodle. While using this is recommended for panic situations, students can use it for any type of inquiry.

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

This strategic approach includes:

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

Administrative support for lecturers

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

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

- Facility Management, which assists with classroom arrangements and physical resources,
- IT Support,
- Moodle Faculty Support, which helps IBS module leaders to create and develop their modules on Moodle and the seminar leaders to use Moodle,
- The Centre for Quality Assurance and Enhancement, which advises on academic policies, grading deadlines, and moderation processes,

- The Academic Conduct Officer who is responsible for the investigation on academic misconducts and provides guidance to the tutors regarding these matters,
- And Research support is provided through the Centre for Education and Research, in alignment with IBS's broader academic goals.

Professional development of administrative staff

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

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

Public information

IBS makes up-to-date information about its study programmes accessible through a variety of channels. The primary source is the official website⁷, 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

⁷ www.ibs-b.hu/en, last accessed April 30, 2026.

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.

Inclusive and equitable education

IBS has a commitment to equality, diversity, and non-discrimination demonstrated through its central and binding Equality, Diversity and Inclusion Policy.⁸ This policy applies to all members of the IBS community (students, staff, contractors, visitors, and applicants) and outlines the HEI's responsibility to create an inclusive, respectful academic environment. Discrimination on the basis of age, gender, race, ethnicity, disability, religion or belief, sexual orientation, family circumstances, nationality, socio-economic background, or political affiliation is explicitly prohibited.

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

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

IBS maintains an institutional framework to protect all members of its community from discrimination, harassment, bullying, victimisation, and irregular or illegal conduct. The Bullying, Harassment, Victimisation and Discrimination Policy⁹ outlines clearly defined procedures for reporting any form of misconduct, including peer and staff-related incidents. Students may report issues as a concern, a report, or a formal complaint, with processes handled confidentially by the Wellbeing Team; members of staff may report issues to the Chief HR Officer. These procedures include protective or precautionary measures where needed, such as reassigning tutors or modifying class groupings to mitigate harm during investigations.

The Complaints Procedures¹⁰ 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.

⁸ https://www.ibs-b.hu/documents/201/IBS_Equality_2020_02_24.pdf, last accessed April 30, 2026.

⁹ https://www.ibs-b.hu/documents/757/IBS_BullyingHVD_EN_20241028.pdf, last accessed April 30, 2026.

¹⁰ https://www.ibs-b.hu/documents/758/IBS_Complaints-20241028.pdf, last accessed April 30, 2026.

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

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

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

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

To improve access and opportunity, IBS offers a range of scholarships¹¹ that serve both merit-based and equity-oriented goals:

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

¹¹ <https://www.ibs-b.hu/en/how-to-apply/scholarships/starter-scholarship/>, last accessed April 30, 2026.

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.

Career counselling and placement service

IBS offers a comprehensive suite of career services to all current domestic and international students and graduates. These services include support in job and internship searches, career planning, job application preparation, and general employability coaching. The services are coordinated and delivered by the Career Office.¹² 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.

Alumni activities

IBS does not currently have a formal alumni organisation, alumni office or dedicated alumni budget. The Career Office is the main institutional unit responsible for alumni relations and associated activities. It coordinates professional services, maintains communication channels, organises events, and ensures that alumni have access to developmental resources, such as the Career counselling services described in chapter 4.2.5 that are open to alumni as well as

¹² 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.

to current students. IBS also maintains a dedicated Meet Our Alumni webpage¹³, where the achievements and career paths of graduates are highlighted.

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

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

Appraisal:

The responsibilities for programme management in academic and organisational terms are defined and ensure that the programme runs smoothly. The panel appreciates commitment of the programme manager and encourages them to continue developing the programme.

Administrative staff provide structured support to both teaching staff and students in the organisation and delivery of the study programme. Decision-making processes within administrative services are clearly defined and take into account the specific needs and circumstances of both students and academic staff. IBS also ensures that administrative personnel have access to continuous professional development opportunities.

The support structures are strategically designed and tailored to enhance key areas such as teaching quality, research impact, and student success.

The panel particularly noted the strong focus on well-being, highlighting supportive measures such as the provision of dedicated spaces for one-to-one consultations.

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

The study programme will comply with principles of inclusive and equitable education, or non-discrimination policies. There is 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.

¹³ <https://www.ibs-b.hu/en/career/meet-our-alumni/>, last accessed April 30, 2026.

In addition to the standard services, career counselling and placement services (including internships) are offered to the students and graduates on an individual basis. Such activities are planned on a long-term basis, performed regularly, and are actively marketed. Students have access to the IBS-wide professional network.

To facilitate the career development, alumni activities help to connect graduates with current students and providing them with access to professional networks, mentorship opportunities, and job placement assistance tailored to their specific fields of study.

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

4.3 Cooperation and partnerships

Cooperation with HEIs and other academic institutions or networks

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

The MA in Psychology programme is supported by academic and professional collaborations that aim to provide tangible benefits to students enrolled in the programme. Cooperation with the Department of Ethology, Faculty of Science, Eötvös Loránd University provides students with access to specialised research facilities, supporting empirical work in cognitive, developmental, and behavioural research.

Through the partnerships, students gain access to internships, real-world case discussions, guest lectures by mental health professionals, and practice-oriented projects in clinical and research settings. Internship opportunities are available through cooperation with Óbuda University, particularly in connection with professional practice and mobility-related placements. Collaboration with the HUN-REN Research Centre for Natural Sciences Institute of Cognitive Neuroscience and Psychology Sound and Speech Perception Research Group

enables access to advanced laboratory facilities and supports training in experimental psychology, psychophysiology, and cognitive neuroscience methods.

Cooperation with professional fields

All strategic partnerships are formalised through Strategic Partnership Agreements and specific Internship Agreements.

In the area of Clinical and Health Psychology, the programme draws on partnerships established for the BA in Psychology, including cooperation with Real School, the Hungarian Equestrian Therapy Association, and the Artemisszio Foundation. These partners provide internship opportunities and applied learning contexts that support students' engagement with health promotion, therapeutic practice, inclusion, and psychosocial support in real-world settings.

In the area of Work and Organisational Psychology, the programme benefits from the extensive network of HR-focused internship opportunities and strategic corporate partnerships developed for the BSc in Business Management programme. This network offers more than 25 internship and placement opportunities relevant to organisational, personnel, and applied psychological practice. Partner organisations include, among others, Randstad Hungary, Swicon, CPL Jobs, and Humanext Services. These partnerships support applied learning in areas such as recruitment and selection, organisational development, leadership, employee wellbeing, and workplace assessment.

Appraisal:

Cooperation with academic institutions and networks are strategically implemented and promoted. They are a substantial element in the development of students' qualifications and skills. The agreements forming the basis of the cooperation are documented.

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

		Exceptional	Exceed	Meet	Does not meet	n.r.	Recommendation
4.3	Cooperation and partnerships						
4.3.1 (*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)		X				
4.3.2 (*)	Cooperation with professional fields (Asterisk Criterion for educational and			X			

		Exceptional	Exceed	Meet	Does not meet	n.r.	Recommendation
	vocational programmes, franchise programmes)						

4.4 Facilities and equipment

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

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

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

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

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

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

Online and blended learning components are supported through the use of Moodle, the primary digital learning platform for asynchronous study, and Microsoft Teams, which facilitates synchronous teaching and interaction. IBS also uses Constructor's AI Proctoring tool, designed to support online assessments with integrity and flexibility. It offers automated

identity verification, real-time monitoring, and AI-driven behaviour analysis to detect potential misconduct during exams. The system can operate in both live and asynchronous modes.

IBS has an IT Support Unit, which provides both on-site and remote assistance during working hours and helps students, staff, and teachers resolve technical issues related to digital tools, software, and infrastructure. Further, the institution has implemented a cybersecurity framework that includes multi-factor authentication, firewalls, intrusion detection systems, access controls, and secure data backup and storage practices. Data privacy and security for students and staff are governed by the IBS General Data Protection Regulation, which aligns with the EU General Data Protection Regulation and Hungarian legislation. This regulation covers all aspects of data collection, processing, access, and retention. A designated Data Protection Officer oversees compliance, maintains records of data processing activities, and provides institutional training and guidance. The regulation defines strict rules for the handling of personal and sensitive data, mandates consent protocols, ensures access and correction rights, and establishes safeguards for both manual and automated data processing systems.

Access to literature

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

All students are provided with institutional access to Perlego, a digital library offering over one million e-books covering academic, professional, and general-interest topics. The platform supports all required and recommended reading for the study programme, as IBS mandates that key texts listed in module specifications must be available in Perlego. Furthermore, IBS is a member of Elektronikus 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 MA in Psychology. A sufficient number of workplaces (individual and for study groups) is available. Sufficient IT equipment and software (e.g. PSPP) appropriate for the programme are available. There are dedicated computer labs. Further, the technical equipment is adequate for online learning elements as applied by the study programme's concept and content. Technical support is offered to students during working hours. Free access to a Wi-Fi network is available for students. The requirements for students with special needs are adequately provided. Aspects of sustainability and cybersecurity are taken into account for the provision of the infrastructure.

Students have access to relevant recent literature including in other languages, international and national magazines, licence subscriptions and databases required for the study programme. The opening hours and the facilities of the library take students' needs sufficiently into account. Through the Perlego digital library service and available databases, all digital resources can be accessed from outside the campus. A support system for students is available. During the interview with the students, the panel learned that they sometimes struggle with limited availability of relevant textbooks. Hence, the panel **suggests** IBS

checking the number of textbooks in the physical library to ensure that they are available in sufficient number and providing the latest edition of relevant textbooks.

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

4.5 Financing of the study programme (Asterisk Criterion)

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

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

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

Appraisal:

According to Hungarian law, any HEI must have a so-called Maintainer (a legal person) which is obliged to provide for the teaching out of all enrolled students. Furthermore, IBS confirms that its finances are stable with regard to tuition fees as its main source of funding. Therefore, the income related to the study programme ensures that each cohort of students starting within the accreditation period is able to complete the study programme.

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

5. QUALITY ASSURANCE

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

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

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

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

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

Evaluation methods comprise:

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

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

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

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

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

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

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

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

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

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

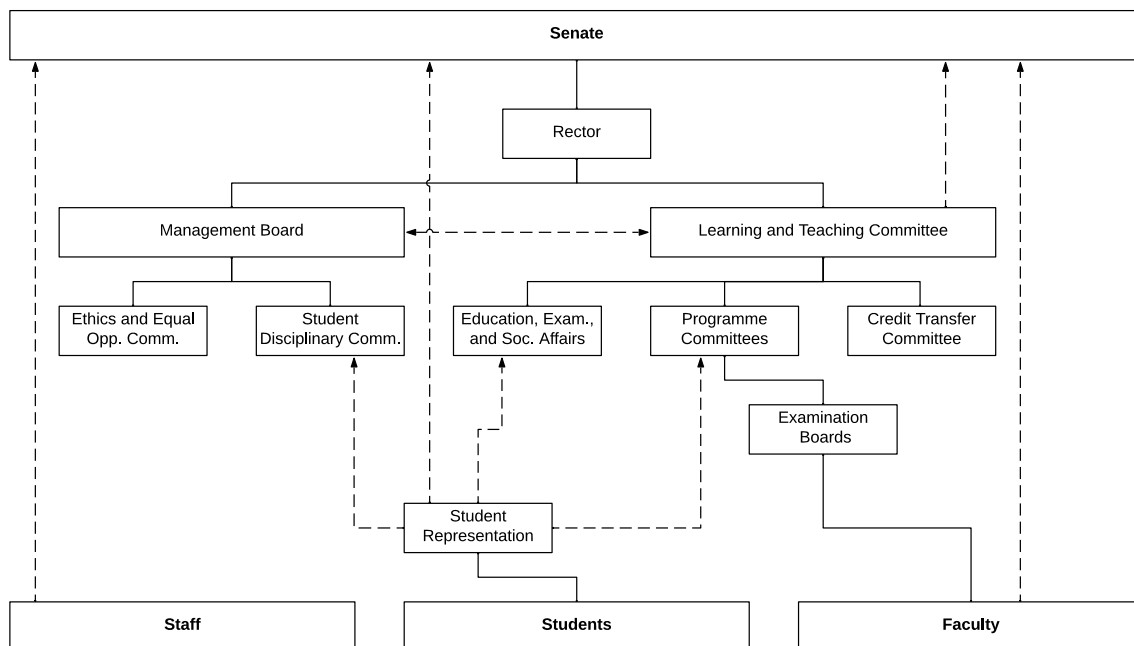


Figure 1: Channels for Feedback

5.2 Instruments of quality assurance

Evaluation by students

At IBS, student evaluation of the study programmes is conducted through a structured feedback system twice a year. All enrolled students are asked to complete a standardised student satisfaction questionnaire during weeks 10-11 of each semester, delivered through the School's LimeSurvey server. The survey focuses on multiple dimensions of the student experience, including the quality of teaching, assessment methods, academic support, and institutional services. The evaluation tools are aligned with IBS's Quality Assurance Regulations (QAR), and the data feed directly into both module-level and programme-level quality monitoring processes. These surveys also include items addressing perceived skills development¹⁴, workload balance¹⁵, 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.

¹⁴ "I am better at:

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

¹⁵ "In terms of the time required for completing my academic tasks, this module for me has been... very hard to manage; hard to manage; just right; easy to manage; very easy to manage"

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

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

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

Evaluation by teaching staff

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

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

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

External evaluation by alumni, employers and third parties

External stakeholders are regularly involved in the evaluation of the study programme through structured mechanisms designed to ensure continuous quality assurance and relevance to

industry needs. External examiners participate in examination boards held at the end of each semester, offering formal evaluations of academic standards and assessment practices.

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

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

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

Appraisal:

A quality assurance and development procedure, which systematically and continuously monitors and develops the quality of the study programme with respect to its contents, processes, and outcomes, has been established. This also includes demands on online teaching, if applicable. The procedure takes into account the evaluation results and an analysis on student workload, success rate and graduate employment. Responsibilities for quality management are clearly defined. IBS ensures that necessary measures and developments are implemented and documented. Representatives of faculty members and students are involved in the quality assurance and development procedures.

An evaluation by the students of the study programme is carried out on a regular basis and in accordance with a prescribed procedure twice a year, including questions on the quality of teaching, assessment methods, academic support, and institutional services. The results are

documented and clearly communicated to the students as a report made available on Moodle. The results provide input for the quality development process.

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

An external evaluation is carried out on a regular basis and in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process, for instance in the form of a report on employment.

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

Appendix: Curriculum Overview

Module Group	Module Code	Module Name	Sub-Field	1	2	3	4	Hours in Class	Hours Self-Study	Method of Teaching	Assessment
Theoretical Foundations of Psychology (Core)	All	All		15	0	0	0				
Compulsory	PSYB303	Advanced Cognitive and Developmental Psychology	A	5				24	126 S		Examination (120 minutes) / Group presentation (10 minutes per member)
Compulsory	PSYB302	Applied Personality and Social Psychology	A	5				24	126 S		Examination (120 minutes) / Group presentation (10 minutes per member)
Compulsory	PSYB304	Evolutionary Psychology	A	5				24	126 S		Group presentation (15 minutes per member) / Individual home assignment (1,500 words)
Research Methods, Statistics, and Professional Foundations (Core)	All	All		15	0	0	0				
Compulsory	SKIS313	Advanced Research Methods in Psychology	B	5				24	126 S		Individual continuous assessment (equivalent to 60 minutes) / Individual home assignment (1,500 words)
Compulsory	SKIS314	Advanced Statistical Analysis and Data Interpretation	B	5				24	126 S		Individual continuous assessment (equivalent to 1,500 words) / Individual home assignment (1,500 words)
Compulsory	PSYB301	Ethics and Professional Socialisation	B	5				24	126 S		Individual home assignment (2,000 words) / Individual presentation (10 minutes)
Other	All	All									
Compulsory	DEB302	Psychology Dissertation						20	6	504 F	Individual home assignment (14,000 words)
Free Options	All	All		0	0	10	0		48	252 S	
Clinical and Health Psychology Specialisation	All	All		0	15	0	0				
Clinical Psychology, Psychopathology, and Assessment (Core)	All	All		0	15	0	0				
Compulsory	PSYB306	Psychodiagnostics in Clinical Psychology	E	5				24	126 S		Examination (120 minutes) / Group presentation (10 minutes per member)
Compulsory	PSYB305	Psychopathology and Psychophysiology	E	5				24	126 S		Individual continuous assessment (equivalent to 60 minutes) / Individual home assignment (2,000 words)
Compulsory	PSYB307	Evidence-Based Counselling and Psychological Therapies	E	5				24	126 S		Group presentation (10 minutes per member) / Individual home assignment (2,000 words)
Health Psychology, Stress, and Coping (Professional)	All	All		0	10	10	0				
Compulsory	PSYB310	Health Behaviour and Health Promotion	E	5				24	126 S		Individual home assignment (2,000 words) / Individual presentation (15 minutes)
Compulsory	PSYB309	Health Psychology: Theory and Practice	E	5				24	126 S		Examination (120 minutes) / Individual presentation (15 minutes)
MA Clinical and Health Psychology Electives	PSYB319	Coping and Prevention in Health Psychology	E		10			48	252 S		Group presentation (10 minutes per member) / Individual home assignment (4,000 words)
Biological and Psychophysiological Aspects of Clinical Psychology (Professional)	All	All		0	0	20	0				
MA Clinical and Health Psychology Electives	PSYB318	Neuropsychology	F		10			48	252 S		Group presentation (15 minutes per member) / Individual home assignment (4,000 words)
MA Clinical and Health Psychology Electives	PSYB308	Psychopharmacology and Addictology	F		10			48	252 S		Individual home assignment (4,000 words) / Individual test (60 minutes)
Applied Clinical and Health Psychology (Professional)	All	All		0	5	0	10				
Compulsory	PSYB310	Complex Case Studies in Clinical and Health Psychology	F		5			24	126 S		Individual home assignment (2,000 words) / Individual presentation (10 minutes)
Compulsory	PLCB301	Clinical and Health Psychology Professional Internship	F			10		8	252 F		Individual home assignment (4,000 words) / Individual presentation (20 minutes)
Work and Organisational Psychology Specialisation	All	All		0	15	0	0				
Theoretical Foundations of Work and Organisational Psychology (Core)	All	All		0	15	0	0				
Compulsory	PSYB312	Social Psychological Foundations of Organisational Psychology	G	5				24	126 S		Group presentation (10 minutes per member) / Individual home assignment (2,000 words)
Compulsory	PSYB316	Organizational Behaviour and Development	G	5				24	126 S		Group presentation (10 minutes per member) / Individual home assignment (2,500 words)
Compulsory	PSYB311	Psychology in Organizations: Social Scientific Approaches	D	5				24	126 S		Examination (120 minutes) / Individual presentation (7 minutes)
Human Resources, Leadership, and Coaching (Professional)	All	All		0	10	10	0				
Compulsory	PSYB313	Personnel Psychology: Selection, Assessment, and Training	C	5				24	126 S		Group presentation (10 minutes per member) / Individual home assignment (1,500 words)
Compulsory	PSYB314	Leadership, Motivation and Organisational Innovation	C	5				24	126 S		Examination (120 minutes) / Individual home assignment (1,500 words)
MA Work and Organisational Psychology Electives	PSYB325	Coaching Psychology in the Workplace			10			48	252 S		Group home assignment (15 words per member) / Individual home assignment (3,500 words)
Work Systems, Wellbeing, and Sustainability (Professional)	All	All		0	0	20	0				
MA Work and Organisational Psychology Electives	PSYB315	Work Design and Occupational Wellbeing	C		10			48	252 S		Group presentation (10 minutes per member) / Individual home assignment (4,000 words)
MA Work and Organisational Psychology Electives	PSYB322	Intercultural Psychology	D		10			48	252 S		Group presentation (15 minutes per member) / Individual continuous assessment (equivalent to 5,500 words)
Applied Work and Organisational Psychology (Professional)	All	All		0	5	0	10				
Compulsory	PSYB324	Complex Case studies in Work and Organisational Psychology	D		5			24	126 S		Individual home assignment (2,000 words) / Individual presentation (10 minutes)

Semester 1	All	All	30	0	0	0	144	756
Semester 2	All	All	0	30	0	0	144	756
Semester 3	All	All	0	0	30	0	144	756
Semester 4	All	All	0	0	0	30	14	886
GRAND TOTAL	All	All	30	30	30	30	446	3154
Sub-Fields from Educational and Outcomes Requirements								
	ID	Description						
	A	Cognitive psychology, evolutionary psychology, developmental psychology, personality psychology, social psychology.						
	B	Other key areas of knowledge (career socialization, psychologist ethics, methodological skills development, communication skills						
	C	Areas and theories of work psychology (psychological aptitude and selection, workplace skills and competence development, ergonomics, workplace design, workplace socialization, workplace health promotion, methodology of work psychology research, transport psychology). Theories of organizational psychology (human resource management, organizational culture, organizational development, leadership psychology, organizational justice, methodology of organizational psychology						
	D	Interdisciplinary foundation for work psychology (economics, labor law, sociology, public opinion research), professional and practical activities in the field and within the institution (work psychology practice; organizational psychology practice).						
	E	Fundamentals of clinical psychology and counseling. Psychopathology and clinical psychodiagnostics. Age-related psychopathology and psychodiagnostics. Psychotherapeutic theories and intervention methodology. Fundamental issues and social context of health psychology. Clinical health psychology, health psychophysiology, and psychoneuroimmunology. Health behavior, health promotion and health communication, stress and coping.						
	F	Interdisciplinary foundation for health psychology (the anatomical and physiological foundations of health psychophysiology, anatomy of the nervous system, physiology and functional disorders, neuropsychology, basic knowledge of psychopharmacology and addiction, psychiatry). Professional practical activities in the field and within institutions in the areas of clinical and health psychology, clinical case presentations, clinical diagnostics, complex case analyses, health psychology education programs. Guided research in the areas of clinical and health psychology.						