

KÁROLI GÁSPÁR UNIVERSITY OF THE REFORMED CHURCH IN HUNGARY

QUALITY ASSURANCE POLICY AND STRATEGY

FOR QUALITY IMPROVEMENT

1 Introduction

The Senate of Károli Gáspár University of the Reformed Church in Hungary (hereinafter: the University) has adopted the guidelines and rules for the University's internal quality assurance system in line with the Standards and Guidelines for Quality Assurance in the European Higher Education Area, ESG 2015 (hereinafter: ESG2015), in accordance with Act CCIV of 2011 on National Higher Education and Government Decree 19/2012 (22 February) on certain aspects of quality assessment and improvement in higher education, taking into account the recommendations of the Hungarian Accreditation Committee. The strategic programme prepared on the basis of extensive consultations is the basic document of the University's quality assurance activities in which the management, the teaching staff, the researchers and the non-teaching staff of the institution assume responsibility for the implementation of the quality assurance guidelines and objectives.

The provisions are in line with the objectives set out in the Mission Statement and the Founding Charter of the University and with Act III of 2007 of the Synod of the Reformed Church in Hungary on the higher education institutions of the Reformed Church in Hungary.

2 Quality Policy Statement

As the higher education institution of the Reformed Church in Hungary, Károli Gáspár University of the Reformed Church in Hungary – following the perennial values of Christianity and building on the Reformed heritage of several centuries that has been handed down to us – serves to the benefit of the nation and the Church through its instruction, education and scientific activities (educational, teaching and scientific activities). As a Christian university it is committed to the protection of Christianity and particularly its preservation in Europe.

In the spirit of the work of Gáspár Károli, translator of the Bible, scholar and Reformed pastor of Gönc, which was critical for Hungarian education, of a scientific nature, aiming for perfection and implemented for the benefit of others, the university bearing his name strives to become a spiritual hub characterized by an awareness of quality, social responsibility, solidarity, and value-based activities. In the meantime, the university is aware that – for humans, for all created beings – this created world represents home and a living space, which is why in the course of instruction, education and research, raising awareness of the protection of the created environment receives an important role.

It is the mission of the university to provide its students with quality education in a quality learning environment; its professors carry out their educational tasks to a high standard and with joy, and make good use of their knowledge in the course of their research; its graduates represent the values and expectations of the university in the course of their work. It wants to ensure that its graduate students possess broad-based, modern skill sets that can be utilized and further developed on the labour market, furthermore, that they make a start on their future careers as active citizens. By encouraging research and innovation, the university supports the individual development of students and colleagues and their success in research projects in Hungary and internationally. It accepts responsibility for the quality of its services, for the provision of training, research, core and supplementary activities to a high standard, and for the continued development of all these.

In the interest of achieving these objectives, Károli Gáspár University:

- builds a quality assurance and management system, which is constantly developed and monitored in compliance with the Act on Higher Education and the criteria of the Hungarian Accreditation Committee, as well as international recommendations and trends;
- promotes the dissemination and development of quality culture in the institution, encourages its staff and students to study the quality policy and identify with its objectives; the constant expansion of their skills and knowledge, and to show exacting standards in the course of their lives and work;
- constantly monitors changes in the social and educational environment, takes into account the diversity of the students and adjusts its quality policy according to these demands and expectations;
- provides academic integrity and freedom for its staff and students, but acts against intolerance and discrimination in the spirit of Christianity;
- provides the necessary resources for the realization of an environment supportive of high standard teaching and research.

The leadership of Károli Gáspár University, faithful to the system of values of historically-rooted Reformed colleges, undertakes an active role through the communication of the traditions of Reformed higher education and by applying them in practice, in the functioning and development of the quality assurance system, and commits itself consistently to the endeavour to improve the level of quality, and it expects this commitment from all of its staff.

Budapest, 20 January 2020

Rector

3 QUALITY ASSURANCE SYSTEM OF THE UNIVERSITY

ESG 1.1 Policy for quality assurance

Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.

3.1 Policy for quality assurance and quality management concept of the University

Károli Gáspár University of the Reformed Church in Hungary is committed to a culture of higher education that recognises the importance of quality and quality assurance and takes conscious responsibility for the quality of its educational programmes, research and social service activities as well as for the quality of the awarded degrees. Understanding the internal operation of the institution and the processes of the external environment, analysing the assets and risks and assessing the needs and expectations of the stakeholders, we wish to maintain an effective quality management organisation which not only enables the on-going maintenance and improvement of quality, but also responds to new and diverse challenges and the diversity of students. We aim to respond flexibly to the changing needs of the teaching and learning environment and to the challenges of the technological developments in research and education, and at the same time to ensure that our core activities defined in the Founding Charter comply with national and international standards. We wish to offer modern, student-centred teaching and support services at all levels of education, therefore we ensure the up-to-date professional and methodological skills of our staff, improve the learning environment and the quality of university services through the strategically planned use of available resources.

To achieve these objectives, we have established the university's quality assurance organisation, we have developed and are continuously improving our quality policy and the related procedures. Taking into consideration the needs, opinions and expectations of the stakeholders, we have developed a strategy for quality improvement and worked out the procedures to implement it. All actors at all levels of the institution are expected to play an active role in the implementation of the published quality assurance policy, in the achievement of quality objectives set out in the strategy, and in the operation and development of the quality assurance system.

The institutional quality assurance policy, defined with the involvement of external and internal stakeholders, includes the institutional strategy for quality and standard, the description of the University's quality assurance system and the way in which the quality assurance policy is implemented, monitored and reviewed. It sees research, teaching and learning as a single system, supporting an active relationship between teaching and research, encouraging and promoting innovation. The faculties, institutes, departments and other organisational units, the management, academic and non-academic staff and students of the institution consciously support quality improvement and take responsibility for its implementation. Károli Gáspár University of the Reformed Church in Hungary guarantees them academic integrity and freedom, and action against intolerance and discrimination.

The monitoring of the implementation of quality assurance policy, quality objectives and the institutional quality strategy is ensured by procedures based on the planning-action-monitoring-feedback/intervention cycle, taking into account the special characteristics of each organisational unit. In addition to the internal follow-ups, internal control, regular internal audits and management reviews,

the analysis of data from the internal information management system and the multilevel self-assessment system also help the university management and the internal and external partners involved in quality improvement to assess the situation. In all cases, we strive to ensure transparency and quantification of results, therefore we provide up-to-date, objective, quantitative and qualitative information on our programmes, their intended learning outcomes, the available qualifications, the applied learning, teaching and assessment methods, the opportunities offered to students and the way in which outstanding performance is rewarded. By documenting and evaluating the information gathered during the activities, we monitor and improve the efficiency of the operation of the quality assurance system, check the achievement of quality objectives, and at the same time increase confidence in the institution.

The institutional development strategy that forms the basis of the University's operation is developed in multiannual cycles in which we seek to involve all stakeholders – the university citizens, the Maintainer and external partners. The importance of the learning environment is emphasized by the fact that, as in the areas of education and research, a separate strategic plan is being developed to improve it. The strategic objectives are implemented through the definition of annual action plans and quality objectives which are set out in the quality development programme of the University. The annual quality objectives are also set at faculty and institute level, and the organisational units report on their achievements in regular self-assessment annual reports. Doctoral schools and research institutes, as well as service units, also set up their annual quality development programmes, and report on their implementation in annual reports. The achievement of quality objectives is guaranteed by multilevel process control. Efficiency is assessed by quantitative and qualitative means: by defining indicators and analysing surveys and data. The conclusions and the resulting recommendations for improvement are summarized in the annual quality improvement report. The quality improvement report not only provides information to internal and external stakeholders on the status of implementation of the institutional strategy, including programme and research development as well as the improvement of the learning and working environment, but also gives the University's management and the Maintainer an accurate picture of the implementation of strategic and quality objectives.

3.2 Quality Assurance Organisation of the University

Károli Gáspár University of the Reformed Church in Hungary has established a **quality assurance organisation** to ensure and improve the quality of education and research at the institution and to operate a quality assurance system covering the entire university. The operational management of the quality assurance system is entrusted to the **Quality Assurance Manager** by the University management. Its work is supported by the University Quality Assurance Committee. The University's quality assurance activities and procedures are specified in the “*Quality Assurance Regulation*”, forming part of the Organisational and Operational Rules.

3.2.1 Main actors involved in the operation of the quality assurance system

- Senate,
- Rector,
- University Quality Assurance Committee,
 - University Quality Assurance Manager,
 - faculty quality assurance managers,
 - delegates of the University Student Union,
 - representative of the University Doctoral and Habilitation Council,
 - representative of the University Academic Council,

- representative of the non-academic staff,
- Deans,
- Faculty Councils,
- Faculty Quality Assurance Committees,
 - faculty quality assurance managers,
 - quality assurance managers of the institutes,
 - programme supervisors,
 - persons responsible for quality assurance of doctoral schools,
 - persons responsible for quality assurance of research institutes,
 - persons responsible for quality assurance of organisational units providing support services,

and quality assurance administrators who support them in their work.

In addition, their activities may also be supported by the University's teaching staff, researchers, students, non-teaching staff and groups of these, external experts and partner institutions in Hungary and abroad.

3.2.2 Quality assurance system at university level

The quality assurance system is managed by the Rector, ensuring that quality assurance is at the centre of senior management decision-making, and that the resources needed to achieve quality objectives are available. The University Quality Assurance Manager is responsible for the operational management of the quality assurance system who works on the basis of the annual working plan approved by the Senate. The University Quality Assurance Committee is a standing committee of the Senate, its activities are coordinated by the Quality Assurance Manager. Its composition is determined by the Organizational and Operational Rules. Its scope and tasks are included in the "*Quality Assurance Regulation*".

3.2.3 Faculty organisations for quality assurance

The faculty quality assurance system is managed by the Dean. The dean provides the resources necessary to meet quality assurance objectives. The operational management of the quality assurance system at faculty level is the responsibility of the Faculty Quality Assurance Manager, who works according to a work plan based on the annual quality objectives approved by the Faculty Council. The Faculty Quality Assurance Committee is a standing committee of the Faculty Council, its composition is determined by the Faculty Council. Its scope and tasks are included in the "*Quality Assurance Regulation*".

3.3 Basic documents for quality improvement activities

3.3.1 Quality assurance policy, Quality Policy Statement (see Point 2)

3.3.2 Quality improvement strategy

3.3.3 Quality Assurance Regulation

The Quality Assurance Regulation describes the operation, activities and procedures of the University's quality assurance organisation. It includes a description of the responsibilities and tasks of those

involved in quality assurance, the management, planning, control, measurement and evaluation procedures and the feedback system.

3.3.4 Quality improvement programme

The quality improvement programme comprises the commitments made to achieve the objectives set out in the institutional strategy and their expected results. The quality improvement programme defined at university and faculty level, based on the quality focus assessment of the previous year, in line with the institutional strategy, sets quality objectives and quality improvement principles and an action plan for the current year.

3.3.5 Quality improvement reports

The quality improvement report summarises the data collected and analysed in relation to meet the achievement of the objectives defined in the quality improvement programme, and the recommendations based on these results. The report provides the University's management and the Maintainer with a comprehensive overview of the implementation of the institutional strategy, the programme development strategy, the research development strategy, the strategy for the improvement of the learning environment, the effectiveness of the goals and objectives set out in the quality improvement programme, and the activities and results in the faculties that can be classified as quality improvement. The annual quality improvement reports, prepared at different levels, make visible the deviations from the results of the previous period, thus providing an opportunity for feedback, correction or a general integration of "good practices". At the same time, they can be used to assess whether the quality improvement system is appropriate, and to adapt it to the needs.

3.4 Primary data sources for measuring the effectiveness of quality improvement activities

3.4.1 Analysis of application data

In order to assess the interest in programmes and changes in the University's prestige, the institution regularly measures and evaluates the application and admission data (analysis of application trends). This evaluation helps to understand the external image of the university, to make forecasts on the number and quality of applicants in the coming years, and to monitor the implementation of the programme development strategy. The results also contribute to more effective internal and external communication.

3.4.2 Analysis of Neptun data

In order to monitor the quality of educational processes and the organisation of education, the institution regularly evaluates and analyses the data generated and stored in the Neptun Education Administration System (hereinafter: Neptun). All this allows the monitoring of the fulfilment of the programme and outcome requirements, the evaluation of the overall results of individual programmes and students, and the analysis of the impact of modifications to curricula and training plans. The quantitative and qualitative analysis of data facilitates the planning and implementation of education and educational organisation processes and the exploration of possible problems in the organisation of education.

3.4.3 Measuring students' satisfaction

Students' opinion and satisfaction are measured by the institution on a cyclical basis. The purpose of measurements and evaluations is to measure students' expectations and experiences, and their changes, in relation to their studies, the organisation of education, the learning environment and university life, and thus to plan and support measures to improve the quality of programmes and services provided to students.

3.4.4 Measuring satisfaction of teaching and research staff; measuring satisfaction of non-teaching and research staff

Monitoring employees' expectations towards the university, and the opinions and satisfaction of academic and non-academic staff with their work at the University enables and supports steps aimed at improving quality. Measurements and evaluations carried out on a regular basis make it possible to see the impact, or lack of impact, of measures taken to increase the staff's satisfaction.

3.4.5 Student feedback on the performance of the teaching staff (Hungarian abbreviation: OMVH)

To monitor and continuously improve the quality of teaching, the University regularly measures and evaluates the students' feedback on the performance of the teaching staff at all levels and in all forms of education. The purpose of measurement and evaluation, adapted to the characteristics of the fields of study, is to provide feedback to the teaching staff on the perception of their courses, to provide feedback to the University and the faculties on the students' opinion on the programmes they provide, on the professional quality of the teaching staff's activities, and to support and plan measures to improve the quality of the programmes.

3.4.6 Measuring the scientific and research activities of the teaching staff

In order to improve the quantity and quality of the research activities of its teaching staff and scientific workshops, the institution regularly measures and evaluates their performance. The purpose of measurement and evaluation is to make visible the quantitative and qualitative characteristics of research activities, to document the activity and effectiveness of the academic staff, both in national and international terms. It also shows how to ensure the supply of researchers, the involvement of students in research, an active relationship between education and research, and thus the recognition of outstanding research performance.

3.4.7 Measuring talent selection and talent management

In order to continuously improve the quality of talent selection and talent management, the teaching staff's performance in talent management is regularly measured and evaluated. The purpose of measurement and evaluation is to indicate the quantitative characteristics of talent selection and nurturing and to document the teaching staff's activity and effectiveness in talent management, to make visible the students' perception of lecturers' involvement in talent management, and to allow for the recognition of lecturers who have achieved outstanding performance in talent management. In this area, particular attention is paid to the activities of the Scientific Students' Associations (Hungarian abbreviation: TDK) and the promotion of colleges for advanced studies (colleges of excellence).

3.4.8 Graduate Tracking System

In order to monitor and continuously improve the tasks stipulated in the Founding Charter, and to comply with the legal obligations, the University conducts regular surveys among students participating in and graduated from the programmes in order to get a more complete overview of the labour market situation of active and graduated students, their motivation for choosing a specific study programme and carrier, their satisfaction with the programme, and their plans for possible carrier changes or further studies. The results of the measurements and evaluations support the formulation of the development strategy, the establishment and launch of programmes, and the definition of the content of curricula and training plans.

4 LAUNCH, FOLLOW-UP AND REGULAR INTERNAL ASSESSMENT OF PROGRAMMES

4.1 Programme development strategy

The medium- and long-term programme development objectives of the University are defined in its programme development strategy. The programme development strategy defines the *programmes to be established and launched in the given period* and the *internal development programme* for programmes according to social, professional and student needs. The programme development strategy is made as part of the institutional development strategy, in line with the research development strategy on the basis of the development concepts and programme evaluations submitted by the faculties.

4.2 Launch of programmes

ESG 1.2 Design and approval of programmes

Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

Károli Gáspár University of the Reformed Church in Hungary has established procedures for the launch, approval, follow-up and regular internal evaluation of programmes, taking into account state laws and church regulations and the current requirements of the Hungarian Accreditation Committee. This ensures that programmes are consciously and thoughtfully designed, regularly monitored and periodically reviewed, that training objectives are always relevant and valid, and that procedures and methods are appropriate. Our university provides a wide-range of up-to-date knowledge which can be broadened and used on the labour market. The curricula, the programme requirements and learning outcomes are clearly and accurately defined, the smooth progress of students is ensured and the conditions for launching programmes are provided in terms of staff and equipment.

4.3 Monitoring and internal review of programmes

ESG 1.9 On-going monitoring and periodic review of programmes

Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.

The purpose of the periodic programme reviews is to ensure that the programmes are up-to-date, flexible and effective in the light of social needs and student feedback, to monitor the achievements of objectives, and to provide an opportunity to assess development needs of programmes and to feedback on the effectiveness of the measures taken on the basis of earlier surveys. The overall programme evaluation primarily examines compliance with the programme and outcome requirements, the existence of personnel and material requirements of the programme, but may also consider the impact of specific measures taken to support student progression according to the programme profile, the impact of changes made on the basis of institutional surveys, such as the student feedback on the performance of the teaching staff or the graduate tracking system, and make recommendations for improvement as feedback to these results.

5 STUDENT-CENTRED LEARNING, TEACHING AND ASSESSMENT

5.1 Regulation covering student life-cycle

ESG 1.4 Student admission, progression, recognition and certification

Institutions should consistently apply pre-defined and published regulations covering all phases of the student “life cycle”, e.g. student admission, progression, recognition and certification.

The university’s internal regulations are in line with the relevant legislation on higher education. Compliance with the regulations is reviewed by an internal audit system which consists of internal monitoring, regular internal audits and management reviews. The student rules and regulations explicitly set out the criteria and conditions for admission, the rules for the recognition of previous studies or work experience, the requirements for the fulfilment of study obligations, the rules on student mobility, the requirements for obtaining a degree, and the level, content and status of the qualification in the diploma. Students are always informed about any specific requirements of the programmes, the regulations covering the student life-cycle and the student complaint-handling system. The involvement of the Student Union is ensured in the preparation of regulations, quality assurance and control procedures concerning students.

5.2 Student-centred learning, teaching and assessment

ESG 1.3 Student-centred learning, teaching and assessment

Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

Károli Gáspár University of the Reformed Church in Hungary is aware that the assessment of students is one of the key elements of higher education, as the outcome of the assessment has a fundamental impact on the future carrier of the students. Therefore, the University is committed to ensuring that assessment is always carried out in a professional manner and takes into account the known scientific results of assessment and examination. The University takes into consideration the diversity of students and their needs, providing them with flexible learning paths and methods, and encouraging them to play an active role in the learning process. The assessment of students is carried out according to criteria, regulations and rules of procedure that are published in advance and applied consistently and uniformly, and there is always an opportunity to investigate complaints about the assessment. The reliable assessment system provides relevant and comparable information on the achievement of the intended objectives and outcomes of programmes, the achievement of educational objectives, their quality and the effectiveness of learning supports. Therefore, programme supervisors regularly analyse the results of the assessments, and, if necessary, review the assessment methods and initiate corrective measures.

6 QUALITY ASSURANCE OF THE TEACHING STAFF

ESG 1.5 Teaching staff

Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.

The culture of quality at Károli Gáspár University of the Reformed Church in Hungary is based on the approach that the teaching staff is the most important source of learning for students. Therefore, the University pays particular attention to ensuring that the teaching staff, in addition to outstanding subject knowledge, have the skills and experience needed to transfer knowledge. At the same time, through strategic planning, the University strives to provide our colleagues with an environment that supports effective teaching.

Our process of recruitment and appointment guarantees that all our incoming lecturers have the professional knowledge, publications and level of competence required to teach the subjects of the programme. Our internal regulations ensure the quality compliance and continuous improvement of the teaching work. The main ways of measuring effectiveness and collecting feedback are student feedback on the performance of the teaching staff as well as programme and faculty self-assessments. Teaching and research performance and participation in talent management are recognised through performance-based salaries. Regular performance reviews give teachers the opportunity to get feedback on their own

teaching performance and improve their skills. The satisfaction of staff and needs in relation to the working environment are assessed through the satisfaction surveys of teaching and non-teaching staff.

7 THE PROVISION OF LEARNING RESOURCES AND STUDENT SUPPORT

ESG 1.6 Learning resources and student support

Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.

Following the demands of student-centred learning and teaching, the institution pays particular attention to the learning environment, learning resources, student support and services. To this end, it continuously improves its educational buildings, residence halls, colleges for advanced studies (colleges of excellence), libraries and sports facilities, and expands language learning opportunities, student counselling, scholarships, social benefits and measures to help students with disabilities. The institution develops a strategy for the improvement of the physical environment and infrastructure that serve and support the programme objectives, and launches internal training courses to ensure the preparedness of the staff who operate them.

The University always provides sufficient resources to promote learning activities, including programmes for special needs. The institution determines the range of learning support tools and services on the basis of the students' needs, ensures their easy accessibility, and continuously monitors, reviews and improves their quality. It regularly assesses the preparedness and competence of support- and administrative staff, and the quality of student support through student satisfaction surveys, and informs students of the results. It involves student representatives in the development of proposals for the improvement of student services, learning-support methods and resources.

8 INFORMATION SYSTEM

ESG 1.7 Information management

Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.

In order to achieve the objectives defined in its Mission Statement and quality assurance policy, the University ensures the systematic collection, analysis and use of information for the effective operation of its study and research programmes and other activities, and provides the necessary resources and tools. The elements of the quality assurance information management system are as follows:

- profile of the student population, their enrolment and graduation rates;
- students' academic progression, success and drop-out rates;
- students' feedback on the performance of the teaching staff;
- students' satisfaction with the learning environment;
- evaluation of the available learning resources and student support;

- results of talent management;
- graduate tracking system;
- evaluation of teaching performance;
- quantitative and qualitative assessment of research activities;
- measuring satisfaction of teaching and non-teaching staff;
- programme evaluations;
- self-assessments;
- annual reports.

In addition to the key performance indicators, specific measurements may be required periodically, depending on the nature and needs of the programmes and activities, to ensure quality and the achievement of strategic objectives. The information collected to improve quality is processed in accordance with data management legislation and the related policies are published on the website. The collected information is made available to the stakeholders, and any complaints are dealt with through legal remedies.

9 THE PUBLIC

ESG 1.8 Public information

Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.

In order to fulfil its public role, Károli Gáspár University of the Reformed Church in Hungary provides up-to-date and objective information on the programmes it offers, their intended learning outcomes, the available qualifications, the teaching, learning and assessment procedures used, and the learning opportunities offered to students. Graduates' opinions about their studies and employment opportunities as well as assessments of the orientation and carrier profile of the current student community are available to the public. The University always endeavours to ensure that the information it publishes is accurate, unbiased, objective and easily accessible. The University shall define the way of informing stakeholders, the scope of documents and data to be published, the manner of their publication in internal regulations, and shall establish a uniform procedure for their communication and for the monitoring of changes.

10 EXTERNAL QUALITY ASSURANCE

ESG 1.10 Cyclical external quality assurance

Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.

External quality assurance gives objective feedback on the effectiveness of internal quality assurance thus providing the institution an opportunity for improvement and for setting new quality improvement objectives. Its importance is emphasized not only in terms of follow-up procedures in the areas under review, but also in terms of information to stakeholders. External quality assurance procedures carried out at different organisational levels and in different ways, give the institution the opportunity to improve, to review the effectiveness of the measures taken after earlier surveys and to continuously improve quality. For these reasons, we initiate external quality assurance procedures on a cyclical basis.

11 QUALITY ASSURANCE OF RESEARCH

The University's core activities are education, research and social service. Of the three core activities, research is the primary one, as education is also based on research, since only a lecturer who has carried out successful research activity in a given professional field and has gained practical experience can teach effectively. The social service activities of the University are also based on its competence in research and training skills. Thus, the quality of the University's activities is basically determined by the quality of its research activities.

Quality assurance system for research at university level

The University has developed its research quality assurance system as part of the University's quality assurance system. In addition to design, quality assurance for research means both quality control of research activities and ensuring the adequacy of the elements of the research system needed for research activities. The University establishes and operates an information management system to support the quality assurance system for research, and ensures the development of a measurement and assessment system that takes into account the specific requirements of each scientific field and workshop, and the on-going cycle of feedback and improvement actions.

11.1 Research policy, strategy for research development

As part of its quality policy, the University has developed its research policy. A key strategic objective is to ensure the quality assurance of research, including the regulation of quality assurance in research projects, and to ensure the adequacy of the research system. Involving stakeholders, the University has developed its research development strategy as part of the institutional development strategy. It is designed and modified in accordance with the programme development strategy, based on the research concept of the faculties and the faculties' annual research reports.

11.2 Research assessment reports

Annual research reports are drawn up summarizing the faculties' reports on the implementation of the research development strategy. The research report assesses the results of the activities of the teaching staff, scientific workshops, creative and artistic workshops, doctoral workshops, and workshops of the Scientific Students' Associations and colleges for advanced studies (colleges of excellence), and the progress made in national and international scientific cooperation, and, on the basis of the results, makes proposals and initiates measures for improving the quality of research and the integration of research results into programmes.

