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Quality Manual		

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Purpose and framework of the Quality Manual


1. §

- (1) The quality management system of Corvinus University of Budapest (CORVINUS) is designed to enable the university to achieve the objectives of its current institutional development plan. The quality management system should also be able to achieve the following objectives:
 - a) raising and maintaining high standards of education/training;
 - b) enhancing the quality and effectiveness of fundamental and applied research;
 - c) raising the quality of the University's social and third mission activities;
 - d) enhancing the efficiency of operations, and
 - e) increasing the satisfaction of the university's partners (students, teachers, researchers, university staff, prospective employees of graduating students, social organisations and institutions related to higher education) and to meet their needs as fully as possible.
- (2) The University ensures that the above objectives are met through a number of policies. The Quality Manual presents the University's approach to quality management and refers to the regulations that provide detailed guidance on different issues as an umbrella regulation. Detailed procedures and processes are defined in the Quality Manual only if they are essential for achieving of the above-mentioned objectives and are not already covered by other regulations.
- (3) The University's quality management system is based on the following documents:
 - a) the relevant provisions of the laws regulating higher education;
 - b) international, in particular European, recommendations and standards for quality management systems, in particular those contained in the European Standards and Guidelines (ESG), adopted by European Ministers of Education in Bergen in 2005 and amended in 2015;
 - c) the guidelines on quality management in higher education issued by the ministry governing higher education;
 - d) the positions and proposed criteria of the Hungarian Accreditation Committee (HAC);
 - e) the literature on quality management; and
 - f) the University's Institutional Development Plan and the functional strategic plans that form part of the Institutional Development Plan.


University Quality Policy Statement

2. §


- (1) The management and all employees of Corvinus University of Budapest are committed to the development and operation of a quality-oriented and student-centred education system. One of the most important objectives of the University's Institutional Development Plan is to further develop the University from one of the most outstanding institutions in Hungary to an outstanding and competitive university of Central Europe in the field of economics and social sciences.

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- (2) To achieve this goal, the ESG 2015 Quality Standards must be fully taken into account and applied to ensure the continuous cyclical improvement of learning and teaching within the institution. This implies the development and operation of a coherent and transparent quality management system that continuously reviews compliance with the ESG standards and the success of the follow-up actions. It is also critical to consciously develop a quality culture among university citizens, raising awareness of the standards and the actual university processes associated with them. The University Quality Manual explains in detail the key processes and expectations for educational quality, following the content logic of the ESG standards.
- (3) Participation in international accreditations in the field of economics and social sciences is also an opportunity to gain knowledge and experience that is of key importance for the university's continuous development. The practices and quality sub-systems required by international accreditation organisations, which are essentially ESG-compatible, are also integrated into the University's quality practices and aligned with its existing developments. In order to meet high international standards, the University also has a team of experts responsible for coordinating international accreditation tasks and developments, in close cooperation with the University actors coordinating the education quality system.
- (4) The University is committed to the gradual deepening its learning outcome-based and student-centred study program development culture, as well as to a system of internal pedagogical methodological support and training for teaching.
- (5) At the process level, the quality system also relies on good practices that were in place before the model change, thus ensuring institutional stability, but also maintaining the periodic professional renewal of these practices. Such strengths of the university include, for example, the gradual introduction of a student-centred professional development culture based on learning outcomes, the system of internal pedagogical methodological support and training for university teaching colleagues, or even the wide range of student services.
- (6) Corvinus University of Budapest also pays special attention to the quality of its doctoral training and to the support of research, thus contributing to the development of the interdependence between the latest scientific findings and training. The University supports academic integrity and freedom through the pedagogical autonomy of its teaching staff and the provision of free research opportunities, as long as teaching and research activities contribute to the conscious design and operation of modern, competence-based education; and as long as they remain within the generally accepted scientific ethical and moral framework of the academic community and the relevant legal framework.
- (7) The University promotes diversity of lecturers and students and stands against all forms of intolerance, discrimination, and fraud. In this respect, the University provides redress and complaint handling opportunities for all University employees and students, and additional support for disadvantaged and disabled students.

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- (8) Based on the aspects described so far, the university has the following recurring key activities in the area of education quality:
- a) The university expects and guarantees in its terms and conditions the participation of university citizens in quality development and the operation of a quality assurance system.
 - b) The creation and establishment of courses is carried out within a formal institutional framework.
 - c) Lecturers at Corvinus University of Budapest should strive to apply student-centred approaches to learning, teaching and assessment and to develop their pedagogical knowledge and skills. To this end, the University provides appropriate professional support and development opportunities and undertakes to provide the necessary conditions.
 - d) The university has formal complaints procedures and provides students with appeal and redress procedures regarding assessments that may affect their academic progress regarding the study and examination regulations, scholarship and other support policies, tuition and other fees.
 - e) The University operates streamlined admission, progression and graduation procedures designed upon the given purpose.
 - f) The university ensures the recognition of prior learning and knowledge acquired outside the university.
 - g) The University provides student life pathway planning, counselling and learning support, and manages an extensive scholarship system to help students progress successfully in their studies and regularly evaluates these services to ensure that all support is fit for purpose.
 - h) In order to support the student life journey, the University investigates and handles the questions and dilemmas of students in the field of equal opportunities.
 - i) The university ensures that it regularly collects relevant data on courses, student progress and the views of various university stakeholders, and uses these data in its decision-making processes concerning education.
 - j) The University regularly reviews its courses with students and other stakeholders, paying particular attention to the pedagogical, pedagogical, academic and labour market aspects of higher education, as well as to the practices of leading universities around the world.
 - k) The University participates in external, international accreditation procedures and integrates the experience gained from these into its operations.
 - l) The University participates in the national HAC institutional accreditation process, thereby also gathering reliable external feedback on its ESG-oriented operations and using the lessons learned to improve its quality system.
- (9) The management of Corvinus University of Budapest is committed to and takes an active role in the operation of the quality assurance system and supports all staff in understanding and aligning with the quality objectives and expectations.

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Quality policy principles

Understanding the concept of quality

3. §

- (1) The understanding of quality in higher education is multifaceted. It can be understood as excellence, the elimination of errors ('low drop-out rate'), the ability to meet and achieve targets, the ability to reach pre-defined thresholds (standards) and the ability to add value. These concepts overlap only partially.
- (2) In line with the ESG approach, the CORVINUS 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), mutual learning and continuous improvement (the ability to add value), which ultimately ensures the achievement of excellence.
- (3) Hence the quality system:
 - a) serve to achieve the standards set in the ESG, national and international accreditation procedures;
 - b) should itself include targets and should encourage other departments to set targets and monitor their achievements;
 - c) help to continuously raise standards; and
 - d) monitor and document development activities on an ongoing basis.

The relationship between education, research, service and advice

4. §

- (1) Service and consultancy in the context of education, research and the university are intrinsically linked activities. All these activities are equally recognised and valued by CORVINUS.
- (2) CORVINUS defines itself as a university with strong international roots, where the performance of its faculty is measured by international standards and students can obtain competitive degrees with the same knowledge content as universities of a similar profile, recognised in the European Union labour market.
- (3) It also ensures the development and operation of digitally supported processes in the field of education-related services and student advisory services, which are outstanding internationally. In addition, continuous needs assessment and satisfaction measurement is carried out to ensure high quality standards.
- (4) CORVINUS strives to pursue cutting-edge research, apply it in practice and integrate the results into education. This also provides students with an environment in which they can learn about the processes of scientific research and its practical applications, participate in it and even conduct their own research.

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Institutional strategy on quality and standards

5. §

- (1) One of CORVINUS' key strategic objectives is to obtain international programme and institutional accreditation. CORVINUS therefore strives to meet ESG standards and the expectations of international accreditation organisations. This includes, among other things, the implementation of a strategic approach and the PDCA cycle in all other areas of teaching, research and university life, such as regular monitoring and follow-up of processes, objective assessment of students, continuous development of teachers and staff, provision of services that focus on and support learning, and internal and external disclosure of the quality data collected.
- (2) The basic approach to quality management is partner-centred. This means not only collecting data on partner satisfaction, but also that the quality system focuses on the processes that create value for partners: study programs, research programmes and service/consultancy activities. All other (supporting) activities can be evaluated in relation to these.

Organisational framework and processes for quality assurance


6. §

- (1) 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 means developing, institutionalising and coordinating the mechanisms that enable the university to:
 - a) continuously review and correct its activities;
 - b) to continuously improve its quality;
 - c) to identify good practices;
 - d) to learn from each other.
- (2) Quality management thus contributes to deepening and developing a culture of quality.
- (3) Quality management is therefore an integral part of all management activities at CORVINUS. CORVINUS quality management processes are led by the Rector, the President and the Chancellor of the University. These managers have the authority to regulate the university quality processes for which they are responsible (chapters 1.5 - 1.9 show how quality assurance works in priority areas).

Quality assurance in the field of education

7. §

- (1) The level of regulation of quality management in the field of education is described in this Quality Manual and in the related internal university regulations (primarily in the internal regulations that form part of the Student Requirements System) presented in the Manual. All managers and non-managerial staff involved in the management, organisation and

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implementation of educational tasks must comply with the provisions of the Manual and the relevant regulations.

- (2) The Vice-Rector for Education is directly responsible for quality management in the area of education, supported by the Deans, the Centre for Educational Quality Enhancement and Methodology (CEQEM) and the Education Management Unit. The Vice-Rector is responsible for organising and monitoring the operation of the quality management system in education and for defining its development directions.
- (3) The Education Committee of the University Senate, its sub-committees, and the International Committee is the forum that ensures the involvement of the managers directly involved in the management and organisation of the educational area, the managers of related areas (e.g. research, student services, international relations) and student representatives. Through the operation of the Committee, the consistency of the quality management system can be ensured, issues of strategic importance can be properly coordinated and the impact of decisions can be monitored.
- (4) To achieve quality improvement objectives, it is expected that quality activities are well documented, allowing both monitoring and learning from each other. In addition, the University collects data on the quality of teaching and learning, student progress and stakeholder satisfaction. The data collected is made available, and departmental reports are used to make assessments, recommendations and decisions in a transparent and documented way.

Quality assurance of the research area

8. §

- (1) Corvinus University of Budapest regards freedom of research as a fundamental right and guarantees it to all its citizens. However, this does not exempt its students, teachers and researchers from fully complying with the quality and ethical standards of research. In ensuring the quality of research, the University supports high quality scientific research in two main ways: besides ensuring full academic freedom, it provides the infrastructural conditions for research, and monitor compliance with ethical and integrity standards.
- (2) The Vice-Rector for Research is directly responsible for the quality management of the research area. The ethical and integrity aspects of research work at the University are monitored by the Research Ethics Committee, which can take a position on general research ethics issues and has the right to propose norms to the Rector. In addition, the Research Ethics Committee has the power to decide on individual research ethics approval procedures and has the right to submit opinions and proposals to the Rector in cases of complaints from those who have suffered damage in research. The work of the Research Ethics Committee is documented and transparent, and its decisions are public.
- (3) A significant part of Corvinus University of Budapest's research output comes from its doctoral schools. The University's doctoral programmes are conducted in four doctoral schools. The administrative support of the doctoral schools is provided by the Corvinus Doctoral Schools (CDS), including the University Doctoral Office (UDO). The uniform

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principles for quality assurance of training are set out in the quality assurance regulations for doctoral programme at Corvinus University of Budapest, adopted in 2020. Important elements of quality assurance are the questionnaire-based feedback of doctoral students and supervisors every semester and their evaluation by the doctoral school directors and programme leaders. Regular monitoring of the academic activities of supervisors and doctoral programme lecturers is also an essential quality assurance practice.

- (4) The quality assurance of research at the university is largely carried out by external actors - journal editorial boards, conference organising committees - through *peer review*. The University's quality assurance activities thus also include the monitoring of publications and conference proceedings.

Quality assurance in the service and consultancy area

9. §

- (1) In the area of academic administration and mental health services, the primary focus is on quality service delivery. Student satisfaction and well-being are essential. To this end, there is a continuous drive to provide high quality and efficient services to all students at the University. Good quality academic administration and mental health support aims to create a safe and supportive environment for learning and personal development for all students. We provide this to our students at three levels:
1. Student Space: If a student has a question or problem, needs to submit a document or needs to obtain a certificate that requires direct, personalised action by a member of our staff, they are provided with the opportunity of personal assistance, which is available four times a week, seven hours a day during term time.
 2. Do it Online!: Through the Do it Online! platform, students can manage all their university-related administration without having to be present in person, with the exception of the handling of documents with strict accountability such as receiving a student ID sticker. For students, more than 100 multilingual manual help them navigate their university-related processes related to their studies. The platform helps to make the learning processes of Student Services transparent and supports the professional development of colleagues by building a time-series knowledge hub, which also serves as a collective reminder in case of rotation. In addition, it provides the University with visibility and traceability of the students' needs.
 3. Personal consultation via appointment booking: if a student has a complex question or problem regarding their academic affairs, we offer the possibility to book an appointment for a personal consultation with a colleague from the academic coordinator via the Do it Online! platform. During the consultation, the student will be able to meet and consult with a colleague who is trained in the subject in advance and is the most competent in the field.
- (2) In all three cases, quality service delivery is important, so it is essential that activities are properly documented and followed up, which also supports learning from previous cases and consistent case management. For the sake of quality assurance, collecting the opinions

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of stakeholders is also a priority task, so that the student has the opportunity to provide feedback after each case, whether in person or online. Each face-to-face and online case is integrated into the case management system as a “unique” case and after the "case" is closed, a satisfaction survey is automatically sent to the student to evaluate the case management process.

Stakeholder involvement in quality assurance

10. §

- (1) The University strives to involve its internal and external stakeholders - in particular students, employees and employers - in its quality assurance processes.
- (2) Students are part of the university's quality assurance system in several respects. In the field of educational quality, this is done in a number of ways. Students' feedback (questionnaires) is essential in the evaluation of the quality of individual subjects and training programmes. Students are also formally represented on university bodies and on the professional development sub-committees that deal with the evaluation and quality improvement of subjects and training programmes. The professional development subcommittees also include representatives of employees and the labour market.

Design, implementation, monitoring and review of the quality strategy


11. §

- (1) The University's quality objectives are among its core objectives, and therefore the formulation of overall quality objectives and the main directions/elements of 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 separate sub-strategy for quality may be formulated.

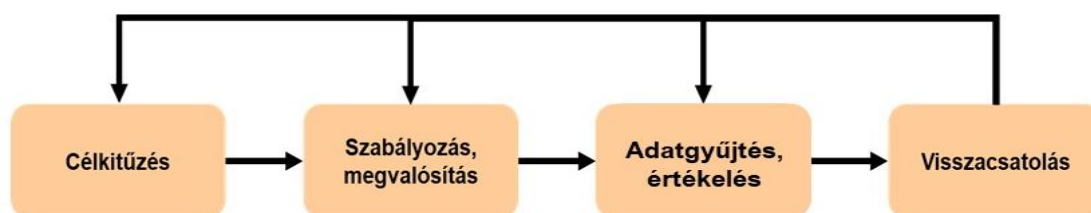
Quality Management Concept of Corvinus University of Budapest

12. §


- (1) 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 correct them and continuously improve its quality. Corvinus University of Budapest's quality management system focuses on the university's activities (education, research, service/consulting) and the resources (staff, infrastructure) required to ensure the quality of these activities.
- (2) For each focus, the quality assurance process consists of four elements in line with the PDCA cycle: setting objectives, implementation (setting the regulatory framework, management interventions), collecting and evaluating data on the quality of the activities carried out (ensuring that these are made public) and feedback.

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1. figure: Outline of the CORVINUS quality core processes

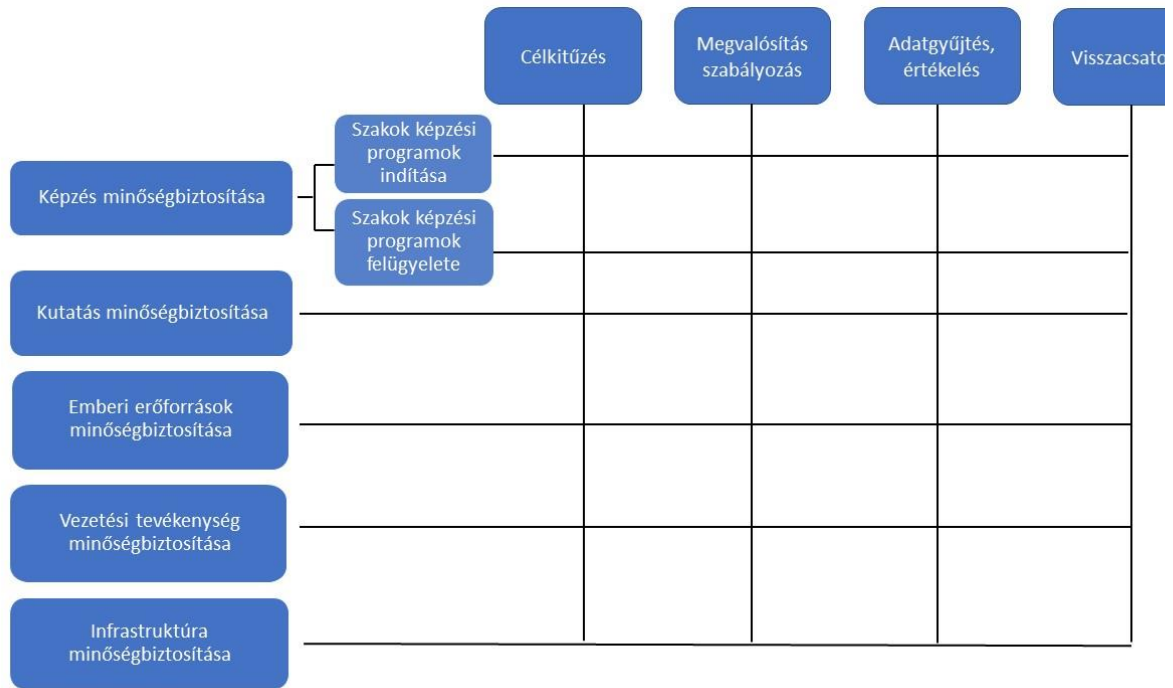


- (3) The establishment of a regulatory framework ensures the coherence and completeness of the quality system, and the precise definition of responsibilities and competences for its operation.
- (4) As part of the quality management system, the leaders of the University's departments systematically collect quality data on their activities. The data collected provides the basis for the assessment of the University's departments, whereby managers identify strengths and weaknesses and take these into account to determine further quality enhancement actions.
- (5) 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 appropriate data on quality, it is useful to create an institutionalised framework for internal and external stakeholders of the university to express their views on the university's activities. Data collection is mainly questionnaire-based and to a lesser extent qualitative.
- (6) In a broader sense, however, evaluation includes all the mechanisms for systematically collecting data on an activity or resource (e.g. the teacher performance development and incentive system, the Corvinus Teaching Excellence system). Accordingly, to improve quality, not only the opinions of users but also the systematic collection of other relevant data related to teaching, research and management should be organised.
- (7) The purpose of channeling the results of the evaluation into the management information system is to use the data as a basis for management decision-making and to enable senior and/or middle management to develop an action plan. This may include a more detailed examination of an issue or the improvement of satisfaction or quality. This can be best achieved by making the data part of the management information system, which requires (partly automated) processing and evaluation of the data, as well as supplementing it with other available data (e.g. funding).


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(8) Citizens (students, faculty, staff) and external stakeholders (prospective and former students, employers, government, etc.) of the university rightly expect the university to provide them with information on the effectiveness of its operations from time to time, and to give them the opportunity to comment on the results. By ensuring and regulating the publication of results, we can create the framework for this.

2. figure: The Quality Concept of Corvinus University of Budapest



- (9) The focus of CORVINUS' quality system, taking into account the quality management process, includes:
- a) quality assurance of education;
 - b) quality assurance of research;
 - c) quality assurance of services and advice;
 - d) quality assurance of management activities;
 - e) ensuring the quality of infrastructure supporting teaching, learning and research;
 - f) ensuring the quality of human resources.

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Organisational framework for quality management

The Quality Organisation of Corvinus University of Budapest

13. §


- (1) We believe that quality is not a separate sub-system of the university's operation, but a philosophy that *must permeate the day-to-day running of the university*. Therefore, quality management is not a separate sub-system of the organisation. Instead, it involves the development, institutionalisation and coordination of systems that enable the University to continuously review and, on this basis, correct 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.
- (2) In this context, Corvinus University of Budapest does not create a separate organisation for quality management, but quality management is an integral part of the management activities and normal university processes. At the same time, expert support teams in each sub-area will be set up to support the quality improvement work of each department. The CORVINUS quality management system is jointly supervised by the Rector, the President and the Chancellor of the University according to the following division of labour:
 - I. The Rector, the President and the Chancellor are jointly responsible for developing the University's quality policy and strategy.
 - II. The Rector
 - a) is responsible for defining the University's quality strategy for teaching, research, service and third mission activities; and
 - b) oversees its implementation;
 - c) in cooperation with the Vice-Rector, directs the work of the support unit involved in quality management (the Centre for Educational Quality Enhancement and Methodology).
 - III. The President
 - a) responsible for university communications, human resources and student services, strategic legal, and administrative and regulatory services;
 - b) defining the quality-related assignments in the areas of corporate and institutional relations, international relations and accreditation and IT development;
 - c) oversees its implementation;
 - d) defines the responsibilities and organisational framework for these processes.
 - IV. The Chancellor
 - a) responsible for defining the quality strategy for the University's economic, financial, administrative, labour, procurement, infrastructure and operational activities;
 - b) oversee the implementation of this; and
 - c) defines the responsibilities and organisational framework for these processes.

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The organisational framework for quality in education

14. §


- (1) The departments and committees listed in paragraphs (2)-(8) and university stakeholders are involved in the supervision and coordination of the processes in the area of educational quality:
- (2) The Centre for Educational Quality Enhancement and Methodology (CEQEM) contributes to the value creation and development of the university, both in reviewing and coordinating quality improvement activities in education and in leading/implementing professional activities and developments along the ESG points. As mentioned above, the activities of three working groups within the department are of particular importance for quality assurance.
 - a) The *Education Quality Enhancement Team* is responsible for:
 - i. collects information on the current situation, ongoing developments and professional activities, thematised by the ESG, based on input from the departments concerned;
 - ii. based on the input and data obtained, formulates short- and long-term professional objectives, an education quality strategy and policy for the Vice-Rector for Education;
 - iii. supporting the work of the Vice-Rector for Education:
 - a systematic overview of current processes, challenges/difficulties and experiences related to each ESG aspect;
 - monitoring the implementation of the strategy/objectives set;
 - Preparing to inform the university community about key quality improvement experiences and strategic decisions;
 - prepare intervention plans linked to the ongoing enforcement of ESG guidelines;
 - helps to coordinate the content of educational developments with other strategic directions and documents of the university.
 - iv. organising the quality documents collected;
 - v. managing and providing data on the student questionnaires (student evaluation of education, graduate student questionnaires, Graduate Career Tracking (DPR) under the responsibility of the Vice-Rector for Education;
 - vi. compiling the background data for the specialised inspectors' reports;
 - vii. coordinating national accreditation processes and supporting the preparation of the departments concerned;
 - viii. following the processes set out in the quality strategy;
 - ix. making recommendations on the operation of the quality management system;
 - x. periodic peer review of the Quality Manual;
 - xi. the establishment, operation and continuous improvement of a learning outcome-based measurement system. Interpreting results and supporting related professional development processes with the support of the quality enhancement, methodology and program development working groups. Providing data to subject supervisors.
 - b) The *Teaching Methodology Team* is responsible for:

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- i. managing the development of learning outcomes-based training in cooperation with subject supervisors, supporting course and curriculum development as well as methodological innovation;
 - ii. organising and delivering internal training in teaching methodology for the university's teaching and research staff;
 - iii. shaping the learning and teaching attitudes of new teachers, lecturers, researchers and PhD students in the framework of the on-boarding programme;
 - iv. supporting and mentoring students' learning processes, professional management of the digital mentoring programme.
- c) *The E-learning Development and Support Team* is responsible for:
- i. support for curriculum development and the development of digital learning tools;
 - ii. technical and methodological support;
 - iii. training in the use of e-learning tools;
 - iv. the continuous development, operation and maintenance of the e-learning system, Moodle, and the cloud software operated by the University.
- (3) The Education Committee has an advisory role on matters relating to the University's quality system. The responsibilities of the Committee are detailed in 16. § (6) and (7) of the SZMR, which set the following main expectations for the committee in relation to quality:
- a) to comment on and make recommendations on the quality principles and strategies developed, based on academic, national and international experience;
 - b) formulate proposals for data collection procedures at the university that are relevant to quality (e.g. opinion questionnaires);
 - c) to carry out, at the request of the Rector, a comprehensive review of the quality of the University's activities, in particular teaching, in order to formulate recommendations for improvement;
 - d) contribute to the dissemination of good practice to lecturers; and
 - e) contribute to the development and strengthening of a culture of quality at the university.
- (4) The deans responsible for the study programs at the university are accountable for the implementation of the principles and methods of the educational quality system in the programs and for the effective operation of the system. The deans are responsible for:
- a) supporting the Vice-Chancellor for Education in the formulation, implementation and monitoring of the university's educational quality policy and quality strategy;
 - b) continuously collecting and analysing the data on the study programs coordinated by them for the work of the Education Quality Enhancement Team;
 - c) ongoing review of evaluation and data collection procedures;
 - d) initiating the necessary professional developments with the Vice-Rector for Education, and managing the planning and implementation of training innovation processes. Proposing the chairperson of the Program Development Subcommittee;

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- e) regularly measuring and evaluating the effectiveness of the training programme portfolio by internationally agreed standards, with the involvement of the international leader, the heads of the institute and the programme leaders;
 - f) continuous evaluation of the portfolio of courses with the involvement of the programme leaders;
 - g) proposing to the Vice-Rector for Education the creation, launching, announcement and discontinuation of a study program;
 - h) a decision on the launch of double degree/joint degree programmes, after hearing the opinion of the Education Committee;
 - i) continuous monitoring of the adequacy of staff and infrastructure conditions and the adoption of the annual self-evaluation of the programs.
- (5) The core tasks of Student Services are closely linked to students' life course during their university years, along the academic year timetable. Student Services provides the student with academic administration, equal opportunities and mental health support. They also work closely with the Digital Innovation and Process Management teams to support and assist in these areas. In the area of academic administration, our colleagues are responsible for the administration of students' studies (academic administration, academic advising, but not including departmental academic administration) from the arrival of the freshmen to the awarding of the degree. The Student Support team provides support to students on the basis of student requests, with study support, mental health advice and also deals with equal opportunities issues. The separation of the departmental academic administration and Student Services allows for the inclusion of control points, such as the correctness of the completion of final examination reports, which are the responsibility of the departments and checked by Student Services.
- Student administration and support is provided at three levels:
1. The main aim of Student Services is to organise work to meet the needs of students and to answer "simple" questions in the shortest possible time. To achieve this, the Do it online! system has been developed, which allows the student to receive a quick and clear answer through an online interface.
 2. The second level is personal administration, which is available to students - including students participating in the degree program and international part-time students - in the Student Space for general academic matters, four days a week, seven hours a day.
 3. There are issues that require face-to-face handling, but at the same time stretch the limits of the Student Space, as they are more complex and/or take longer. For this reason, we also offer our students a personal study counselling service, where we can discuss more personal and individualised issues related to their studies, their academic progress and the financing of their studies. To support this, we provide an appointment booking facility via the Do it online! system.
- (6) The following solutions have been developed to enhance the quality of the study management described in paragraph (5):
- a) Regular, systematic process improvement based on student feedback and satisfaction. Students do not contact Student Services staff via individual, personal e-mail


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addresses, but are provided with the use of the Do it online! system (where this is not possible, organisational e-mail addresses). The latter is also a knowledge base where students can find the answer to their question in the thematic article structure following the order of the academic year or can also initiate a case if they feel that their question has not been answered satisfactorily. Colleagues are required to respond to cases within a maximum of 48 hours (2 working days), after which we will provide a response to our students and ask them to evaluate the responses, thereby helping us to improve our processes and develop our outreach.

- b) All three levels of student administration are linked to the feedback of student comments in such a way that:
 - i. for cases initiated through the online interface, students receive an automatic feedback request after the case is closed and can rate the work of colleagues on a scale of 1-10 and provide a text rating;
 - ii. when they are contacted in person in the Student Space, the case is recorded by the study coordinators and a feedback request is also sent after the immediate case closure;
 - iii. following the face-to-face counselling session, the colleague records the case and also makes a note of what was discussed, which provides a feedback opportunity as before, and a written record of what was discussed is important to ensure a factual, shared understanding.
 - c) The Student Support team includes qualified psychologists, counsellors, mental health experts, equal opportunities specialists and disability coordinator. Their main role is to provide comprehensive support for students' mental health, including counselling services on mental wellbeing, learning, careers and career issues, as well as group and individual training. Their work is monitored by an external counsellor, who provides supervision.
 - d) In recent years, Corvinus University of Budapest has carried out significant digital developments to make university life, including the academic administration process, more convenient and efficient for students. These developments make students' daily lives easier and at the same time make the processes transparent and traceable.
 - e) In the area of Student Services, in particular in the field of student administration, a dedicated team has been set up to ensure the coherent mapping, continuous improvement, structuring and development of new processes. The aim of the team is to help Student Services staff to work in a coherent and efficient manner. On a monthly basis, they send colleagues the current (study) periods for the following month, the most important student case groups, initial applications and requests.
- (7) Tasks are monitored and continuously improved to improve the quality of services:
- a) The Neptun team continuously monitors and, together with the study coordinators, cleans the student database to comply with external legislation and internal regulations. The aim is to ensure error-free reporting of student, degree and financial statistics.

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- b) In addition to the above, the aim is to relieve students of administrative burdens. To this end, the Student Services staff continuously monitor students' academic progress and notify students who may have problems with their academic progress (in particular: failure to register, maximum number of courses and exams, request to take final exams before the statutory deadline).
- c) In order to ensure a high quality of service in the field of study administration, strict quality standards have been set for study coordinator colleagues. The performance of the colleagues is monitored through the systems used (e.g. all student cases are answered within 48 hours). In addition, the starting point for the next evaluation period is always set on the basis of the previous year's student satisfaction results, thus continuously maintaining and improving the quality and standard of student services.
- d) The members of the Peer Network continuously help students to navigate their studies and also (as students themselves) provide feedback to the field on the expected student reactions to a particular process through process testing. They are located at the Information Desk and open in the Student Space's opening hours and help students to find their way around. Every week they prepare a report which is sent to the Student Services Team Leaders and based on the comments they receive, the Team Leaders improve the processes along these comments, following the guidelines and thus increasing quality.
- e) Handling legal remedies, objections and complaints:
- i. Remedies: if the student considers **the university's decision, action** (such as an order for a passive semester, termination of legal relationship, evaluation, withdrawal of scholarship) or **failure to do so to be in violation of the law or conflict with university regulations, in accordance with the "Procedure for the Assessment of First Instance Applications and Legal Remedy Requests in Relation to Student Status", they may appeal to the Student Appeals Committee.**
The Code is consistent in stating that it does not apply to cases where the student raises a question, makes a request, makes a comment, a complaint, or asks for an investigation, but it does not constitute a request or decision of first instance or appeal in the above cases.
In the case of student decisions where the case is initiated by the student themselves, a "separate" appeal is usually opened (if an appeal is possible). This is the case, for example, of scholarships, where a decision on a scholarship process (included in a decision) is followed by a specific appeal for the scholarship application (see Regular Social Scholarship Application "Year/Semester" and Regular Social Scholarship Application "Year/Semester - Appeal"). There are, however, cases which are not initiated by the student, but are nevertheless subject to an individual appeal, such as an appeal against a decision on the assessment of studies (see the merit mark received) (Appeal Request).

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The third group includes cases for which no separate appeal is opened. The student can start the *appeal* process against a decision, action or failure to act (whether or not the decision is included in a decision) in these cases by using the following application.


The request for legal remedy may be submitted within 15 days from the announcement of the contested decision. The Student Appeals Committee, a three-member expert board established by the Rector with university-level competence, shall act on the request. At least one member of the board is a lawyer and the administrative tasks are carried out by the Legal, Administrative and Regulatory Services. It is important that in the legal remedy request, the student should indicate, among other things, which decision, measure or omission is contested as well as the internal rule or legislation on which the remedy is based.

If the candidate/student/former student would object to any irregularities in the examinations (entrance examination, regular examination, in-term test), if **the candidate/examiner feels that the admission or other examinations have been irregularly conducted by the instructor, they may object to this.** In the former case, this is governed by the Admission Rules (the background rule for which is the SSP referred to in point 1), in the latter case by the SER (the background rule for which is the SSP). A student or former student may make this objection by lodging an appeal against the assessment decision (see the previously mentioned Objection Request).

The objections to the fees charged are set out in the SSP This means that if a student does not agree with the award made to them, they can make a comment and ask for the legality of the award to be reviewed. Students can do this via the Neptun interface (*Request for a refund of an incorrectly paid fee* by request) and former students can make their request outside Neptun (by e-mail or even by post) by providing their name, tax identification number and bank account number.

Additional codes for more specific cases:

- In the event of a breach of the equal opportunities rules, the Equal Opportunities Regulation applies,
 - Ethical rules are set out in the Code of Ethics, and
 - The background policy on disciplinary offences is the Student Disciplinary and Compensation Regulations
- ii. In addition, if students wish to report a complaint, they can do so as follows (complaint handling rules): **the student can submit a complaint about the handling of their matter by Student Services through the Do it Online! (Complaint Submission) system or by e-mail (hsz.panasz@uni-corvinus.hu).**

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In this case, a complaint is: an individual feedback in which the complainant complains about a specific procedure, response time or prejudice and the handling of which is not covered by any other procedure.

The formal requirements for the subject of the e-mail are as follows:

The subject line of the letter should state 'complaint' and which of the following areas within Student Services the student would like to complain about:

- Study matters, study administration,
- NEPTUN,
- Student finance, scholarships,
- Psychological or mental health counselling,
- Digital platforms,
- Onboarding activities.

The content requirement for a message sent via e-mail/Do it Online!

- You must write to us from your Corvinus (...@stud.uni-corvinus.hu) e-mail address (in case of e-mail);
- Please describe briefly and concisely the nature of the complaint, the grounds and relevant circumstances of the complaint, and the channel through which the communication was made,
- Write down your specific request, your needs, what would have been an acceptable solution for you.

iii. In addition, please note that complaints about the operation of other departments are outside the remit of the Student Services.


(8) The quality assurance of communication processes is managed by the Head of Communication, who is responsible for ensuring the effective implementation of the University's external and internal communication in line with the strategic objectives. The Head of Communication is responsible for designing, proposing and implementing actions, regulations and tools to ensure the performance of communication tasks, coordinating communication tasks and developing the University's communication infrastructure. The main rules governing the University's communication processes are summarised in Provisions of the Presidential Committee on the rules of external and internal communications.

Student Union, PhD Student Union

15. §

(1) The student representative bodies play a contributing role in matters related to the university's quality system:

- a) comment on the university's educational quality policy and quality strategy;
- b) actively participates in professional development and the implementation of program innovation processes;
- c) contributing to the review and development of internal regulations related to student requirements;

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- d) contributing to the collection, communication and development of solutions to student needs, feedback, problems related to academic matters.

Further regulations on the organisational framework for quality management

16. §

(1)

- a) Organisational and Operational Regulations of the University
- b) Organisational structure of the university
- c) Rules of procedure of university bodies and committees


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Quality assurance of study programs

17. §

- (1) 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 2015¹. The document places a strong emphasis on quality assurance of institutions' study programs, details quality issues in the start-up, monitoring and internal evaluation of courses, and sets as a standard that "institutions should have processes in place for the design and approval of their programs. Programs should be designed to achieve their stated objectives, including the expected learning outcomes." In addition, "institutions should monitor and periodically review their programs to ensure that they achieve their objectives and meet the needs of students and society." To this end, ENQA recommends that universities take the following principles into account when designing and renewing their programs:
- a) programs are designed with overarching educational objectives in line with the institution's strategy and clearly set out the expected learning outcomes;
 - b) programs are designed with the involvement of students and other stakeholders; with the help of external expertise and reference points;
 - c) programs should reflect the four objectives of higher education set by the Council of Europe
 - d) design programs to ensure the smooth progress of the student;
 - e) define the expected student workload, for example in ECTS credits;
 - f) where relevant, programs include well-matched practical opportunities.
- (2) At the same time, ENQA identifies key areas of action through which the quality assurance system of a higher education institution can be described and captured. These areas are called ESG standards and to these ENQA provides are further interpretation, criteria and indicators through which the institutional implementation of each standard can be monitored. The ESG logic is also the basis for the national accreditation procedure that is mandatory for Hungarian universities. The ESG defines the following 10 standards:
- a) Quality assurance policy (ESG 1.1 standard);
 - b) Design and approval of study programs (ESG 1.2 standard);
 - c) Student-centred learning, teaching, assessment (ESG 1.3 standard);
 - d) Recruitment, progression, recognition and award of qualifications (ESG 1.4 standard);
 - e) Lecturers (ESG 1.5 standard);
 - f) Learning support and student services (ESG 1.6 standard);
 - g) Information management (ESG 1.7 standard);

¹ *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) Available online: <https://enqa.eu/index.php/home/esg/and> https://www.mab.hu/wp-content/uploads/2020/07/ESG_kotet_OFI2016_ESGmagyar.pdf

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- h) Public information (ESG 1.8 standard);
 - i) Regular evaluation of the continuous monitoring of programs (ESG 1.9 standard);
 - j) Regular external quality assurance (ESG 1.10 standard).
- (3) The trust of students and other stakeholders in the university is established and maintained if the university has quality assurance activities in place to ensure good planning and monitoring of courses, and therefore the university should have formalised internal mechanisms for approving, monitoring and regularly internally evaluating the launch of programs. A formalised quality policy and procedure provides the framework within which the university can develop and monitor the effectiveness of its quality assurance system. Formalised procedures do not in themselves guarantee that quality assurance requirements are met, but the absence or inadequate regulation of procedures, operations, powers and responsibilities can be an obstacle to the achievement of quality policy objectives.
- (4) Internal quality assurance requirements apply to degree programmes and non-degree programmes alike. Hereinafter, the term 'degree programme' is used to include all courses offered at the university:
- a) Bachelor's degrees (BA, BSc);
 - b) Master's degrees (MA, MSc) and Master's degrees (MSc);
 - c) further specialised training; and
 - d) other courses with a specific course content and participants receive a certificate of completion (e.g. adult education, short training programmes).
- (5) A separate quality system, different from the quality manual, is applied in the following areas:
- a) doctoral courses, which operate under the supervision of the doctoral schools;
 - b) Study Abroad Programmes (SAPs), which are specialised study abroad packages selected from the university's course portfolio in cooperation with the host deans, under the coordination of the Head of International Studies;
 - c) joint and double degree programmes, which are quality assured through bilateral, multilateral and consortium agreements.

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

Quality assurance policy (ESG 1.1 standard)

18. §

(1) "Standard:

Institutions should have a public quality assurance policy that is part of their strategic management. This should be developed and implemented by internal stakeholders [i.e. students, lecturers and non-teaching staff], through appropriate structures and processes, with the involvement of external stakeholders [users, employers, partners]."

(2) Guaranteeing the involvement of stakeholders in quality assurance

One of the most important safeguards for meeting the standard is the operation of the university's three levels of quality assurance processes. The Vice-Chancellor for Education

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is responsible for the planning of the educational quality processes and for the constant monitoring of their implementation. At the same time, through the wide range of actors involved in their work - university managers, lecturers, students, support staff through the Education Committee - they play a key role in the development of a common university quality culture and in creating awareness and ownership of quality by all institutional actors. Accordingly, the Vice-Rector for Education and the Senate Education Committee contribute to the achievement of the standard through the following key activities:

- a) defines development guidelines, taking into account the expectations of external accreditation bodies;
 - b) regularly reports to the departments involved in the quality system to monitor the progress of quality enhancements;
 - c) initiates the allocation of necessary resources in case of development problems, actively supports the implementation by moving stalled processes forward and gaining the support of key stakeholders;
 - d) collecting documentation to demonstrate the operation of the quality system;
 - e) presenting the functioning and results of the quality system in external accreditation processes with the support of expert members.
- (3) **The process of reviewing the Quality Policy Statement and the Quality Manual**
The Quality Policy Statement and the Quality Manual are a reflection of the University's thinking on quality culture and quality issues. The main objective of the quality system is the continuous improvement and renewal of the University's processes and its thinking about itself. As the quality system is not separate from the university organisation, these changes may reflect on the quality system itself, enriching/shaping it from time to time. It is important that these changes are reflected in these key documents at certain intervals. The professional renewal of these documents and their adaptation to the current quality system is carried out by the quality expert of the Centre for Education Quality Enhancement and Methodology, at the request of the Vice-Rector for Education, but at least every 5 years.

Design and approval of programs (ESG 1.2 standard)


19. §

(1) **"Standard:**

Institutions should have processes in place for the design and approval of their programs. Programs should be designed to achieve their stated objectives, including the expected learning outcomes. The qualification to be obtained through the programme should be clearly defined and communicated, with reference to the appropriate level of the national qualifications framework and, through this, to the qualifications framework of the European Higher Education Area."

(2) **Initiation and organisational framework of the delisting/separation**

The dean responsible for the degree programme may initiate the creation of a new degree programme or the opening of a new degree programme by sending the name of the degree

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programme concept and the name of the candidate for the degree programme to the Vice-Rector for Education.


The requirements set by the Vice-Rector for Education must be taken into account when establishing or starting a specialisation.

The Vice-Rector for Education, in agreement with the General Vice-Rector, shall appoint the course leader on the recommendation of the competent dean. When appointing the course leader, the current legal provisions and the provisions of the Hungarian Accreditation Committee concerning subject supervisors shall be taken into account.


The dean responsible for the programme in question proposes to the Vice-Rector for Education the creation of a subcommittee for program development, of which the programme leader is a member. The chairperson of the development subcommittee shall be appointed by the Vice-Rector for Education on the basis of a proposal from the deans concerned, and its members shall be appointed by the chairperson of the professional development subcommittee on the basis of a proposal from the supervisor. The Vice-Rector for Education, on the recommendation of the deans concerned, shall decide whether a subcommittee for professional development may include more than one subject. A student representative and an expert from the Centre for Education Quality Development Enhancement and Methodology are compulsory members of the committee.

- (3) During the period of establishment/disestablishment, **the tasks of the supervisor** are:
- a) plan the process/progress of program development with the CEQEM support expert;
 - b) coordinates the work of the committee involved in program development;
 - c) decides on disciplinary content and issues in program development;
 - d) prepares the professional documents required for the establishment/termination of a program in the prescribed format.²
- (4) During the period of specialisation/separation, the following departments and bodies assist the program leader in the performance of their duties:
- a) on substantive matters, the program leader is assisted by a preparatory committee, whose tasks are set out in this manual;
 - b) The Centre for Quality Enhancement and Methodology supports the supervisor on program development issues;
 - c) is supported in administrative matters by a designated member of the Education Management Unit;
 - d) is assisted in technical and legal matters by a member of staff designated by the Legal, Administrative and Regulatory Affairs Unit of the Presidency.
- (5) Tasks of the preparatory committee:
- a) the preparation of a detailed plan of the sectoral concept, prepared by the program leader;
 - b) the nature of the program (e.g. academic or practical career preparation focus) and the work schedule (full-time, evening, correspondence), as well as the language of the program;


² Primarily in the form prescribed by the Education Office and the Hungarian Higher Education Accreditation Commission.

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- c) formulate the program and outcome requirements for the course;
 - d) preparation of the program documents required for the opening/closing of a branch;
 - e) the preparation of programme-level documentation, which includes:
 - programme-level learning outcomes description;
 - syllabus;
 - subject structure - development of a system of responsible lecturer(s), by invitation or call for proposals;
 - f) developing other accreditation content requirements.
- (6) The dean responsible for the level of training concerned shall propose to the vice-rector for education the setting up of a preparatory committee. The members of the preparatory committee shall be proposed by the head of the department to the chair of the subcommittee for professional development, who shall invite the members. In the course of its work, the preparatory committee shall consult regularly with the dean responsible for the program concerned. They shall also invite the Dean to the Development Committee at their request. In addition, the preparatory committee may include, on a permanent or ad hoc basis, a lecturer in the relevant field from another institution, a member of an organisation with professional links to the university or a potential employer of students who have obtained a degree in the field.
- (7) **In the case of foreign-language training, it is** essential to recruit lecturers with experience in higher education and foreign-language training abroad, and for Hungarian-language training it is advisable to recruit lecturers with such experience. In determining the composition of the preparatory committee, especially in the case of foreign language courses, it should be taken into account that foreign lecturers with experience in the foreign course used as a model or benchmark should also be involved. The experience of foreign guest lecturers working at the university during the period in question should also be used in the preparatory committee's work. The program leader sends the composition of the preparatory committee and the course development schedule to the dean and the vice-rector for education.
- (8) **Selection of trainers for foreign language courses**
The Senate formulates the general quality requirements for the teaching staff through the OOP, in particular through the Employment Requirements, taking into account the requirements of the Hungarian Accreditation Committee for the establishment of a specialisation. But teaching in a foreign language also places specific demands on lecturers. Accordingly, in the case of foreign language programs, it must be ensured that the decision to admit or to course offer is based on the foreign language teaching competence of the lecturer who undertakes the commitment, which the university assesses on the basis of the CTE results.
- (9) **Decision preparation and decision on the creation/termination of a profession**
In cooperation with the members of the preparatory committee, the **rapporteur prepares the following documents in support of the decision:**

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- a) the training and outcome requirements for the program (only required for the establishment of a course);
 - b) the preparation of programme-level documentation, which includes:
 - o programme-level learning outcomes description;
 - o subject descriptions;
 - o subject structure - development of a system of responsible teacher(s), by invitation or call for proposals;
 - c) an introduction to the teaching staff and subject supervisors (teaching profile);
 - d) in the case of foreign language training, a demonstration of the foreign language skills of the teaching staff;
 - e) establishment and launch schedule;
 - f) feasibility plan;
 - g) other documents required by the Education Office and the Hungarian Accreditation Committee.
- (10) It is essential that the degree programme sets out clear and unambiguous output requirements (learning outcomes) for both students and the business community in the field, and that the knowledge requirements for the qualification meet the minimum requirements of the relevant classification level of the HuQF (Hungarian Qualification Framework) and thus ensure an output of an appropriate quality. The subject matter of the degree programme must be attractive and original in order to achieve the expected market impact in the target group.
- (11) Contents of the Feasibility Study:
- a) the way and timetable for the "market" introduction of the program;
 - b) presentation and analysis of the market and target group of the program, both at home and abroad;
 - c) student numbers and tuition fee plans;
 - d) specific communication and recruitment plans (especially for programs in foreign language);
 - e) availability of research and infrastructure conditions for the program (library stock, software, laboratory equipment, etc.);
 - f) where appropriate, a description of the program to be provided off-site or of the specific conditions for distance learning;
 - g) a budget showing expected income and expenditure.
- (12) The Education Committee issues an opinion on the establishment of a study programme and the schedule of its launch upon submission by the dean responsible for the given programme. The proposal for the decision includes a presentation of the extent to which the programme meets the requirements of the University's training and international strategy.
- (13) The rule of thumb for the establishment and start-up timetable is that the planned start date for programs in Hungarian-language should be set one year before the beginning of the academic year, in order to ensure adequate professional preparation and the organisation of an information campaign. The start of the program should be planned at

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least one year in advance. The University Senate decides on the prior agreement of the Board of Trustees on the launch of a course on the basis of the proposal of the program leader and the dean responsible for the respective program and the proposal of the Vice-Rector for Education, the opinion of the Educational Committee (where the students' representatives also take part in the reviewing) and the agreement of the President's Committee. The decision to start a course within a degree program is made by the program leader in consultation with the responsible lecturer and the head of the institute.

Student-centred learning, teaching and assessment (ESG 1.3 standard)

20. §

(1) **"Standard:**

Institutions should ensure that their study programs are delivered in a way that encourages students to play an active role in the learning process. Student assessment should reflect this approach."

- (2) Lecturers at Corvinus University of Budapest should strive to apply student-centred approaches to learning, teaching and assessment and to develop their pedagogical knowledge and skills. To this end, the University provides appropriate professional support and development opportunities through the operation of the CEQEM.
- (3) The CEQEM's education research and development experts provide support in the following areas:
- a) the CEQEM organises and conducts internal training courses on teaching methodology for university teachers and researchers;
 - b) shaping the learning and teaching attitudes of new teachers and PhD students;
 - c) supporting and mentoring students' learning processes and professionally managing the digital mentoring program;
 - d) in supporting the professional development process, the CEQEM experts seek to broaden the methodological diversity of the program and to mediate the possibilities to take into account student needs and flexible learning pathways;
 - e) as part of the Corvinus Teaching Excellence, the CEQEM conducts methodological classroom visits, in the framework of which it pays special attention to the student-centred learning-teaching and assessment aspects and seeks to strengthen this approach with its development proposals.
- (4) In developing learning and teaching in the university's courses, the CEQEM adopts the learning outcomes-based design approach expected by the ESG. This approach follows a student-centred logic already in the definition of planned outputs, and thus interprets the learning process leading to an output as a design of student activities. In its program development processes, the University seeks to apply learning management approaches that build on high and varied student activities to enable students to achieve the intended learning outcomes. Program and subject-level assessment arrangements should also be aligned with this approach. The CEQEM consciously promotes an increased emphasis on developmental supportive assessment and student self- and peer-assessment, and also

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supports the use of modern approaches to summative assessment, such as portfolio-based assessment.

Recruitment, progression, recognition of studies and award of qualifications (ESG Standard 1.4)

21. §

(1) **"Standard:**

Institutions shall apply consistently their pre-defined and published policies covering the whole student life cycle, for example on admission, progression, recognition of studies and award of qualifications."

- (2) The University operates admission and progression procedures designed upon the respected purposes. The Vice-Rector for Education monitors the admission and progression processes through the Education Management Unit. The Student Services Unit supports the process.
- (3) The university also collects information on students' progress and incorporates it into its decision-making processes. Student Services in cooperation with Education Management Unit perform the content management, regulatory and administrative tasks of the Neptun Unified Learning System. They collect and organise student progress data in Neptun, supporting the Vice-Rector for Education in relevant decision-making processes. The Education Quality Enhancement Team of the Centre for Education Quality Enhancement and Methodology also produces departmental-level reports on student drop-out with the help of the two above-mentioned departments, which are published for program leaders among the supporting materials of the program leaders report.


Lecturers (ESG 1.5 standard)

22. §

(1) **"Standard:**

Institutions should ensure that their lecturers have the right competences. Apply fair and transparent procedures for the recruitment and training of their lecturers."

- (2) The recruitment of lecturers is done through open competitions and is governed by the recruitment and selection policy. The University's Human Resources department is involved in the publication of applications.
- (3) The Academic Tenure and Promotion Committee (ATPC) supports the professional and academic progress of the lecturers. Applications for assistant and associate professorships can be submitted to and will be evaluated by the Committee. As part of the application process, the Centre for Education Quality Enhancement and Methodology reviews the application from a methodological point of view and conducts a pedagogical methodological classroom visit to the applicant lecturer. The CEQEM will report to the ATPC on the basis of its experience.
- (4) The university monitors and encourages the pedagogical methodological development of its lecturers through the Corvinus Teaching Excellence (CTE) system. The system collects data on teaching work available in our academic and quality systems, and complements

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this with disciplinary and methodological classroom visits. The exact functioning of CTE and the use of the related results is regulated by a specific university policy.

- (5) The CEQEM's internal training program that develops teaching competencies is considered teaching work for teaching colleagues. The attendance in these is essentially voluntary, however, based on the evaluation of promotional applications and related classroom visits, as well as on the evaluation of the CTE system, management may directly recommend that a particular teaching colleague attend a specific internal training.

Learning support and student services (ESG 1.6 standard)

23. §

- (1) **“Standard:**

Institutions should have adequate funding sources for learning and teaching activities and provide adequate and easily accessible learning support conditions and student services.”

- (2) The University provides counselling and learning support to students to help them make successful progress in their studies and regularly evaluates these services. The Head of Student Services oversees the system of learning and mental health support for students and takes the initiative to periodically review, monitor and improve the system of services in order to enhance the quality of service.
- (3) The University Library also plays a key role in the academic progress of students, providing further related services (e.g. digitisation of course materials, literature acquisition, academic literacy advice, text matching, researcher services, trainings, etc.) to support lecturers and students in addition to accessing literature.

Information management (ESG 1.7 standard)

24. §

- (1) **“Standard:**

Institutions should collect, analyse and use relevant information to guide their study programs and other activities.”

- (2) In relation to the quality of education, the University ensures that appropriate data on framework, student progress and the regular collection of the views of the various stakeholders in the University are available and used in the decision-making processes concerning education.
- (3) The University conducts a centralised data collection on student satisfaction and the quality of its programs in order to ensure uniform evaluation criteria. The framework for data collection is set out in a specific policy.
- (4) Data collection procedures and the content of data collections (e.g. the content of questionnaires) may be modified and revised by the Centre for Education Quality Enhancement and Methodology in consultation with the committees responsible for education and research, based on experience and comments from program leaders,

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lecturers and students. In addition to data collection at university level, institutions and line managers are of course free to collect their own data.


- (5) The Vice-Rector for Education evaluates the university’s participation in international rankings, as well as the student review and Graduate Career Tracking (DPR) results presented by the Deans. The Vice-Rector General, in collaboration with the Vice-Rector for Education, develops actions based on the data received.

Accordingly:

- a) the CEQEM operates and coordinates the student opinion questionnaire, the Graduate Career Tracking (DPR) and the university’s own graduate student questionnaire and forwards the results to the deans and the Vice Rector for Education. The CEQEM coordinates and carries out the data reporting tasks for participation in the various international rankings;
- b) the deans responsible for the training programmes review the results of student reviews and Graduate Career Tracking’s (DPR) and forward them to the Vice-Rector for Education for approval;
- c) Education Management Unit, in collaboration with Student Services, ensures the recording, reporting and analysis of education data, supporting the work of the Vice-Rector for Education;
- d) the Vice-Rector for Education approves and evaluates the results of the student opinion, Graduate Career Tracking (DPR) and graduate student questionnaires and the results of participation in international rankings;
- e) the Vice-Rector for Education decide on possible directions for improvement and changes based on the data.

1. table: Summary of data collection procedures for training

Survey	Tool	Frequency	Public	Responsible	Contributor
Student reviews (MyView)	On-line questionnaire/database	per semester	University citizens	Centre for Education Quality Enhancement and Methodology	Student Services Digital Innovations Student Union, PhD Student Union
MyVoice	On-line questionnaire	mid-year	University citizens	Centre for Education Quality Enhancement and Methodology	Digital Innovations Student Union

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Graduate	On-line questionnaire or paper questionnaire	per semester	University citizens	Centre for Education Quality Enhancement and Methodology	Study Departments Final examination boards
Graduate Career Tracking (DPR)	On-line questionnaire	annually	University citizens Graduate students	Centre for Education Quality Enhancement and Methodology	

(6) Student opinion survey (MyView)

Our university operates a student evaluation system that can also identify several essential elements of university education - the ability to meet the requirements of the course, satisfaction with the course content, the teaching competencies of the instructor of the course (organisation, objectivity, competence, development, motivation, scientific, relevance and approach) as defined in the Corvinus Teaching Excellence (CTE) system, and the course requirements and curriculum.


(7) The system will provide an opportunity to support subject development, help students to freely choose their teachers, and contribute to the university's quality management system. The exact procedure for student review is set out in the " Regulations on student Evaluation of the Lecturers' Work by the Students".

(8) MyVoice student opinion survey

MyVoice is a student opinion and feedback collection platform whose primary purpose is to provide lecturers with direct and immediate feedback on a given course session, thus helping to monitor student learning and provide input for further course management. After each session, students can provide feedback on the MyVoice system based on predefined questions about the session. Lecturers also have the opportunity to write and ask their own questions from students. However, MyVoice should not be used as a basis for evaluating a lecturer's semester performance because it reflects momentary situations, feelings and opinions. The MyView tool is used to evaluate semester performance. The Digital Innovations unit is responsible for summarising the experiences from the MyVoice system and providing the data, while the Centre for Educational Quality Development and Methodology is responsible for analysing the data.

(9) In the design and operation of both the MyView and MyVoice systems, we pay special attention to ensuring data protection compliance (GDPR) and to developing and enforcing IT security principles. We have developed a GDPR-compliant data protection regulator and a university-wide data protection register, established an internal data protection officer system and made rules for the deletion of personal data.

(10) Graduate student opinion survey

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While students enrolled in programs primarily evaluate the courses and subjects taught in a given semester, graduating students provide an overall picture of the program as a whole. The survey of graduating students also provides an opportunity to gain a more detailed understanding of the learning, labour market and training funding situation of the outgoing cohort, which can be used partly to improve student services and partly to refine the information on the cohort in the context of the graduate trajectory.

- (11) The assessment is carried out every six months during the final examination period. It is organised by the Centre for Education Quality Enhancement and Methodology, with the involvement of the institutes and the final examination committees. Students receive a questionnaire after the final examination. The CEQEM sends the results of the survey to the rectoral leadership, the deans and the heads of department. The evaluation of the results is the responsibility of the program leaders and deans.
- (12) Graduate student opinion survey (Graduate Career Tracking System)
The aim of the evaluation is to gather information on the labour market position of our graduates, their success rate and the effectiveness of our provided education. The university needs to learn about the experiences of its graduates. It is important to know their position in the labour market and their perceptions of the effectiveness of their education, as this will help us to provide information to, for example, current and prospective students (high school graduates, post-graduates, etc.), our lecturers, the education government, employers and the general public.
- (13) In the career tracking, we collect information on the employment, post-graduation education and post-graduation assessment of university education through questionnaires. In the context of the Graduate Career Tracking System, we survey former students from a different graduating class each year. The survey is carried out and the results processed by the CEQEM.

Public information (ESG 1.8 standard)

25. §

- (1) **"Standard:**
Institutions should publish clear, accurate, objective, up-to-date and easily accessible information about their activities, including their programs."
- (2) The Communication Unit, which is part of the Presidential Committee, is responsible for all internal and external information sharing and communication within the University. The information sharing activities of the Communication and the University as a whole are defined in the "Provision of the Presidential Committee on the rules of external and internal communication".
- (3) It is essential for the quality of the study programme that students are fully informed in the language of the program about their rights, obligations and opportunities at the university.
- (4) It should be made available to potential applicants and students in the language of the program:
- a) the procedure for admission and the admission requirements;

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- b) the procedure for the exercise of student rights and the fulfillment of duties, the procedure for the assessment of applications submitted in connection with the student relationship and the procedure for legal remedies;
 - c) the Academic Regulations;
 - d) the enrolment requirements;
 - e) the curriculum, timetable and subject descriptions (subject fiches);
 - f) the specific study and examination requirements, including the arrangements for complex examinations, specialisation tests and final examinations;
 - g) the evaluation criteria;
 - h) the rules on reimbursement of expenses and allowances;
 - i) the complaints handling policy;
 - j) disciplinary rules and procedures;
 - k) a description of the university services available to students;
 - l) the evolution of the student composition (profile) and the results of the tracking surveys;
 - m) related to the prevention of student accidents and the regulations to be followed in case of accidents;
 - n) the institutional information sheet.
- (5) It should be made available to students of the program³:
- a) the staff and organisational arrangements for professional coordination;
 - b) the result of the student review.
- (6) The program leader should check from time to time that the required information material is available to students and prospective students. This requires the renewal of the website and the development of institutional websites.
- (7) The information related to the degree programmes is part of a systematic collection, analysis and use of information in the University's internal information system (Neptun), similar to other activities. The publication of regularly updated and objective quantitative and qualitative data and information on each course is the responsibility of the program leader.


Continuous monitoring and regular evaluation of programs (ESG 1.9 standard)

26. §

(1) **"Standard:**

Institutions should continuously monitor and periodically review their study programs to ensure that they are achieving their objectives and meeting the needs of students and society. These evaluations should lead to continuous improvement of programmes. Any measures planned or taken as a result should be communicated to all stakeholders."


³ On the institutional website or in MyCorvinusHUB (a platform where apps of the online student services are available).

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- (2) The university should have formal internal mechanisms for monitoring and regular internal evaluation of its programs. The monitoring and periodic review of the degree programs should ensure their continued timeliness and validity. The tools for this are monitoring and reporting.
- (3) **The primary responsibility for the enforcement of quality assurance requirements in the educational process lies with the program leader and the secondary responsibility lies with the dean responsible for the program.** The program leader is assisted by the Professional Development Committee.
- (4) Selection and tasks of a supervisor
Based on the proposal of the Dean responsible for the given programme, the Vice-Rector for Education shall appoint the supervisor in agreement with the Vice-Rector for General Affairs, taking into account the relevant legislation and the recommendations of the Hungarian Higher Education Accreditation Commission. The activities of the program leader shall be supervised by the Dean.
- (5) In the process of training **the program leader:**
- a) makes proposals to the Dean for the announcement, discontinuation or development of the course;
 - b) define the expected competence profile of students graduating from the program, based on labour market expectations;
 - c) collaborate in the design and operation of the University's quality improvement processes in accordance with the requirements of the Quality Manual;
 - d) propose the members of the subcommittee on professional development;
 - e) collaborate with the chairperson of the relevant professional development subcommittee in the development and management of the degree program to be established;
 - f) plan the range of subjects to be taught based on the output competences;
 - g) consults with the Head of the Institute on requests for course leader, lecturers and the approval of lecturers;
 - h) prepares the detailed syllabi of the subjects taught in the department with the lecturers responsible for the subjects, checks their validation in the teaching process, and initiates changes in case of inadequacy;
 - i) ensure the integration of subjects and the development of competences throughout the program;
 - j) draws up the curriculum;
 - k) maintains continuous and active contact with the students and lecturers of the degree program they supervise, as well as with the organisations, companies and institutions employing students of the degree program, and prepares a report on this at the request of the Dean;
 - l) approve the program of study and the prospectus;
 - m) contributes to schooling;
 - n) chairs the work of the bodies set out in the Organisational and Operational Procedures and/or acts as a member;

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- o) assesses the appropriateness of the final dissertation topics, taking into account the educational objectives of the program and the competences to be acquired, and supervises the preparation of the final examinations;
 - p) continuously monitors the adequacy of staffing and infrastructure conditions and the adequacy of the program, and prepares annual self-assessments of programs and their experience;
 - q) report annually to the Dean;
 - r) collaborates with the institutes and the Centre for Education Quality Enhancement and Methodology in the design and implementation of program;
 - s) represent the program in internal and external forums, in particular before the Hungarian Accreditation Committee and international accreditation bodies;
 - t) formulate development proposals to improve the quality of teaching and services provided by the department;
 - u) assesses the quality of teaching and related services in the programme through evaluation, monitoring and control;
 - v) organises extra-curricular activities for students (e.g. field trips, alumni events, etc.).
- (6) Check
- It is regularly **monitored by the** program leader to ensure that quality standards are maintained:
- a) the availability of teaching materials and literature related to the subject;
 - b) the teaching performance of lecturers; and
 - c) the information disclosed to students and the wider public, i.e. whether the university is fulfilling its duty to provide information on the course as required by the ESG.
- (7) The program leader may monitor the work of the lecturers indirectly (on the basis of course leader reports, student review results, subject development subcommittee reports) and directly (classroom visits). In particular, the program leader may organise special visits:
- a) a student complaint; or
 - b) if the instructor fails to achieve the minimum requirements in the CTE assessments for the course on two consecutive occasions.
- (8) In the case of programs in foreign languages, the program leader should endeavour to ensure that, preferably at least once per academic year, a native speaker or a very high-level speaker of the language (e.g. a language tutor) joins each program and assesses the language competence of the lecturer. A note of the experience of the visits and the suggestions should be made and discussed with the lecturer.
- (9) The program leader may also examine:
- a) the quality of the teaching technology and infrastructure used by students;
 - b) the quality of professional coordination;
 - c) the quality of the student support services (e.g. the Student Affairs Office);
 - d) the quality of information provided to students, prospective students and former students;
 - e) the quality of other student services relevant to the operation of the course.

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In these areas, the program leader can make recommendations to the managers involved in the running of the area.

- (10) Content and compilation of the reports by the course and program leaders


Reporting is an important tool for quality enhancement and monitoring. The lecturer in charge of the subject must regularly (preferably annually, but at least every three years) prepare a short **subject report** based on their own experience, the lecturers' reports and the students' self-evaluation, which the lecturer sends to the program leader of the students concerned. This should include the following (where relevant):

- a) 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?
 - b) Experience of the regularity of students' attendance at lessons.
 - c) How did the students do in the exams? Is there an explanation for the results, e.g. is there an explanation for the high number of A's or B's? How have student results compared to previous years?
 - d) To what extent have the learning outcomes set out in the subject been achieved?
 - e) Which learning outcomes were achieved as planned, and which were missed?
 - f) Evaluation of the subject and teaching results achieved in the Student Evaluation System and reaction to student suggestions raised.
 - g) Problems regularly encountered in teaching the subject.
 - h) Proposals for improvements and changes for the coming year(s).
- (11) The expected content of the assessment may be specified by the program leader. Based on the reports of the subject supervisor and other surveys relevant to the degree program (e.g. the Graduate Student Survey conducted by the CEQEM, the Graduate Career Tracking, drop-out rates), the subject leader prepares an annual report. The content of the annual report is determined by the Education Quality Enhancement Team of the CEQEM. The CEQEM ensures the sharing of the data it collects on the program with the program leader. The reports from the program leader are reviewed and commented on by the relevant dean of the program and may also be used in a periodic program development/course review process.

Role, composition and functioning of the program development subcommittees

27. §

- (1) The monitoring of the implementation of the programs and the reviewing their operation are the responsibility of the program development subcommittees, which are subcommittees of the Education Committee. The Program Development Sub-Committee is the forum where those most involved in the program (e.g. lecturers, students, employers) can discuss experiences, make suggestions and evaluate the results of changes.
- (2) The Vice-Rector for Education shall decide on the programs belonging to a program development subcommittee on the basis of the proposals of the deans concerned, taking into account the following:


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- a) in the case of bachelor's and master's programs, the program development subcommittees are organised along closely related programs within a field of study;
 - b) a program development sub-committee may include a bachelor's program, a master's program, a postgraduate specialisation program and an executive degree program, all of which are linked;
 - c) trainings in different languages and different working timetables within a program belong to a single program development sub-committee.
- (3) The members of the Professional Development Subcommittee are appointed by the Dean.
- (4) **The following stakeholders should be involved in the professional development subcommittees:**
- a) the supervisor(s);
 - b) lecturers who are responsible for the subject(s) in the specialisation(s) or key subjects in the specialisation(s);
 - c) external professionals who represent potential employers of graduates of the degree(s); and
 - d) at least one representative of the students studying the course;
 - e) the Quality Development Team Leader as a permanent invited member.
- (5) The subcommittee may also invite the heads of related disciplines, other external and internal experts in the field, and former students of the discipline.
- (6) The number and selection of faculty members, students and external experts involved in the work of the programdevelopment subcommittees shall be decided by the chair of the program development subcommittee with the approval of the dean. Members of the Program Development Subcommittee shall be appointed by the Chair of the Professional Development Subcommittee.
- (7) The list of the program development sub-committees operating in the current year and the names of their members shall be made publicly available to the citizens of the University.
- (8) The Program Development Subcommittee shall meet as necessary, but at least four times a year. Minutes of the meetings shall be taken and sent to the Dean responsible for training programmes. The minutes of the subcommittee shall be made available to at least the students enrolled in the degree programme.

Regular external quality assurance (ESG 1.10 standard)

28. §

- (1) **"Standard:**
Institutions should be subject to external quality assurance at regular intervals in accordance with the ESG."
- (2) The Hungarian Accreditation Committee (HAC) accredits the university in accordance with national requirements. The MAB accreditation criteria fully cover the ESG aspects. The Vice-Rector for Education is responsible for the accreditation of HAC institutions and is supported by the Education Quality Enhancement Team of the Centre for Education Quality Enhancement and Methodology.

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- (3) The university is also working towards international accreditation. The most important of these - e.g. AACSB, EQUIS and AMBA - are ESG-compatible in their logic, have the same content and reinforce ESG-compatible assessment criteria. The International Relations and Accreditations Unit is responsible for the tasks and coordination of international accreditations.

Additional rules and regulations on the operation of training courses


29. §

- (1)
- a) Regulations on student Evaluation of the Lecturers' Work by the Students
b) OOP
Volume 3 Student Requirements
- Part 1 Admission Regulations
 - Part 2 Procedure for the Assessment of First Instance Applications and Legal Remedy Requests in Relation to Student Status
 - Part 3 Study and examination Regulations
 - Part 4 Regulation on Student Fees and Benefits
 - Part 5 Regulations Ensuring Equal Academic Opportunities for Students with Disabilities
 - Part 6 Student Disciplinary and Compensation Regulations
 - Part 7 Accident Prevention Regulations for Students
 - Part 8 Doctoral Regulations
 - Part 9 Regulation on Study Abroad
- c) Neptun Regulation
d) Regulation of the Graduate Career Tracking System
e) Anti-plagiarism Regulation
f) Procedural Rules for Establishing and Launching Study Programmes
g) TDK Regulations

Quality assurance of research programmes

30. §

- (1) Quality assurance of research programmes includes the mechanisms, regulatory and feedback elements that enable the university to focus its research activities on the most important problems, while at the same time meeting the high quality and ethical standards required for research. The regulatory framework for this is provided in particular by the University's regulations on the launching of research projects and the academic job requirements of the Employment Code.
- (2) The procedures and criteria for the evaluation of research programmes are developed by the Vice-Rector for Research and the Research Committee.

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Quality assurance framework for research programs

Governance

31. §

- (1) The Vice-Rector for Research is responsible for the quality assurance of the research programs and is responsible for developing, proposing and implementing a research strategy to support the University's strategic goals, as well as for the continuous development of research activities.
- (2) The Vice-Rector for Research is responsible for the development, proposal and implementation of actions, regulations and instruments to ensure the achievement of the research strategy, for the development, measurement and data collection of the research performance system, for the coordination of the adoption of international good practices, and for the management and coordination of the development of the University's research infrastructure (journals, textbooks, software, database, library).

Design


32. §

- (1) The Vice-Rector for Research is assisted in the development and implementation of the research strategy by the Research Committee, a permanent body supporting the activities of the Vice-Rector for Research and providing preliminary proposals and opinions.
- (2) The members of the Research Committee are - in addition to the Vice-Rector for Research - representatives of the institutes and the research centres of the University.

Processes

33. §

- (1) The quality assurance processes for research at the University aim to provide the research infrastructure necessary to achieve the strategic goals of Corvinus University of Budapest, and to develop and implement an appropriate incentive and performance measurement system that will enable our faculty to perform higher quality research according to international standards. The basic principle is that without internationally leading academics, there is no internationally leading university, so research funding supports the professional development of academics, the individual and, more broadly, the research community.
- (2) The most important role in the quality assurance processes of research is played by the Research Management Unit, a professional and administrative unit under the direct supervision of the Vice-Rector for Research, which supports the development of research governance, and by the European Research Grant Office (ERGO), which assists the University's staff in preparing for international grant applications.

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- (3) The University Library and the University Archives, as service units responsible for the provision of library and archival services under the direction of the Vice-Rector for Research, are also of particular importance for quality assurance.
- (4) Finally, the Corvinus Doctoral Schools (CDS) coordinate the quality assurance of doctoral training and the operational tasks related to doctoral training and the habilitation procedure; the Dean of the CDS is responsible to the Vice-Rector for Research.

Ensuring conditions for research

34. §


- (1) The University provides the conditions for high-quality research in a number of ways. It makes widely available the literature (e.g. Springerlink, Science Direct, JSTOR, SAGE, etc.), software (SPSS, MATLAB, NVivo, Qualtrics, Alrite, Prolific, etc.), research databases (Bloomberg, KRTK Data Bank, Eurostat microdata, Orbis Europe, etc.), and research tools needed for research.
- (2) The University supports international staff experience, embedding, competence development and publication activities through its internal online research grant application system (Workflow). The following forms of support are currently available in Workflow:
- a) ⁴ support for participation in an international and national scientific and professional conference;
 - b) support participation in a pre-proposal event (networking);
 - c) Support for the organisation of Corvinus Research Seminars (inviting internationally recognised emerging researchers with high scientific achievements or who have already made significant progress);
 - d) support for participation in training in research methodology;
 - e) support for a six-month stay at a top international institution;
 - f) support for proofreading;
 - g) open access publication and submission fee support;
 - h) ⁵ support the use of research software (Alrite, Prolific)
 - i) support the use of a research assistant.
- (3) The Corvinus Research Excellence Award (CREA) is also a means of enhancing research performance, recognising research achievements at an individual level in the year preceding the award.

Research performance monitoring

35. §

⁴ Amended by: Resolution No. SZ-30/2023/2024. (7 May 2024) of the Senate. Effective date: 14 May 2024.

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	<p style="text-align: center;">OTHER REGULATION NOT INCLUDED IN THE ORGANISATIONAL AND OPERATIONAL PROCEDURES</p>	<p>Version number: 01.</p> <p>Reference number: JISZ-SZ/1-1 /2024</p>
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- (1) Corvinus University of Budapest continuously monitors the research performance of its staff. In the case of publications, according to the Rector's Regulation No. 3/2020 (X. 6.), staff members are obliged to report the data of their publications to the Library preferably within two weeks of the publication of the work, but no later than 20 January of each year. Research proposals are monitored by ERGO.
- (2) ⁶ In the Corvinus Institutional Development Plan, the University defines research outcome indicators, which include the number of publications in D1, Q1 and Q2 journals, the number of publications in journals with an Article Influence Percentile (AIp) of more than 70, the number of international research proposals submitted and awarded, and the level of funding.
- (3) The University sets annual targets and aggregates D1-Q1-Q2 publications published and in press every two months, and shares the best of these with the University community in the quarterly publication Quarterly Corvinus Research Highlights and in the form of posters (Wall of Research Excellence) on the University's main campus.

Key research performance data for 2023:

 - a) D1/Q1/Q2 number of publications: 76/112/94
 - b) number of international research proposals submitted/won: 40
- (4) Research Management Unit monitors the utilisation of the grants awarded through the Workflow system by means of a questionnaire six months after the implementation of the proposals, and also assesses the research activities of the research centres operating at the University on an annual basis.

Research data management

36. §


- (1) The University pays particular attention to the management of data generated during research, and the University Library supports researchers in this through research data management advice, which includes consultation, training, designing data management policies and strategies, and raising awareness and supporting the importance of FAIR data sharing, data reuse and data archiving. In addition, the Library has prepared the [Recommendations for the management of research data](#) which covers ethical aspects of research data storage and collection, as well as the development of a research data management plan.

Ethical review of research

37. §

- (1) The Ad Hoc Research Ethics Committee is an advisory and decision-making body to the Rector on individual licensing matters and reports to the Rector. The Committee has the

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right to take a position on general research ethics issues and to propose norms to the Rector, has the right to decide on individual research ethics approval procedures and has the right to give an opinion and make proposals to the Rector in cases of complaints from those who have suffered damage in research. The following types of research are subject to authorisation:

- a) direct data collection from participants (intervention or non-intervention participation); or
- b) indirect data reporting on a person related to the participant.

(2) Evaluation of the departments involved in research quality assurance

The departments involved in the quality assurance of research - Research Management Unit, the European Research Grant Office, the University Library and the University Archives, as well as the Corvinus Doctoral Schools - participate in the annual internal service area satisfaction survey. The comments received during the survey are taken into account by the departments when setting targets for the coming year.

(3) Integrating the orientation of research objectives and educational objectives

The majority of the University's faculty are active researchers, making recognised contributions in their fields. The Institutes hold regular research seminars where expert faculty present research findings and discuss ways to integrate them into teaching. The University strives to ensure that its curriculum development and quality assurance processes are research-led and evidence-based.

- (4)** The creation and operation of a research-based learning environment is made possible by the continuous implementation of educational development and methodological initiatives. We strive to incorporate modern teaching methods (project-based, problem-based, research-based, etc.) at all levels of education. Experiences in subjects based on these methods are typically research-based and involve research skills in the study of problems, issues, phenomena, data collection and data analysis.


- (5)** Other University initiatives to encourage students to participate in advanced research activities include encouraging and supporting participation in research grant schemes, extensive support for Student Research Groups and professional colleges. Support for the employment of research assistants and the biannual Research Week, which gives students an insight into research at the University, help to channel students into research.

Quality assurance policies for research programmes

38. §

- (1)**

- a) Code of Ethics
- b) Anti-plagiarism Regulation
- c) OOP Annex 2: Regulation on the Protection and Management of Intellectual Property
- d) Employment requirements, in particular
 - o Part 1: Employment Regulation
 - o Part 2: Academic Career Model
 - o Part 4: Regulation on Performance Development in the Academic Area

 <p>BUDAPESTI CORVINUS EGYETEM</p>	<p>OTHER REGULATION NOT INCLUDED IN THE ORGANISATIONAL AND OPERATIONAL PROCEDURES</p>	<p>Version number: 01.</p> <p>Reference number: JISZ-SZ/1-1 /2024</p>
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- Part 9: Regulation on Habilitation
- e) Provision of the Vice-Rector for Research
 - 1/2023 on the Corvinus Research Excellence (CRE) award
- f) Doctorate quality assurance regulation