BUDAPESTI CORVINUS EGYETEM

VOLUME I OF THE ROO ORGANISATIONAL AND OPERATIONAL PROCEDURES

I.9. Quality Manual

At its meeting on 30 June 2014, the Senate adopted the Quality Manual of the Corvinus University of Budapest by its Resolution No. SZ-111.f/2013/2014. (30 June 2014).

At the same time, the previous regulation on the subject will be repealed.

Amended by Senate Resolution No.
SZ-67.g/2014/2015 (2 February 2015)
By Resolution No. SZ-13/2018/2019 (30 October 2018)

Quality Manual

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1. Purpose and scope of the Quality Manual[1]

The quality management system of Corvinus University of Budapest is designed to enable the University to implement its current institutional development plan. The quality management system shall also be capable of achieving the following objectives:
- raising the standards of education/programmes and maintaining them at a high level,
- improving the quality and effectiveness of basic and applied research,
- raising the quality of the University's social and third mission activities,
- improving the efficiency of operations, and
- increasing the satisfaction of the University's partners (students, lecturers, researchers, university staff, future employees of graduating students, social organisations and institutions related to higher education) and meeting their needs as fully as possible.

The University ensures that the above objectives are met through several regulations. The Quality Manual presents the University's quality management concept and refers to the regulations that provide detailed regulation of a particular issue as a kind of umbrella regulation. The Quality Manual lays down detailed procedures and processes only if they are essential to achieve the above objectives and are not already covered by other regulations.

The University's quality management system is based on the following documents:
- the relevant provisions of the acts governing higher education,
- international, in particular European, recommendations and standards for quality management systems, in particular the European Standards and Guidelines (ESG), adopted by European Ministers of Education in Bergen in 2005 and revised in 2015,
- the Ministry of Human Capacities' guidelines on quality management in higher education,
- the positions and proposed criteria of the Hungarian Higher Education Accreditation Committee,
- the academic literature on quality management, and
- the University's mission statement and institutional development plan.

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[1] Amended by: Senate Resolution No. SZ-13/2018/2019. (30 October 2018) Effective date: 31 October 2018

2. The University's mission statement on quality[2]

Corvinus University of Budapest (CUB) does its utmost to ensure that its activities as a university are of the highest quality. To this end, it selects its staff members, organises its work and carries out its higher education tasks in the fields of teaching/education, basic and applied research, expert advice and the financial management of the institution in such a way as to meet the highest quality requirements in all respects. Its approach is partner-centred, i.e. it makes every effort to understand the expectations of its stakeholders, to measure their satisfaction and, on this basis, to continuously improve its strategy and scope of activities.

To define the quality requirements for its activities as a university and to continuously monitor their effectiveness, CUB operates a quality organisation and ensures that its activities are regularly reviewed, evaluated and improved in line with the quality criteria.

3. Quality policy principles[3]

3.1.   Understanding the concept of quality

Quality is understood in many different ways in higher education. By this concept we can mean excellence, the elimination of defects ("low failure rate"), the ability to meet and reach targets, the ability to achieve predefined thresholds (standards) and the ability to add value. These concepts only partially overlap.

In line with the ESG approach, CUB's quality system is designed to ensure the achievement of standards (thresholds) and to develop procedures that encourage the setting and monitoring of objectives (the ability to reach them) and mutual learning and continuous improvement (the ability to add value), which ultimately ensures the achievement of excellence.

Therefore, the quality system

- shall serve to achieve the standards set in the ESG as well as national and international accreditation procedures,
- should itself include objectives and should encourage other organisational units to set targets and monitor their achievement,
- shall help to continuously raise standards, and
- shall monitor and document development activities on an ongoing basis.

3.2.   The relationship between education, research, services and consulting

Education, research, services and consulting provided by the University are interlinked activities. CUB recognises and values all activities equally.

CUB defines itself as a university with strong international relations, where the performance of its lecturers meets international standards and students can obtain a competitive degree with the same knowledge content as universities of a similar profile, and recognised in the European Union labour market.

CUB strives to be at the forefront of research, to apply it in practice and to integrate the results into education. This also provides students with an environment for learning about and participating in academic research projects and their practical applications and even for conducting their own research projects.

3.3.   Institutional strategy on quality and standards

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[2] Introduced under: Senate Resolution No. SZ-13/2018/2019. (30 October 2018) Effective date: 31 October 2018
[3] Introduced under: Senate Resolution No. SZ-13/2018/2019. (30 October 2018) Effective date: 31 October 2018

One of CUB's key strategic goals is to obtain international programme and institutional accreditation. CUB therefore strives to meet ESG standards and the expectations of international accreditation organisations. This includes, among other things, the application of a strategic approach and the PDCA cycle in all areas of education, research and other areas of university life, i.e. regular monitoring and follow-up of processes, objective assessment of students, continuous improvement of lecturers and staff, provision of services that focus on and support learning, and internal and external publicity of the quality data collected.

The basic approach to quality management is partner focus. This means not only collecting data on partner satisfaction, but also focusing the quality system on processes that create value for partners. These include instruction programmes (study programmes), research projects and service/consultancy activities. All other (supporting) activities can be assessed in relation to these.

3.4. Organisational framework and processes for quality assurance

We are convinced that quality is not a separate subsystem of the University's operations, but a crucial element of the organisational culture that must permeate the day-to-day operations of the University. Therefore, quality management is the development, institutionalisation and coordination of mechanisms that enable the University to continuously review and adjust its activities, continuously improve its quality, identify good practices and learn from each other. Thus contributing to the deepening and further development of a culture of quality.

This is why quality management is an integral part of all management activities at CUB. CUB's quality management processes are led by the Rector and the Chancellor of the University, supported by the Directorate for Strategy and Quality Enhancement and the Directorate for Administration. In faculties and autonomous entities, the number one executives of the organisation (e.g. Dean, Director General) are responsible for the implementation of the principles and methods of the quality management system and the efficient functioning of the processes, and they enjoy the freedom to develop their own quality assurance structures within the framework of the university regulations.

In order to fulfil these responsibilities, it is expected that quality activities are well documented, allowing both the monitoring of activities and mutual learning. In addition, the University collects data on the quality of education and learning, student progress and stakeholder satisfaction. It makes the data collected available to decision-makers, who use it to make assessments, recommendations and decisions in a transparent and documentable way.

The Directorate for Strategy and Quality Enhancement and the Directorate for Administration are responsible for commenting on drafts and executive decisions related to the University's quality management and for preparing analyses related to the operation of the quality management system.

3.5. Stakeholder involvement in quality assurance

The University strives to involve its internal and external stakeholders, in particular students and employers, in its quality assurance processes.

Students are involved in the quality assurance system in several ways. Student feedback (questionnaires) is essential to assess the quality of each subject or educational programme. Students are also formally represented on faculty and university boards, as well as on professional study programme development committees that evaluate subjects and educational programmes and improve their quality. The study programme development committees also include representatives of the labour market.

3.6. Ways to implement, monitor and review the quality policy

The quality policy shall be consistent with the University's institutional development plan. The quality policy shall be revised as the institutional development plan changes. Individual faculties may also initiate a change if their quality practices change and warrant a review.

3.7.   Design, implementation, monitoring and review of the quality strategy

The quality objectives of the University are among the fundamental objectives of the University, and therefore the formulation of quality objectives and the strategy to achieve them should be developed and reviewed primarily as part of the institutional development plan. In justified cases (e.g. detailing an objective), a sub-strategy on quality may be formulated.

4. Quality management concept of Corvinus University of Budapest[4]

Based on the principles of quality policy, the task of quality management is to institutionalise processes that enable the University to continuously review its activities and, on this basis, to adjust them and continuously improve their quality. The quality system of Corvinus University of Budapest focuses on the University's activities (education, research and administration) and the resources (staff members and infrastructure) required to ensure the quality of these activities.

For each focus, the quality assurance process consists of four elements in accordance with the PDCA cycle: setting objectives, implementation (setting the regulatory framework and executive interventions), collecting and evaluating data on the quality of the activities carried out (making them public) and feedback.

Outline of CUB's basic quality processes
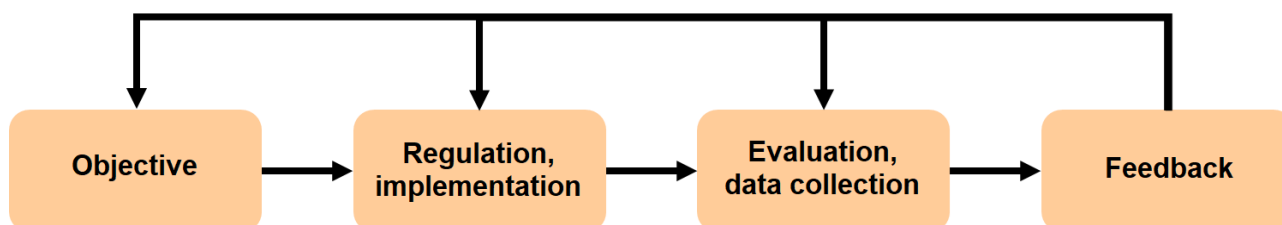
The establishment of a regulatory framework ensures the coherence and completeness of the quality system, and the precise definition of responsibilities and competences for its operation.

As part of the quality management system, university, faculty or education/research project leaders systematically collect quality and other data on their activities. The data collected provide the basis for **an evaluation of** the University, faculty or education/research project, where leaders identify strengths and weaknesses and take these into account to determine further quality improvement actions.

Evaluation in a narrower sense involves a mechanism for collecting and processing opinions on satisfaction, whereby the (end) users of the outcome of an activity give their opinion. In order to have the right data on quality, it is worth institutionalising a framework for internal and external stakeholders to give their views on the University's activities. Data collection is mainly questionnaire-based, with a small part of the data being qualitative.

In a broader sense, however, evaluation includes all the mechanisms by which data on an activity or resource can be collected in a systematic way (e.g. the lecturer performance assessment system). Accordingly, in order to enhance quality, a systematic collection not only of users' opinions but also of other relevant data related to education, research and management should be organised.

The purpose of channelling the results of the evaluation into the management information system is to use the data as a basis for executive decision-making and to enable university, faculty or programme leaders to develop action plans. This may include looking in more detail at an issue or improving satisfaction or quality. This can be best achieved by making the data part of the management information system, which requires (partly automated) processing, evaluation and supplementation with other available data (e.g. on financing).

University citizens (students and lecturers) and external stakeholders (prospective and former students, employers, government, etc.) rightly expect the University to provide them with information on the

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[4] Amended by: Senate Resolution No. SZ-13/2018/2019. (30 October 2018) Effective date: 31 October 2018

effectiveness of its operations from time to time, and to give them the opportunity to comment on the results. By ensuring and regulating the public disclosure of results, we can create the framework for this.

The quality concept of Corvinus University of Budapest

	Objective	Implementation, regulation	Evaluation, data collection	Feedback
Programme quality assurance — Study programme launch				
Programme quality assurance — Study programme supervision				
Research quality assurance				
Quality assurance in executive activities				
Infrastructure quality assurance				
Quality assurance in human resources				

The focus of CUB's quality system, taking into account the quality management process, includes the following:

- programme quality assurance,
- research quality assurance,
- quality assurance of management activities,
- ensuring the quality of infrastructure supporting education, learning and research,
- ensuring the quality of human resources.

5. Organisational framework for quality management[5]

5.1. The quality organisation of Corvinus University of Budapest

We are convinced that quality is not a separate subsystem of the University's operation, but a philosophy that *must permeate the University's day-to-day operations*. Therefore, quality management is not a separate sub-system of the organisation, but, from the point of view of achieving the objectives of quality policy, it is the development, institutionalisation and coordination of systems that enable the University to continuously review and, on this basis, adjust its activities, continuously improve its quality, identify good practices and learn from each other, thus contributing to the development and maintenance of a quality culture.

In this context, Corvinus University of Budapest does not create a separate organisation for quality management, quality management is an integral part of its management activities. The quality management system of CUB is jointly managed by **the Rector** and the Chancellor of the **University** according to the following division.

1. The Rector and the Chancellor are jointly responsible for developing the University's quality policy and strategy.
2. The Rector
   a. is responsible for defining the University's quality strategy for education, research and third mission activities, and
   b. oversees its implementation,
   c. managing the work of the Directorate for Strategy and Quality Enhancement, which provides administrative support for implementation.
3. The Chancellor
   a. is responsible for defining the quality strategy for the University's economic, financial, administrative and infrastructural activities,
   b. oversees its implementation, and
   c. direct the work of the Directorate for Administration, which provides administrative support for implementation.

The Directorate for Strategy and Quality Enhancement,
1. makes proposals concerning
   a. the University's quality policy and strategy, and
2. develops and operates, in cooperation with the Directorate for Administration,
   a. data collection and evaluation procedures related to the University's education, research and third mission processes,
   b. the process of collecting the data needed to evaluate the related activities,
   c. ongoing review procedures for evaluation and data collection procedures,
3. participates in
   a. preparing overall assessments of the University's operations and activities,
   b. ensuring the internal (University) and external publicity of data.

The Directorate for Administration
1. makes proposals concerning
   a. the University's quality policy and strategy, and
2. develops and operates, in cooperation with the Directorate for Strategy and Quality Enhancement,
   a. data collection and evaluation procedures related to the administrative and management processes of the University,
   b. the process of collecting the data needed to evaluate the University's activities,

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[5] Amended by: Senate Resolution No. SZ-13/2018/2019. (30 October 2018) Effective date: 31 October 2018

   c. ongoing review procedures for evaluation and data collection procedures,
  3. participates in
   a. preparing overall assessments of the University's operations and activities,
   b. ensuring the internal (University) and external publicity of data.

The University's Committee on Education and Student Affairs and the University's Committee(s) on Research Affairs have a consultative role on matters relating to the University's quality system. The committees are responsible for
1. commenting on and making recommendations in relation to the quality principles and strategies developed, based on university, national and international experience,
2. formulating proposals for quality-relevant data collection procedures at the University (e.g. opinion questionnaires),
3. carrying out, at the request of the Rector, a comprehensive review of the quality of the University's activities, in particular education and research, which may provide the basis for recommendations for improvement, and
4. contributing to the dissemination of good practices in the faculties,
5. contributing to the development and strengthening of a culture of quality at the University, for example by organising events and forums.

The Deans of the faculties are responsible for the implementation of the principles and methods of the quality system and its efficient operation. The responsibility of the Deans:
1. formulation of a faculty quality policy and quality strategy,
2. regular evaluation of education, research and management processes and results of their respective faculty, and, on the basis of these, formulation of development proposals and action plans,
3. ongoing collection and analysis of data for evaluation,
4. collecting faculty data and preparing faculty evaluations in connection with the University's obligation to report quality-related data (e.g. accreditation procedure, quality award, etc.),
5. ensuring the publicity of results related to the functioning of the faculty quality management system, collecting feedback and providing feedback to faculty/university leaders,
6. ongoing review of evaluation and data collection procedures,
7. involvement of the relevant faculty student union in the quality enhancement processes, informing the Student Union about the quality enhancement processes.

The Deans may delegate the quality-related tasks to a Vice-Dean or appoint **a** faculty **quality coordinator**.

Where necessary, **Faculty Quality Coordination Committees** may assist the faculty in carrying out its quality-related tasks in an advisory and consultative role. The composition of these committees and their order of business shall be laid down in the Faculty's ROO. The names of the members of the Faculty Quality Coordination Committees and the name of the Faculty Quality Coordinator shall be sent to the Quality Office for information and shall be published on the faculty website.

In autonomous entities other than the Faculties (e.g. the Central Library), the **number one executives of the organisational units** (e.g. the Director of the IT Support Centre, the Director General of the Library, etc.) are responsible for the implementation of the principles and methods of the quality system and for the efficient operation of the system. Responsibilities of the heads of the organisational units:
1. formulation of their own quality policy and quality strategy,
2. regular evaluation of education, research and management processes and results of their respective organisational unit, and, on the basis of these, formulation of development proposals and action plans,
3. ongoing collection and analysis of data for evaluation,
4. collecting data and preparing evaluations in connection with the University's obligation to report quality-related data (e.g. accreditation procedure, quality award, etc.),
5. ensuring the publicity of results related to the functioning of the quality management system, collecting feedback and providing feedback to university leaders,
6. ongoing review of evaluation and data collection procedures,

7. involving user representatives (e.g. the Student Union) in quality enhancement processes, and informing users about quality enhancement processes.

5.2.   Further regulations on the organisational framework for quality management

- The University's Organisational and Operational Procedures
- Organisational structure of the University
- The Faculties' own Organisational and Operational Procedures and organisational structure
- The organisational and operational procedures/orders of business of Central organisational units
- Rules of procedure of the Campuses
- Rules of procedures of the University bodies, committees;

6. Programme quality assurance[6]

The European standards and guidelines for quality assurance in higher education are set out in a document coordinated by ENQA (*European Association for Quality Assurance in Higher Education*) and adopted by the Ministers of the European Higher Education Area in Bergen in May 2005 and revised in 2015[7]. The document places a strong emphasis on quality assurance of institutions' educational programmes, details the quality issues of launching, following up and internal evaluation of study programmes, and sets as a standard that "institutions should have processes in place for the design and approval of their educational programmes. Educational programmes should be designed to achieve their objectives, including the expected learning outcomes". Furthermore, "institutions should monitor and periodically review their educational programmes on an ongoing basis to ensure that they are achieving their objectives and meeting the needs of students and society".

To this end, ENQA recommends that "Programmes:
- are designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes;
- are designed by involving students and other stakeholders in the work; benefit from external expertise and reference points;
- reflect the four purposes of higher education of the Council of Europe (cf. Scope and Concepts;
- - are designed so that they enable smooth student progression;
- define the expected student workload, e.g. in ECTS;
- include well-structured placement opportunities where appropriate;
- are subject to a formal institutional approval process". (ESG Standard No. 1.2)
- In addition, there should be "Regular monitoring, review and revision of study programmes (…) to ensure that the provision remains appropriate and to create a supportive and effective learning environment for students." (ESG Standard No. 1.9)

The trust of students and other stakeholders in the University is built and maintained if the University has quality assurance activities in place to ensure good planning and monitoring of study programmes, and therefore the University should have formalised internal mechanisms for approving, monitoring and regularly internally evaluating the launch of study programmes. A formalised quality policy and procedure provides the framework within which the University can develop and monitor the efficiency of its quality assurance system. Formalised procedures alone do not guarantee the fulfilment of quality assurance requirements, but the absence or inadequate regulation of procedures, operations, powers and responsibilities can be a barrier to the achievement of quality policy objectives.

Internal quality assurance requirements should apply to both degree programmes and non-degree programmes. Hereinafter the term "study programme" includes the following education programmes of the University
- tertiary vocational programmes,
- Bachelor programmes (BA and BSc),
- Master programmes (MA and MSc),
- specialist postgraduate programmes, and
- other study programmes which have a specific course syllabus and participants receive a certificate of completion (e.g. adult education, short educational programmes).

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[6] Amended by: Senate Resolution No. SZ-13/2018/2019. (30 October 2018) Effective date: 31 October 2018

[7] *Standards and Guidelines for Quality Assurance in the European Higher Education Area*. Helsinki: ENQA, 2009. (European standards and guidelines for quality assurance in higher education) See online: https://enqa.eu/index.php/home/esg/ and http://www.mab.hu/web/doc/szabalyok/ESG_kotet_OFI2016_ESGmagyar.pdf

Separate quality assurance systems, different from the quality manual, are applied in the following areas:
- doctoral programmes, which operate under the supervision of the doctoral schools,
- Special Study Abroad Programmes (SSAP), which are specialised packages of courses taken at another higher education institution, selected from the University's course portfolio in cooperation with the faculties responsible for the study programmes and coordinated by the International and Innovation Office,
- joint and Erasmus Mundus programmes, which are quality assured through bilateral, multilateral and consortium agreements.

Even in the case of programmes with an independent quality assurance system, consistency with the Quality Manual should be sought wherever possible.

The general quality policy guidelines for foreign-language programmes are basically the same as for Hungarian-language programmes, but special rules also apply to foreign-language programmes. They are necessary because, in the internationalisation of the University, quantitative growth can only continue if quality is rigorously ensured. In addition, compared to Hungarian-language programmes, foreign-language programmes
- have a significantly less students,
- have more limited lecturer capacity and learning material resources,
- require a different type of assessment to ensure the suitability of lecturers and the programme conditions.

6.1. Organisational framework for study programme quality assurance

The full professional (academic) competence of the study programmes belongs to the **faculty responsible for the study programme**. This includes, in particular, the development of study programme content, the provision of lecturers and quality assurance. The education of students entering study programmes is the professional responsibility of the relevant faculty. The Dean of the faculty appoints a study programme leader for the management and supervision of the study programme. In carrying out his/her duties, the study programme leader is assisted by the **study programme coordinator** and by a **preparatory committee** during the period of the establishment/launching of the study programme and by a **study programme development committee** during the running of the study programme. The Dean and the **Vice-Rector for Education** supervise the work of the study programme leader.

In addition to the above-mentioned executives and committees, the faculties and, through the creation of direct and indirect conditions for programmes, the Senate, whose composition and functioning are laid down in the ROO, are generally responsible for the establishment, launching and quality of study programmes.

The coordination of the faculties' study programmes is the responsibility of the Dean or the **Vice-Dean(s) for Education**, who are assisted by the faculty's designated **committee(s) (e.g. the Education Committee)** or the **Faculty Council**. The functioning of these committees is laid down in the faculty regulations.

The University, individual faculties or campuses may also operate ad hoc or permanent consultative bodies and forums to coordinate individual study programmes, which can facilitate the efficient and quality implementation of operational curricula and student services. This may be particularly appropriate in the case of foreign language programmes, which require further coordination because of their particular importance, resource requirements and specificities.

6.2. Rules on establishing and launching study programmes

6.2.1.   *Initiation and organisational framework for establishing and launching study programmes*

The establishment of a new study programme or the launching of a study programme may be initiated by the Dean of the initiating faculty or any lecturer of the University, through the Dean of the initiating faculty, to the Vice-Rector for Education as the Chairperson of the Committee for Education and Student Affairs (hereinafter: CESA) by sending the study programme concept and the name of the study programme leader candidate.

The Rector shall decide on the support in principle of the initiative to establish or launch a study programme, taking into account the opinion of the Vice-Rector for Education. The requirements set by the Vice-Rector for Education shall be taken into account in the process of establishing or launching a study programme.

If the Rector supports the establishment or launch of a new study programme, he or she shall designate the host faculty.

The Dean of the host faculty shall appoint a study programme leader for the preparations. When appointing the study programme leader, the current requirements of the Hungarian Higher Education Accreditation Committee concerning study programme leaders shall be taken into account.

During the period of study programme establishment/launch, the **duties of the study programme leader are** shall be as follows**:**
- if necessary, inviting the study programme coordinator for the period of study programme establishment,
- prepares the professional documents required for the establishment/launch of the study programme in the prescribed format[8].

During the period of establishment/launching of the study programme, the following organisational units and bodies assist the study programme leader in the performance of his or her duties:
- As regards content, the preparatory committee, whose tasks are set out in this manual, shall act on the basis of the decision of the study programme leader.
- As regards content, the Central Studies Office, the tasks of which are set out in this manual.
- In administrative and legal matters, the Directorate for Administration, whose tasks are set out in the Rules of Procedure for Establishing and Launching Study Programmes.

 Responsibilities of the Preparatory Committee:
- preparation of a detailed plan of the study programme concept, prepared by the study programme leader,
- formulation of the programme and output goals of the study programme,
- preparation of the professional documents required for establishing/launching study programmes,
- preparation of the syllabus plans of study programmes,
- preparation of the subject structure: development of the system of responsible lecturers, either by invitation or calls for applications,
- defining the nature of the study programme (e.g. academic or career preparation focus) and the programme delivery mode (full-time, evening, correspondence),
- developing other accreditation content requirements.

If the study programme leader decides not to set up a preparatory committee, the functions of the preparatory committee are discharged by the study programme leader.

Responsibilities of the Central Studies Office:
- Compiling and continuously maintaining the part of the documentation for study programme establishment or launching that does not directly relate to the content and staffing conditions of the

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[8] Primarily in the form prescribed by the Educational Authority and the Hungarian Higher Education Accreditation Committee.

programme, in particular but not exclusively to the infrastructural background, and making it available to the study programme leader.
  ▪ Reviewing the documentation for study programme establishment or launching prepared by the study programme leader, and contributing to its preparation as necessary.

Members of the preparatory committee are invited by the study programme leader. The Vice-Dean for Education of the faculty responsible for the study programme should be invited to the preparatory committee. In order to make more rational and economical use of the University's internal education potential, the committee should also invite the leaders of related or familiar study programmes which are parallel to the study programme to be established/launched in terms of syllabus. In addition, a permanent or ad hoc member of the preparatory committee may be a lecturer of the relevant field of expertise from another institution or a member of an organisation with professional links to the University.

In the case of foreign-language programmes, lecturers with experience in international higher education and teaching in foreign-language(s) should be invited, and in the case of Hungarian-language programmes, it is advisable to involve lecturers with such experience. When determining the composition of the preparatory committee, especially in the case of a foreign language study programmes, it should be taken into account that a foreign lecturer with experience of the foreign study programme used as a model or benchmark may be involved. The experience of visiting lecturers from abroad working at the University during the period in question should also be used in the work of the preparatory committee.

The study programme leader sends the composition of the preparatory committee and the study programme development schedule to the Dean and the Vice-Rector for Education. In the case of foreign language programmes, the Vice-Rector will also inform the Director of International and Innovation and the members of the International Committee of the fact of the planning.

6.2.2. *Study programme curriculum design and subject development process*

When drawing up the study programme curriculum, it is possible to **invite existing subjects** to the study programme on the basis of a proposal from a lecturer, an initiative of the study programme leader or the preparatory committee.

However, it may also be necessary to **initiate the development of a new subject**.

When developing new subjects, preference should be given to subjects that are linked to a study programmes, i.e. the subject should fit into the syllabus of a faculty's separate or joint study programme.

An integral part of the subject development process is the selection of the lecturer responsible for the subject and other lecturers involved in the subsequent programme. A common methodological principle for selecting the subject, the lecturer who will be the subject leader and the lecturers who will undertake the programme: by invitation or, in the absence of sufficient internal capacity, by call for applications.

The "package" of subjects and lecturers shall be selected by invitation by the study programme leader and the preparatory committee if the known subject or subject concept and the lecturer with sufficient experience can be properly integrated into the study programme plan or syllabus.

The call for applications provides an opportunity for the design and subsequent development of the study programme with the involvement of the necessary professional community and on the basis of a broader range of offers and the principle of competition.

A call for applications may be
  a) open (international) or
  b) internal within the University (closed).

In order to increase the proportion of native lecturers in **foreign language programmes**, an open (international) call for applications should be launched with conditions that make the study programme attractive to native speaker specialists. The composition of the lecturer staff of the study programme should aim to include as many native speaker lecturers as possible.

In both the invitation and the call for applications, it shall be ensured that the lecturer responsible for the subject is a lecturer who meets the requirements of the Hungarian Higher Education Accreditation Committee for subject leaders.

During the period of the establishment/launching of a study programme, the **subject'**s **inclusion** in the study programme, both for existing subjects and for subjects under development, is **proposed by the study programme leader** after consulting the preparatory committee. In doing so, he or she shall consider:
- the subject leader of the subject leader,
- the existence of an appropriate subject description,
- the existence of a learning material background and a learning material development plan,
- the availability of academic literature,
- if it is not a subject of the faculty responsible for the study programme, a declaration of admission from the Dean of the receiving department,
- the existence of an institutional (departmental) admission declaration.

6.2.3.   Selection of lecturers for foreign-language programmes

The Senate and the Faculty Councils formulate the general quality requirements for the lecturers through the OOP, in particular through the employment requirements.
But teaching in a foreign-language programme also places specific requirements on lecturers. Accordingly, in the case of foreign-language programmes, it should be ensured that the decision on the acceptance or announcement of a subject is based on an assessment of the lecturer's competences in teaching in a foreign language, who undertakes the commitment. That's what the **lecturer audit** is for.
Unless the Faculty Council of the faculty supervising the study programme decides otherwise, the audit of the lecturer is carried out by the study programme leader and the persons invited by him or her who are able and qualified to decide, based on their experience in a foreign-language programme, whether the lecturer is able to deliver professional sessions (lecture or seminar) in a foreign language of an adequate quality. The study programme leader may decide to exempt a lecturer from the audit if the lecturer is habilitated and/or has relevant and verifiable education experience abroad.
The audit method: the lecturer delivers a short presentation in the language of the programme on a specific part of the field of study in front of the study programme leader and the persons invited by him or her, and answers the questions raised.

6.2.4.   Decision-preparation and decision on the establishment/launch of a study programme

In cooperation with the members of the preparatory committee, **the study programme leader prepares the following decision-preparation documents**:
- programme and outcome requirements of the study programme (only required for the establishment of a study programme),
- study programme syllabus,
- the curriculum and subject descriptions, showing their compliance with the programme and outcome requirements (see annex for the data sheet to be filled in for each subject),
- in the case of foreign-language programmes, the lecturers, in the case of Hungarian-language programmes, the subject leaders (CVs),
- establishment and launch schedule,
- feasibility plan,
- other documents required by the Educational Authority and the Hungarian Higher Education Accreditation Committee.

It is essential that the study programme sets clear and unambiguous *outcome requirements* (learning outcomes) for both students and the business community of the field of expertise. The syllabus of the study programme shall be attractive and original to achieve the expected market impact in the target group.

Contents of the Feasibility Study:
- the way and timetable for the "market" introduction of the study programme,
- presentation and analysis of the market and target group for the study programme, both in Hungary and abroad,
- student numbers and tuition fee plans,
- specific communication and recruitment plans (especially for foreign language programmes),
- availability of research and infrastructure conditions for the programme (library stock, software, laboratory equipment, etc.),
- where appropriate, a presentation of the programme to be launched off-site or of the compliance with the specific conditions for distance learning,
- a budget showing expected income and expenditure.

The rule of thumb for the establishment and launch schedule is that the planned date of the launch of the study programme should be set one year before the beginning of the academic year for Hungarian-language programmes and two years for foreign-language programmes, in order to ensure adequate professional preparation and the organisation of an information campaign. The launch of courses should be planned at least one year in advance. The relevant faculty council decides on the launch of study programmes on the basis of the proposal of the study programme leader. The decision to launch a subject within a study programme is made by the study programme leader in consultation with the responsible lecturer and the institute director (head of department)

The documents on which the decision is based shall be subject to an opinion
- in the case of Hungarian-language programmes, at least two corporate partners or professional organisations of the University whose activity(ies) can be related to the field of study,
- in the case of foreign language programmes, with the University's international corporate partner(s) whose activities may be related to the field of study.

The **faculty council shall deliver its opinion on** the establishment of the study programme and the launch schedule on the proposal of the Dean of the faculty responsible for the study programme (in the case of inter-faculty programmes, the decision of all faculties concerned is required)**.** The proposal for a decision shall describe that
- the study programme properly exploits the inter-faculty synergies of programmes,
- the extent to which the study programme meets the requirements of the University's programme and international strategy.

Student representatives from the faculty are involved in the review.

The Senate shall decide on the establishment or launch of study programmes, **it being understood that the CESA shall have the authority to accept the documentation for study programme establishment or launch.** Representation of the University's student union is involved in the Senate's decision.

6.3.   Quality assurance rules for the operation of the study programme

The University should have formal internal mechanisms for monitoring and regular internal evaluation of its study programmes. Monitoring and periodic review of the study programme ensures its continued timeliness and validity. The tools for this are monitoring and reporting.

The primary responsibility for the enforcement of quality assurance requirements in the programme lies with **the study programme leader, and the secondary responsibility lies with the Dean of the faculty**

responsible for the study programme. The study programme leader is assisted in his work by the study programme development committee.

6.3.1. *Selection and responsibilities of the study programme leader*

The study programme leader is invited and appointed by the Dean of the faculty responsible for the study programme. In doing so, the requirements and recommendations of the Educational Authority and the Hungarian Higher Education Accreditation Committee regarding study programme leader should be taken into account. The activities of the study programme leader are supervised by the Dean.

In the context of the programme, the **study programme leader** shall
- represent the study programme in internal and external forums, in particular before the Hungarian Higher Education Accreditation Committee and the Educational Authority,
- formulate development proposals to improve the quality of education and services related to the study programme,
- assess the quality of education and related services in the study programme through evaluation, monitoring and control,
- invite the study programme coordinator(s), for whom he or she is the professional manager,
- unless the faculty councils decide otherwise, organise the election of student representatives to the study programme development committee, and
- organise extra-curricular activities for students (e.g. field trips, alumni events, etc.) with the help of the study programme coordinators.

The study programme leader and the Dean decide jointly whether the operational management of programmes with different languages and different delivery modes should be carried out by the same study programme coordinator or by different study programme coordinators. The study programme coordinators are appointed by the study programme leader.

6.3.2. *Control*

To maintain quality standards, the study programme leader regularly **checks**
- the availability of learning materials and literature related to the subject,
- the education performance of lecturers, and
- the information published to students and the wider public, i.e. whether the University fulfils its obligation to provide information on the study programme as set out in Chapter 6.4.

The study programme leader may monitor the work of the lecturers indirectly (on the basis of subject leader reports, student work reviews, reports of the study programme development committee) and directly (through class visits). In particular, the study programme leader may organise an exceptional class visit
- in the event of a student complaint, or
- if the lecturer has received two consecutive grades of 3.3 or below in the subject in question in to the Student Review System.

In the case of programmes in foreign languages, the study programme leader supervisor should endeavour to ensure that, preferably at least once per academic year, a native speaker or a very highly skilled speaker of the language (e.g. a linguistic revisor) attends each course and assesses the language competence of the lecturer.

A note of the experience of the visits and the suggestions made should be made and discussed with the lecturer. The note should also be sent to the study programme development committee.

In addition, the study programme leader may also check
- the quality of the education technology and infrastructure used by students of the study programme,
- the quality of study programme coordination,
- the quality of the student support services (e.g. the Registrars Department),

- the quality of information provided to students, prospective students and former students,
- the quality of other student services relevant to the operation of the study programme.

In these areas, the study programme leader may make recommendations to the executives involved in the running of the area.

6.3.3. Content and compilation of the report

Reporting is an important tool for quality enhancement and monitoring.

The lecturer in charge of the subject shall regularly (preferably annually, but at least every three years) prepare a short **subject report** based on his or her own experience, the lecturers' reports and the students' self-evaluation, which he or she shall send to the study programme leaders of the students concerned. It should include the following (where relevant):

- How was the semester? Did anything unusual happen in the subject during the semester that affected the teaching of the subject or the students' results?
- Experience of the regularity of students' attendance in classes.
- How did the students do in the exams? Is there an explanation for the results, e.g. is there something that explains the high number of excellent or insufficient results? How have student results evolved in comparison with previous years?
- To what extent have students acquired the knowledge, skills and competences set out in the subject?
- Which areas of expertise have been mastered as planned, and which have been left out?
- Evaluation of the subject and lecturer results achieved in the Student Review System and reaction to student suggestions raised.
- Problems regularly encountered in teaching the subject.
- Proposals for improvements and changes for the coming year(s).

The expected content of the assessment may be specified by the study programme leader.

Based on the reports of the subject leaders and other assessments relevant to the study programme (such as the Graduating Students Survey conducted by the Directorate for Strategy and Quality Enhancement or the Graduate Career Tracking conducted by the Office of Corporate Relations and Career Services), the study programme leader shall prepare an **Academic Report**.

The report should be produced at least every four years, but preferably at intervals corresponding to the duration of the programme period of the study programme, i.e.,

- annually for one-year programmes,
- every two years for two-year programmes,
- every three years for programmes of three years or more.

In the report, the study programme leader shall

- summarise the development objectives previously set for the study programme and, accordingly, assess
- the admission process, the number and composition of students (including graduates),
- the results of the subject development and the subject registration,
- the class attendance, participation and activity of students based on the reports of subject leaders,
- the progress and drop-out rates of students in the study programme, based on academic results and reports,
- the appropriateness of the methods used to assess student performance,
- the further education and employment of students after graduation, with particular regard to the target market defined at the time of the establishment of the study programme,
- the relevance of the education methodology and progress check of each subject to the expected learning outcomes and the programme and outcome requirements,

- experience of practice periods,
- the suitability, preparation and performance of lecturers, based on class visits and student reviews,
- infrastructure conditions,
- the quality of student services relevant to the study programme,
- the overall effectiveness of the study programme, based on the fulfilment of programme and outcome requirements and the achievement of learning outcomes, as well as on the results of university career tracking and partner satisfaction surveys and student feedback.

In the report, the study programme leader shall makes proposals concerning
- the development and modification of the study programme curriculum,
- the launch and acceptance of new subjects,
- the content of the subjects and the way they are taught,
- the way education is organised,
- programmes to develop lecturer competences, and the lecturers who should take part in such programmes,
- the development of student services.

A more detailed guidance on the preparation of the report and a proposal for the timing of its preparation shall be prepared by the Directorate for Strategy and Quality. The tables in the guide are compiled by the Directorate for Strategy and Quality and the organisational units with the data during the evaluation process and made available to the study programme leaders.

The study programme leader may prepare a **periodic report** more frequently than the programme duration and shall determine its frequency, content and main aspects taking into account the instructions of the faculty management.

The study programme leader shall send report/periodic report to the study programme development committee, which comments on it and makes (further) suggestions for improvement. The Vice-Dean(s) of Education of the faculty responsible for the study programme shall be invited to the meeting discussing the report/periodic report of the study programme development committee.
The study programme leader shall submit the report/periodic report, supplemented by the opinion of the committee, to the Dean of the faculty responsible for the study programme by December at the latest and, after its approval, shall send it to the Vice-Rector for Education for information.

6.3.4.   The role, composition and functioning of the study programme development committees

The study programme development committee is responsible for monitoring the implementation of study programmes and giving its opinion on their operation. The study programme development committee is the forum where the actors (for example, the lecturers, students, employers) who are most affected by the functioning of the study programme can discuss experiences, formulate proposals and evaluate the results of the implemented changes.
A faculty may have several study programme development committees. The Dean, after having consulted the Faculty Council, decides which study programme and which of its different delivery modes and languages are to be assigned to which study programme development committee, taking into account the following:
- in the case of Bachelor and Master study programmes, a study programme development committee should be run for each study programme, where possible. The main exceptions to this are small-scale study programmes. For programmes with different languages and different delivery modes, the Dean, after consulting the Faculty Council, decides whether a separate study programme development committee should be set up for each delivery mode or whether a single committee should supervise programmes with different languages and delivery modes.
- In the case of specialist postgraduate programmes and other study programmes, several study programmes may be covered by one study programme development committee.

The chair of the study programme development committee is appointed by the Dean. The chair of the study programme development committee is responsible for:
- unless otherwise provided for by the Faculty Council, proposing non-student members of the study programme development committee,
- unless otherwise provided for by the Faculty Council, determining the rules of procedure of the study programme development committee,
- convening the study programme development committee,
- chairing its meetings.

The **following stakeholders should be involved in the study programme development committees**:
- study programme leader(s),
- study programme coordinator(s),
- lecturers who are leaders of the specialisations of the study programme(s), as well as who are the subject leaders of the study programme's key subjects,
- external specialists who represent the potential employers of graduates of the study programme(s), and
- at least one representative of the students studying in the study programme.

Leaders of related study programmes, other external and internal specialists with expertise in the field of study concerned, and former students of the study programme may also be invited to the meetings of the study programme development committee. **The Vice-Dean for Education** of the faculty responsible for the study programme shall be invited to the meeting discussing the annual report of the study programme.

The number and selection of lecturers, students and external specialists involved in the work of the study programme development committees is decided by the faculty councils on the recommendation of the Dean. Unless the Faculty Council decides otherwise, the composition of the study programme development committee, excluding student representatives, is proposed by the chair of the study programme development committee, with the final decision being made by the Dean.

The number of students participating in the study programme development committee and the method of their selection are regulated by the faculty councils with the involvement of the respective faculty's Student Union, taking into account the following recommendations:
- In regulating the number of students and the method of their selection, efforts should be made to ensure that students from all years, delivery modes and languages of the study programme(s) covered by the committee are represented.
- At least one representative of the Faculty Student Union, preferably a student of the study programme, should be invited to the study programme development committee. The representative(s) are proposed by the Faculty Student Union.
- The other student representatives are chosen by the students of the study programme themselves.

The list of the study programme development committee operating in the current year and the names of their members shall be made publicly available to the citizens of the University.

The study programme development committee meets as necessary, but at least once a year. Minutes of the meetings shall be taken and sent to the Dean of the faculty responsible for the study programme. The minutes of the committee shall be made available at least to students of the study programme.

Responsibilities and authorities for the establishment and operation of study programmes—A summary

activity	makes proposals	gives opinions and contributes	decides and implements
launch of study programme			
appointment of the study programme leader			Dean

Responsibilities and authorities for the establishment and operation of study programmes—A summary

activity	makes proposals	gives opinions and contributes	decides and implements
invitation of study programme coordinators	study programme leader	Dean	study programme leader
setting up a preparatory committee	study programme leader	Dean	study programme leader
subject development (as necessary)	subject leader	study programme leader Institute Director	subject leader
admission of subjects to the study programme	study programme leader	preparatory committee	study programme leader
establishment/launch of study programmes (decision in principle)	Dean lecturers	Vice-Rector for Education	Rector
establishment and launch of study programmes (compilation and approval of documents)	study programme leader	preparatory committee Central Studies Office Directorate for Administration Faculty Council Dean	Senate (CESA)
Announcement and internal and external publicity of the new study programme	study programme leader	Institute Director Dean	Dean
programme implementation			
appointment or change of the study programme leader			Dean
setting up a committee structure	Dean	Faculty Council	Dean
regulation of the composition of study programme development committees and the election of student members	Dean	Student Union	Faculty Council
invitation of study programme coordinators	study programme leader	Dean, Head of Institute	study programme leader
appointment of the chair of the study programme development committee	Dean	study programme leaders	Dean
selection of lecturer members and external members of the study programme development committee (if not regulated)	study programme leader	Dean	study programme leader
selection of student members of the committee			students of the study programme
drafting of the annual report and proposals	study programme leader	study programme development committee education committee Vice-Dean for Education	Dean Faculty Council
inclusion of a subject, revision of the operational curriculum	study programme leader	study programme development committee education committee Vice-Dean for Education	Faculty Council
Elaboration of subjects in writing, updating and uploading of subject datasheets	subject leader	study programme leader Institute Director	subject leader
rules of operation of study programme development committees (regulated by the Faculty)	Dean	study programme leaders	Faculty Council

Responsibilities and authorities for the establishment and operation of study programmes—A summary

activity	makes proposals	gives opinions and contributes	decides and implements
rules of operation of study programme development committees (if not regulated by the Faculty)	chair of the study programme development committee	Dean	chair of the study programme development committee

6.4.   Information

It is essential for the quality of the study programme that students are fully informed in the language of the study programme about their rights, obligations and opportunities at the University.
The following should be made available to potential applicants in the language of the study programme:
- admission requirements,
- Academic Regulation,
- enrolment requirements,
- the curriculum, timetable and subject descriptions (subject datasheets),
- the specific study and examination requirements, including the rules for complex examinations, rigorosa and final examinations,
- evaluation criteria,
- the rules on reimbursement of expenses and allowances,
- the complaints handling policy,
- disciplinary rules and procedures,
- a description of the university services available to students,
- the evolution of the student composition (profile) and the results of the career tracking surveys,

The following should be made available to the students of the study programme
- the staff and organisational rules for study programme coordination,
- the results of the student review.

The study programme leader should check from time to time that the required information material is available to students and prospective students.
The information related to the study programmes is part of a systematic collection, analysis and use of information in the University's internal information system, similarly to other activities. It is the responsibility of the study programme leader to publish regular, up-to-date and objective quantitative and qualitative data and information on each programme.

6.5.   Data collection procedures in relation to the programmes

The University conducts a centralised data collection on student satisfaction and the quality of the delivery of programmes in order to ensure uniform evaluation criteria. The framework for data collection is set out in separate regulations.
Data collection procedures and the content of data collections (e.g. the content of questionnaires) may be modified and revised by the Directorate for Strategy and Quality Enhancement in consultation with the committees responsible for education and research, on the basis of experience and comments from study programme leaders, faculties and students.
In the context of university-level data collection, faculties may also collect specific data on their own activities (for example, they may include questions on their faculty or study programme in the questionnaire), but these shall be agreed with the Quality Office. In addition to the university-level data collection, faculties and study programme leaders are of course free to collect data on their own.
The operational management of the collection of quality and satisfaction data is the responsibility of the Directorate for Strategy and Quality Enhancement or the Faculty Quality Coordinators, depending on the nature of the group providing the opinion.

Summary of the data collection procedures in relation to the programmes

Survey	Tool	Frequency	Publicity	Person in charge	Contributor
Student Review	On-line questionnaire/database	per semester	University citizens	Directorate for Strategy and Quality Enhancement	Central Studies Office IT Support Centre Student Union
Fresher	On-line questionnaire	annually	University citizens	Directorate for Strategy and Quality Enhancement	
Graduates	Paper-based questionnaire	per semester	University citizens	Directorate for Strategy and Quality Enhancement	Registrars Departments Final Examination Boards
Graduate Career Tracking System	On-line questionnaire	annually	University citizens Graduate students	Directorate for Strategy and Quality Enhancement	
Employers	On-line and/or paper-based questionnaire	ad hoc survey	University citizens	Directorate for Strategy and Quality Enhancement	

6.5.1. Opinion survey among students of the programme (HalVel)

Our University operates a student review system that can also reveal a number of essential elements of university education such as subject satisfaction, lecturer review and student engagement.

The purpose of the review is to provide feedback on the quality of the subjects taught, the cooperation between lecturers and students and the students' perception of the lecturers' work, partly to provide a basis for the lecturers' own individual development and partly to enable executives to assess the lecturers' compliance with lecturer requirements. The system will provide an opportunity to support subject development, help students to freely choose their lecturers, and contribute to the University's quality management system.

The exact procedure of student review is described in the "*Evaluation of the lecturers' work by the students*" , therefore only the points relevant for data collection are presented in the Quality Manual.

The opinion survey will take place every six months, as described in the regulation. Opinions (except for certain programmes) are given on-line, resulting in an on-line database that is continuously accessible to the data subjects, subject to data protection rules. The completion rate can also be increased by offering benefits and through a regular campaign by the Student Union.

The results of the review shall be made public, subject to the limits of "internal publicity". The results are available on the dedicated student, lecturer and executive query platforms. The results are evaluated by the study programme development committees, but may also be discussed by other faculty and university committees.

In accordance with faculty practice, the results of student reviews are also taken into account in the lecturer performance assessment system and in the awarding of the "Lecturer of the Year" prizes. This provides feedback to students on the results of completing the questionnaires and, at the same time, to the University's lecturers that their work is recognised by the institution.

The Dean should prescribe a development plan for lecturers who receive persistently poor marks from students.

6.5.2. Freshers' opinion survey

The aim of the questionnaire survey of incoming undergraduate students is to assess the motivations, expectations and characteristics of our new students. The results of the survey will help the University to better adapt to the needs of students and to offer programmes and additional services that meet their expectations. The results of the survey will also help us to get feedback on the effectiveness of our outreach activities and on the image of the University, the specific study programmes and the faculties among the students applying for admission.

The survey is carried out by the Directorate for Strategy and Quality Enhancement at least annually, with an on-line questionnaire in the autumn.

The results of the survey will be sent to the Rector's Office, the Deans, the study programme leaders and made available on the office's website. The evaluation of the results is the responsibility of the study programme leaders and the faculty executives.

6.5.3.   Graduating students' opinion survey

While students of the programme primarily evaluate the education and subjects in a given semester, graduating students provide an overall picture of the programme as a whole. In addition, the graduating students survey provides an opportunity to gain a deeper understanding of the learning, labour market and study funding situation of the outgoing year, which can be used partly to improve student services and partly to refine the information on the year in question in the graduate career tracking.

The survey takes place on a semi-annual basis during the final examination period. It is organised by the Directorate for Strategy and Quality Enhancement with the involvement of the Registrars Departments/Dean's Offices and the Final Examination Boards. Students receive a questionnaire after the final examination, which they can return to the secretary of the Final Examination Board.

The Directorate sends the results of the survey to the Rector's Office, the Deans, the study programme leaders and make it available on its website. The evaluation of the results is the responsibility of the study programme leaders and the faculty executives.

6.5.4.   Graduate students' opinion survey (Graduate Career Tracking System)

The evaluation aims to gather information on the labour market position of our graduates, their success rate and the effectiveness of our programmes. The University needs the experience of its graduates. It is important to know their position in the labour market and how they perceive the effectiveness of their programmes, as this will help us to provide information to, for example, current and prospective students (secondary school graduates, post-graduates, etc.), our lecturers, the education administration, employers and the public.

In the context of career tracking, we collect information on the workplace, post-graduation further training and post-graduation assessment of the University's programmes through questionnaires. In the context of the Graduate Career Tracking System, we contact former students of a different graduating year every year. The survey is carried out and the results processed by the Directorate for Strategy and Quality Enhancement.

6.5.5. *Employers' opinion survey*

Collecting and presenting the opinions of employers (companies, municipalities, etc.) can provide important feedback for both educational development and the public image of the University. To this end, the University collects data in an organised way on the satisfaction with students of a given study programme, the relationship between employers' needs and the knowledge students bring from the University, and their general perception of the University. Opinions shall be surveyed and collected as required. To this end, the faculties, with the help of the faculty coordinators, draw up a list of organisations and contact persons they propose to contact.

The Directorate for Strategy and Quality Enhancement is responsible for conducting the employer survey and processing the results. The Directorate shall send the results of the survey to the Rector's Office, the Deans, the study programme leaders and make it available on its website. The evaluation of the results is the responsibility of the study programme leaders and the faculty executives.

6.6.   Further rules on the operation of programmes

- OOP I/10. Regulations on the evaluation of the lecturers' work by the students
- OOP II.III/1. Study and Examination Regulations
  - II.III/1.2. On conditions to ensure equal opportunities for students with disabilities to pursue their studies
  - II.III/1.3. Doctoral Regulations
  - II.III/1.4. Admission Regulations
  - II.III/1.5. Regulations on issuing diploma supplements
  - II.III/1.6. Regulations on electronic transcripts
  - II.III/1.7. Rules for the evaluation of applications for fellowship granted by the Republic
  - II.III/1.8. Application processing rules
- OOP II.III/2. Regulations on Student Fees and Benefits
  - II.III.2.6. Regulations on demonstrators
- OOP III/3. Student Disciplinary and Compensation Regulations
- OOP III/4. Regulation on student redress
- OOP III/5. Regulations on recognising foreign certificates and diplomas
- OOP III/6. Regulations on the procedure for studying abroad
- OOP III/7. Neptun Regulations
- OOP III/8. Graduate Career Tracking System
- OOP II. Employment requirements
  - II.II.2. Regulation on the differentiated remuneration system based on qualification and performance assessment
- OOP II.I.20. Anti-plagiarism Regulations

6.7. Evaluation and review of the quality assurance system for establishing, launching and monitoring programmes

A summative evaluation of the quality assurance requirements of programmes shall be carried out every four years on the basis of the annual reports of the study programme leaders. The Vice-Rector for Education is responsible for preparing the summary and formulating proposals for improvement. The evaluation shall be discussed by
- the Faculty Quality Committees (if any) and Faculty Councils, and
- the Education and Student Affairs Committee and the committee responsible for the research field
- the Senate, and
- for foreign language courses, the International Committee.

Each body may make proposals to improve the establishment, launch and follow-up of study programmes.

7. Quality assurance of research projects[9]

Quality assurance of research projects includes the mechanisms as well as regulatory and feedback elements that enable the University to focus its research activities on the most important problems and at the same time meet the high quality standards required for research. The regulatory framework for this is mainly provided by university and faculty regulations on the launching of research projects, and by the requirements of the employment regulations for researcher jobs.
The procedures and criteria for the evaluation of research projects are developed by the Vice-Rector for the research field, the Faculty Research Directors and the Research Committees.
Regulations for the quality assurance of research projects:
- OOP II.I.11. Code of Ethics
- OOP II.II. Employment requirements, in particular
  - II.II.1. Employment Regulation
  - II.II.2. Regulation on the differentiated remuneration system based on qualification and performance assessment
  - II/10. Corvinus Visiting Scholar Programme Regulations
  - II.II.7. Research Excellence Award Regulations
- Economic Regulations
  - III/18. Regulation on application processing
  - III/14. Regulation on Intellectual Property Rights Management
  - II.I.6/I. Rules of Procedure of the Grants Coordination Committee
- Rector's Instructions
  - Rector's Instruction No. 17/2012 (28 November) on the registration of scientific publication activities at the Corvinus University of Budapest

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[9] Amended by: Senate Resolution No. SZ-13/2018/2019. (30 October 2018) Effective date: 31 October 2018

8. Quality assurance in human resources management[10]

8.1. Regulation on human resources management

High-quality education and research requires a highly qualified and dedicated lecturer staff, supported by a well-prepared administrative organisation. Employment, performance assessment and appraisal procedures are used to ensure the selection of well-prepared staff members as well as their performance assessments, appraisals, promotions, remunerations and rewards.

Regulation on human resources management:
- OOP II.I.11. Code of Ethics
- OOP II.II. Employment requirements, in particular
    - II.II.1. Employment Regulation
    - II.II.2. Regulation on the differentiated remuneration system based on qualification and performance assessment
    - II.II.4. Habilitation Rules
    - II.II.5. Corporate Professorship (Chair) Regulation
    - II.II.6. Corporate Research Programme (PhD Chair) Regulation
    - II.II.7. Research Excellence Award Regulations
- Other regulations
IV.6. Equal Opportunities Regulation

8.2. Evaluation and review of human resources practices

An important element of employee engagement is that staff members perceive the systems in place at the University to evaluate and reward their work as fair, equitable and sufficiently perspective. Thus, measuring satisfaction with human resources processes (selection, evaluation, remuneration, development, etc.) is an integral part of ensuring high-quality lecturers and staff members. Based on this feedback, it is possible to decide on the necessary changes.

8.2.1. Opinion survey among lecturers/researchers

In order to improve the functioning of the University, there should be channels for lecturers and researchers to express their views on the functioning of the University anonymously. This allows senior executives of the University to get feedback on their work.
The opinion survey is carried out every two years in full by the Directorate for Strategy and Quality Enhancement. The questionnaires are available and can be filled in on the University's website. The questionnaire may be completed by University lecturers, researchers and professors, professor emeriti and enrolled PhD students. The list of authorised persons is drawn up by the Directorate for Strategy and Quality Enhancement prior to the survey. Those who do not fall into the above categories but are actively involved in the public life of the University and its education and research activities and therefore have a substantial say in the management of the University may also be involved in the review on the basis of a proposal from the Dean, Head of Institute or Head of Department.
The results are collected and processed by the Directorate for Strategy and Quality Enhancement and published for the citizens of the University in accordance with generally accepted methodological rules.

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[10] Amended by: Senate Resolution No. SZ-13/2018/2019. (30 October 2018) Effective date: 31 October 2018

8.2.2. *Opinion survey among staff members other than lecturers/researchers*

In order to improve the functioning of the University, staff members of the University who are not lecturers or researchers should also be given the opportunity to express their views anonymously on the functioning of the University, remuneration, promotion and training opportunities and working conditions. A full survey should be carried out every two years.

The right to express an opinion is open to all those who are permanently employed by the University and who are not in a lecturer, research or teaching capacity. The Directorate for Strategy and Quality Enhancement.

The results are collected and processed by the Directorate for Strategy and Quality Enhancement and published for the citizens of the University in accordance with generally accepted methodological rules.

Summary of lecturer and staff member surveys

Survey	Tool	Frequency	Publicity	Responsibility
Lecturer/researcher	On-line and/or paper-based questionnaire	every two years	University citizens	Directorate for Strategy and Quality Enhancement
Staff member	On-line and/or paper-based questionnaire	every two years	University citizens	Directorate for Strategy and Quality Enhancement

9. Quality assurance of the management system[11]

9.1. Management regulations

The quality management of the management system is designed to ensure that the University is able to carry out its core activities in an efficient and coordinated manner and in line with the expectations of those involved in the process. This system includes regulatory, data collection and feedback mechanisms relating to the organisation, operation, objective and strategy setting process of the University, faculties and departments, as well as the selection and executive activities of executives to enable executives to continuously improve the functioning of the University.

The regulatory framework is made up of several elements. These include the employment regulations, which set out the principles and process for the selection of executives, and the OOP, which defines the coordination of responsibilities and powers and the coordination tools to be used. The self-evaluation and data collection system for the management system basically collects the opinions of University staff members (see Subsections 6.1 and 6.2 for data collection), which can be complemented by a RADAR assessment of the executives. Internal publication of results can catalyse the University's continuous internal renewal.

Regulations on the operation of the management system:
- OOP II. Organisational and Operational Procedures
  - II.I.1. Organisational structure of the University
  - II.I.2. Organisational structure of the faculties
  - II.I.3. Rules of Procedure of the Senate
  - II.I.4. The organisational and operational procedures/orders of business of Central organisational units
  - II.I.5. Rules of procedure of the Campuses
  - II.I.6. Rules of Procedure of University bodies and committees
- OOP II.II. Employment requirements
  - II.II.1. Employment Regulation (rules on electing executives)

9.2. Evaluation and review of the management system

The regular evaluation of the adequacy of the management system, i.e. the regular, economical,
efficient and effective operation of the management system, is carried out by the Internal Audit Office. (For details, see Annex II.I.7 of the OOP and the Internal Audit Manual).

In addition, two other general tools are available for evaluating the management of the University: the review procedure for lecturers and non-lecturers (see Point 8.2) and the qualitative self-evaluation of executives (RADAR).

9.2.1. Qualitative self-evaluation of executives (RADAR)

To ensure that the self-evaluation process gives a more realistic picture of the University, it should be possible to take into account results that are not channelled into the self-evaluation system, in addition to consulting the stakeholders. To this end, executives may supplement the results of the questionnaire surveys on the

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[11] Amended by: Senate Resolution No. SZ-13/2018/2019. (30 October 2018) Effective date: 31 October 2018

University's/faculty's activities with the results outside the self-evaluation process through a qualitative evaluation process.

It is not compulsory to carry out a text assessment. The Directorate for Strategy and Quality Enhancement has developed a self-evaluation protocol (RADAR) to support the process, which can support the self-evaluation discussion of university/faculty executives. The process is as follows:

- The Rector/Dean appoints 4-5 university/faculty executives to participate in the RADAR process.
- Participants individually answer the questions in the protocol and quantify the results.
- In a joint discussion, the individual answers are compared and, where there are significant differences, the answers are discussed and interpreted. The meeting will continue until consensus is reached.
- The individual assessment and the group discussion may take into account other information about the University/faculty (other than that provided by the self-evaluation questionnaires) available to executives. The RADAR process is not about commenting on previous self-evaluation results, but about channelling information that exists beyond them into the self-evaluation.

As a moderator, the Directorate for Strategy and Quality Enhancement is happy to be involved in RADAR evaluations of any faculty on request.

10.   Quality assurance of infrastructure and student services[12]

High-quality infrastructure is essential for high-quality education and research. IT and library services form the basis of student learning support tools, which can be complemented by other infrastructure elements (e.g. sports, dormitories). Teaching is also based on adequate library and IT services. Library and IT quality assurance regulations are the background for infrastructure quality assurance. These documents identify the key processes that lead to high user satisfaction.

Information on the quality of infrastructure and student services is provided by the graduating students survey, the lecturer and staff member surveys, and the surveys conducted by the individual organisational units.

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[12] Amended by: Senate Resolution No. SZ-13/2018/2019. (30 October 2018) Effective date: 31 October 2018

11. Annexes[13]

11.1. Proposed timetable for the preparation of the academic report

Activity	Person in charge	Proposed schedule
Compilation of centrally produced data tables for the annual report of the study programmes	Directorate for Strategy and Quality Enhancement and Central Studies Office	September
Sending data tables to study programme leaders	Directorate for Strategy and Quality Enhancement	September
Preparation of the first version of the draft report	study programme leader	October
Discussion of the first version in the study programme development committee	chair of the study programme development committee	October
Preparation of the second version, amended and supplemented with the comments and suggestions of the study programme development committee	study programme leader	November
Submission of the second version to the Dean, with the committee's comments	study programme leader	November
Adoption of the report	Dean (if necessary, after the opinion and approval of other committees, e.g. the Education Committee or the Faculty Council)	December
Sending the report to the Vice-Rector for Education	Dean	December
Implementation of the recommendations of the report and publishing the changes in the Admission Guide (as appropriate)	study programme leader, Dean	

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[13] Amended by: Senate Resolution No. SZ-13/2018/2019. (30 October 2018) Effective date: 31 October 2018