

KÁROLI GÁSPÁR UNIVERSITY OF THE REFORMED CHURCH IN HUNGARY
ORGANIZATIONAL AND OPERATIONAL RULES
VOLUME ONE
I.1 QUALITY ASSURANCE REGULATION¹

The Senate of Károli Gáspár University of the Reformed Church in Hungary (hereinafter referred to as the University), on the basis of Act CCIV of 2011 on national higher education, Government Decree 19/2012 (22 February) on certain aspects of quality assessment and improvement in higher education, and the authorization under Article 72 (2) of the University's Organizational and Operational Rules, and in view of the requirements of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG 2015), hereby determines the Quality Assurance Regulation of the University as follows:

SCOPE OF THE REGULATION

Article 1

- (1) The scope of this regulation covers all teaching and non-teaching staff of the University, all persons employed by the University in an employment relationship, all students of the University and all persons involved in the University's quality improvement and quality control activities.
- (2) The scope of this regulation covers the educational activities of the University in bachelor, master and single-cycle long programmes, as well as the related activities of educational organisation, quality assurance and quality control.
- (3) ²This regulation applies to postgraduate specialisation programmes and higher education vocational trainings where specifically provided for. The quality assurance of doctoral programmes, in line with the provisions of this regulation, is ensured by the Doctoral Regulation of the University and the quality assurance regulations of the doctoral schools.
- (4) This regulation specifies the organizational, competency and procedural norms, tools, methods and procedures as well as the material, financial and personnel conditions for the quality improvement and quality control of the University's teaching, educational organisation and research activities.
- (5) The scope of this regulation also covers the quality assurance and quality improvement activities of non-teaching organizational units (functional and service organisations, research centres).

ORGANIZATIONAL AND COMPETENCY RULES

Article 2

Participants in the quality assurance system, the University's quality assurance organisation

- (1) ^{3 4}The quality assurance system of the University is operated by the University's vertically organised quality assurance organisation. The tasks related to quality improvement, quality assurance and quality control are carried out by the
 - a) Senate,

¹ Adopted by Senate Decision No. 72/2020 (V.29), effective from 2 June 2020.

² Amended by Resolution No. FT-13/2025 (III.20) of the Maintenance Board, effective from 20 March 2025.

³ Amended by Resolution No. FT-24/2022 (XII.14) of the Maintenance Board, effective from 14 March 2022.

⁴ Amended by Resolution No. FT-13/2025 (III.20) of the Maintenance Board, effective from 20 March 2025.

- b) Rector,
- c) vice-rectors (under the authority delegated by the Rector),
- d) Directorate of Education,
- e) Quality Assurance Committee of the University,
- f) Quality Assurance Department,
- g) University Quality Assurance Manager,
- h) faculty quality assurance committees,
- i) faculty quality assurance managers,
- j) Quality Assurance Manager for Doctoral Programmes,
- k) deans,
- l) faculty councils,
- m) programme supervisors, training supervisors,
- n) heads of doctoral schools,
- o) persons responsible for the quality assurance of doctoral schools,
- p) persons responsible for the quality assurance of research institutes,
- q) persons responsible for the quality assurance of service organisations,
- r) coordinators of internships,
- s) Quality Assurance Coordinator of the University,
- t) faculty quality assurance administrators,
- u) quality assurance administrators of doctoral programmes,

as defined in the University's Organizational and Operational Rules, Doctoral Regulation and this regulation.

- (2) The University Quality Assurance Manager leads the University's quality assurance organisation. His/her work is supported by the University's Quality Assurance Administrator.
- (3) Faculty quality assurance managers work under the direction of the University Quality Assurance Manager and their activities are supported by faculty quality assurance administrators.
- (4) The Quality Assurance Manager of doctoral programmes works under the direction of the University Quality Assurance Manager, and his/her activity is supported by the Quality Assurance Administrator of the doctoral programme.
- (5) Programme supervisors coordinate the quality assurance activity of the programmes.
- (6) ⁵Heads of doctoral schools and persons responsible for the quality assurance of the doctoral schools manage the quality assurance activities of the doctoral schools.
- (7) The Student Union takes part in the performance of the tasks of the persons and bodies defined in section (1). In addition, the University's teaching staff, researchers, students, groups of these, external experts, national and foreign partner institutions may also be involved.
- (8) The persons and organisations referred to in section (1) shall perform the institutional and faculty tasks related to quality improvement and control in cooperation with each other and by mutually informing each other.

Article 3 Quality Assurance Tasks of the Senate⁶

Pursuant to Act CCIV of 2011 on national higher education and the authorization of the University's Organizational and Operational Rules, the Senate

- a) decides on the adoption and modification of the University's Quality Assurance Regulation and Quality Assurance Policy and Strategy for Quality Improvement;
- b) decides on the definition of the University's quality improvement programme;
- c) decides on the evaluation of the implementation of the quality assurance programme;

⁵ Amended by Resolution No. FT-13/2025 (III.20) of the Maintenance Board, effective from 20 March 2025.

⁶ Amended by Resolution No. FT-24/2022 (XII.14) of the Maintenance Board, effective from 14 March 2022.

- d) decides on the establishment of the Quality Assurance Committee,
- e) elects the members of the Quality Assurance Committee;
- f) ⁷decides on the approval of the University Quality Assurance Manager's annual report, action plan and work plan referred to in Article 6 e);
- g) accepts the development plan of the institution in line with the University's development concept;
- h) determines the educational development concept of the University,
- i) approves the research development and innovation strategy of the University;
- j) accepts the University's educational programme;
- k) decides on the initiation of the establishment, launch or termination of programmes;
- l) accepts the University's research programme;
- m) decides on the establishment of a doctoral school and the launch of a doctoral programme;
- n) regulates the habilitation procedure and submits it to the Maintainer for approval;
- o) accepts the accreditation documents of the Centre for Foreign Languages and Examination;
- p) ⁸decides on the appointment of teaching staff in accordance with the provisions of the Employment Requirement System (ERS) and the Organizational and Operational Rules (OOR);
- q) decides on the establishment, reorganisation, dissolution, naming and renaming of the University's organisation, organisational units, and submits the decision to the Maintainer for approval;
- r) decides on the provision and development of the personnel and material conditions for the core activities laid down in the Founding Charter;
- s) accepts the institution accreditation self-assessment;
- t) accepts the rules of procedure of the University Quality Assurance Committee, and
- u) determines the annual budget for the quality assurance organisation and ensures the material and financial conditions for the operation.

Article 4

Quality assurance tasks of the Rector

- (1) The quality assurance system of the University is managed by the Rector who is responsible for its operation. To this end, the Rector
 - a) provides, within the limits of the budget, the infrastructure and financial resources needed to achieve the quality assurance objectives;
 - b) ⁹ensures that quality assurance and control and external quality certification (accreditation) are not compromised when making management decisions and that it is a central value at all times;
 - c) ensures the representation of the University and the exchange of information in national and international quality assurance forums, meetings and discussions in person or through a delegate;
 - d) monitors the direction of quality improvement in higher education and takes measures to ensure its implementation within the institution;
 - e) may order an impact assessment or efficiency study before starting any significant activity planned in the field of education or research affecting quality improvement, or may order a quality screening in case of a complaint or objection related to any activity or service, and may involve external experts;
 - f) takes immediate action to identify the facts and take corrective measures in the event of conduct that compromises the quality strategy or is contrary to quality policy or violates the Quality Assurance Regulation;

⁷ Amended by Resolution No. FT-13/2025 (III.20) of the Maintenance Board, effective from 20 March 2025.

⁸ Amended by Resolution No. FT-13/2025 (III.20) of the Maintenance Board, effective from 20 March 2025.

⁹ Amended by Resolution No. FT-13/2025 (III.20) of the Maintenance Board, effective from 20 March 2025.

- g) appoints and dismisses the University Quality Assurance Manager.

Article 4/A

Quality Assurance Tasks of the Vice-Rector for Education¹⁰

- (1) The Vice-Rector for Education, under the authority delegated by the Rector, is responsible for the establishment of the University's strategy for education and training, for the preparation and implementation of programme development strategies and directions, for the quality and improvement of teaching activities, for the operation of these areas in compliance with the law, and for the management of the quality evaluation system related to education. His/her tasks are performed in accordance with the provisions of Article 65 (2) of the Organizational and Operational Rules.

Article 4/B

Quality Assurance Tasks of the Vice-Rector for Science and Research¹¹

- (1) The Vice-Rector for Science and Research, under the authority delegated by the Rector, is responsible for the establishment of the University's scientific, research, development and innovation (hereinafter R+D+I) strategy, for the continuous improvement of its quality, for the doctoral and habilitation activities, for the operation of these areas in compliance with the law, and for the management of the quality evaluation system related to scientific activities. His/her tasks are performed in accordance with the provisions of Article 66 (2) of the Organizational and Operational Rules.

¹²Article 4/C

Quality Assurance Tasks of the Vice-Rector for Religion and Spirituality

- (1) The Vice-Rector for Religion and Spirituality substitutes the Rector in the event of his/her temporary incapacity. In addition, he is responsible for the establishment and development of the University's religious relations, for the coordination of the University's operation in this area. He shall perform his duties in accordance with the provisions of Article 68 (2) of the OOR.

Article 4/D

Quality Assurance Tasks of the Vice-Rector for International Relations

- (1) The Vice-Rector for International Relations is responsible for the University's international educational, scientific and research relations, and for the development and implementation of its international strategy. He/she performs his/her quality assurance tasks by organising foreign language study programmes for foreign students, participating in the development of admission rules for these study programmes and supervising the process. He/she shall perform his/her duties in accordance with the provisions of Article 68 (2) of the OOR.

¹³Article 4/E

Quality Assurance Tasks of the Directorate of Education

¹⁰ Amended by Resolution No. FT-24/2022 (XII.14) of the Maintenance Board, effective from 14 March 2022.

¹¹ Amended by Resolution No. FT-24/2022 (XII.14) of the Maintenance Board, effective from 14 March 2022.

¹² Amended by Resolution No. FT-13/2025 (III.20) of the Maintenance Board, effective from 20 March 2025.

¹³ Amended by Resolution No. FT-13/2025 (III.20) of the Maintenance Board, effective from 20 March 2025.

- (1) The Directorate contributes to the electronic management of the student feedback on the performance of the teaching staff (OMHV), student and staff satisfaction surveys, activities of the various bodies related to elections and voting in Neptun UniPoll;
 - a) starting and closing the student, teaching staff and non-teaching staff satisfaction surveys at the initiative of the University Quality Assurance Manager and forwarding the data to the University and Faculty Quality Assurance Managers;
 - b) starting and closing the student feedback on the performance of the teaching staff at the initiative of the Faculty Quality Assurance Manager and forwarding the data to the University and Faculty Quality Assurance Managers.
- (2) It gives its preliminary opinion on the professional proposals for the establishment and launch of study programmes, and supervises the establishment and launch of study programmes.

Article 5

Quality Assurance Committee of the University

- (1) The Quality Assurance Committee is a standing committee of the Senate. It is chaired by the University Quality Assurance Manager and its composition is defined by the Organizational and Operational Rules.
- (2) It operates under its own rules of procedure, approved by the Senate.
- (3) ¹⁴The committee is responsible for supporting the work of the University Quality Assurance Manager, providing advice and recommendations, in particular, on
 - a) developing a draft quality assurance concept for the University;
 - b) developing the institution's quality assurance system, quality improvement methods and procedures;
 - c) drafting quality assurance regulations, guidelines and documents, and reviewing existing ones;
 - d) determining the quality assurance objectives and developing the annual quality improvement plan (quality assurance programme);
 - e) developing an action plan within the institutional processes of the accreditation procedure of higher education institutions, based on accreditation recommendations of the Hungarian Accreditation Committee and the indications of the internal quality assurance system;
 - f) preparing an annual self-assessment;
 - g) commenting on proposals for the establishment and launch of programmes;
 - h) examining the fulfilment of the programme and outcome requirements and the quality of programmes as well as the existence of the personnel and material conditions required for education;
 - i) giving opinions on the institutional strategy, including the programme development strategy and research development strategy, and on the reports on their implementation;
 - j) reviewing and commenting on the institutional compliance with the requirements defined in the ESG.
- (4) Members of the Quality Assurance Committee have the right to study educational and research documents, assignment plans and reports, and to visit university classes and sessions. Any member may request the Rector to take action if she/he is hindered in his/her rightful monitoring work or if he/she becomes aware of any other circumstances or human errors which seriously endangers the quality of the programme or research development activities.

¹⁵Article 5/A

Quality Assurance Department

¹⁴ Amended by Resolution No. FT-24/2022 (XII.14) of the Maintenance Board, effective from 14 March 2022.

¹⁵ Amended by Resolution No. FT-13/2025 (III.20) of the Maintenance Board, effective from 20 March 2025.

- (1) Pursuant to Article 50 (1) of the OOR, the Quality Assurance Department supports the Quality Assurance Manager and other persons involved in the operation of the University's quality assurance system. The Quality Assurance System is a central functional organisational unit within the Rector's Office, under the direct supervision of the Rector.
- (2) The Head of the Quality Assurance Department is the University Quality Assurance Manager.

Article 6 **Tasks of the University Quality Assurance Manager**

- (1) ^{16 17}The University Quality Assurance Manager is appointed by the Rector. His/her activity is carried out on the basis of an annual work plan approved by the Senate. As Head of the Quality Assurance Department and Chairperson of the University Quality Assurance Committee, he/she is responsible for
 - a) maintaining professional contacts and cooperation with persons responsible for quality assurance;
 - b) directing and coordinating the work of the University's quality assurance organization, in particular the University Quality Assurance Committee;
 - c) drafting the University's quality assurance concept;
 - d) developing and commenting on the institution's quality assurance system, quality improvement methods and procedures, with the involvement of stakeholders;
 - e) continuously reviewing the guidelines for quality control (self-assessment) and making proposals on their improvement;
 - f) drafting quality assurance regulations, guidelines and documents, giving opinions on existing ones, making proposals for improvement;
 - g) ensuring the publication and archiving of documents relating to quality improvement;
 - h) defining the quality assurance objectives and developing the annual quality improvement plan (quality assurance programme) in line with the strategic objectives specified by the Senate and the Rector;
 - i) preparing the annual work plan and submitting it to the Senate;
 - j) preparing an action plan within the institutional processes of the accreditation procedure of higher education institutions, based on the accreditation recommendations of the Hungarian Accreditation Committee and the feedback from the internal quality assurance system;
 - k) monitoring and evaluating the fulfilment of the quality objectives set in the field of education and research-development activities, preparing an annual quality improvement report, submitting it to the Senate with proposals for action, and providing feedback on it;
 - l) commenting on the quality improvement programmes of the faculties;
 - m) commenting on faculty programme evaluations and self-assessments, reviewing and evaluating the improvements and feedback based on their results;
 - n) commenting on proposals for the establishment and launch of programmes;
 - o) evaluating students' and staff's feedback on the quality of education and research-development activities, and formulating proposals for improvement;
 - p) investigating any complaint concerning the quality of education and research-development;
 - q) reviewing the work of persons responsible for quality assurance in the form of internal audits, evaluating the results and formulating proposals for improvement. The internal review covers
 - i. quality assessment, including in particular the fulfilment of the programme and outcome requirements, the determination of compliance, and the existence of staff and material conditions;

¹⁶ Amended by Resolution No. FT-24/2022 (XII.14) of the Maintenance Board, effective from 14 March 2022.

¹⁷ Amended by Resolution No. FT-13/2025 (III.20) of the Maintenance Board, effective from 20 March 2025.

- ii. the process control procedures and compliance with them;
- iii. the implementation of the University's quality assurance strategy and policy;
- iv. the fulfilment of the annual work plans and quality assurance objectives set by the University;
- v. the availability of documentation relating to quality assurance activity.

Article 7 **Faculty Quality Assurance Committee**

- (1) Faculty quality assurance committees are standing committees of the faculty councils. The composition of the committee is defined by the Faculty Council, provided that it is chaired by the Faculty Quality Assurance Manager, and that all study programmes and doctoral programmes as well as non-teaching staff are represented. The delegated representative of the faculty Student Union shall also have voting rights in the committee.
- (2) The committees work according to their own rules of procedure approved by the Faculty Council.
- (3) The committee is responsible for supporting the work of the Faculty Quality Assurance Manager, providing advice and recommendations, in particular with regard to:
 - a) the determination of the faculty's quality assurance system, quality improvement methods and procedures in accordance with university regulations;
 - b) the development of quality control (self-assessment) guideless for the faculty and each organisational unit, and providing opinions on them;
 - c) drafting quality assurance documents under faculty competence, and reviewing the existing ones;
 - d) defining quality assurance objectives, and developing the annual quality improvement plan (quality assurance programme);
 - e) ¹⁸commenting on proposals for the establishment and launch of programmes;
 - f) commenting on the faculty-level strategy, including the education development strategy, the research and development strategy and the reports on their implementation;
 - g) commenting on faculty programme evaluations and self-assessments, monitoring feedback;
 - h) preparing the annual faculty self-assessment.
- (4) All members of the Faculty Quality Assurance Committee have the right to study the faculty's educational and research documents, assignment plans, final reports and to visit the classes and sessions.
- (5) The members of the committee may report to the Faculty Quality Assurance Manager, if any member of the committee is prevented from carrying out his/her rightful monitoring work or if he/she becomes aware of any circumstances or human errors that seriously endanger the quality of the education or research and development activities.

Article 8 **Faculty Quality Assurance Manager**

The Faculty Quality Assurance Manager is appointed by the Dean, and his/her work is carried out according to the work plan approved by the Faculty Council. As the chairperson of the Faculty Quality Assurance Committee, he/she is responsible in particular for

- a) maintaining professional contacts and cooperation with persons responsible for quality assurance;
- b) directing and coordinating the work of the faculty quality assurance organisation, in particular the Faculty Quality Assurance Committee;
- c) drafting the faculty's quality assurance concept;

¹⁸ Amended by Resolution No. FT-24/2022 (XII.14) of the Maintenance Board, effective from 14 March 2022.

- d) developing, regularly reviewing and commenting on the quality improvement methods and procedures of the faculty and individual organizational units,
- e) developing quality control (self-assessment) guidelines for the faculty and individual organizational units, in line with the University's overall guidelines, and regularly reviewing and proposing improvements;
- f) ensuring the publication and archiving of faculty documents relating to quality improvement;
- g) preparing the annual work plan and submitting it to the Faculty Council;
- h) developing the faculty's quality improvement programme, setting quality assurance objectives in accordance with the University's annual quality improvement programme;
- i) evaluating the fulfilment of the quality assurance objectives set by the faculty and preparing the annual quality improvement report;
- j) commenting on the quality improvement programmes of the organizational units;
- k) commenting on faculty programme evaluations and self-assessments, monitoring and evaluating improvements and feedback made on the basis of their results;
- l) giving an opinion on proposal for the establishment and launch of programmes;
- m) investigating any complaints concerning the quality of education and research-development activities;
- n) carrying out an internal quality review (internal audit) within the scope set out in the annual work plan, to check
 - i. the fulfilment of programme and outcome requirements,
 - ii. the determination of compliance, in particular the existence of staff and material conditions;
 - iii. the process control procedures and compliance with them;
 - iv. the fulfilment of the annual quality assurance.
- o) preparing the annual (quality assurance) assessment report (based on the self-assessment reports and quality reviews) and submitting it to the Faculty Quality Assurance Committee and the Faculty Council with proposals for measures. After approval, the Faculty Council forwards the report to the University Quality Assurance Manager, indicating the measures taken.

Article 9

Quality assurance tasks of the Dean¹⁹

- (1) The Dean is responsible for the quality of teaching and scientific research activities at the faculty, for the improvement of the quality of these activities, for the compliance with the law in this area, and for the proper management of the faculty. His/her activities are supported by the vice-deans responsible for education, science and quality assurance.
- (2) The Dean ensures the material and personnel conditions for quality assurance and quality improvement at the faculty.
- (3) The Dean's additional quality assurance tasks include
 - a) setting quality assurance objectives in accordance with university and faculty strategic goals and quality policy;
 - b) determining the resources needed to achieve the quality assurance objectives;
 - c) ensuring the continuous conditions for quality assurance and quality control activities;
 - d) taking prompt actions to identify the facts and take corrective measures in quality-related faculty matters.

Article 10

Quality assurance tasks of the Faculty Council²⁰

¹⁹ Amended by Resolution No. FT-24/2022 (XII.14) of the Maintenance Board, effective from 14 March 2022.

²⁰ Amended by Resolution No. FT-24/2022 (XII.14) of the Maintenance Board, effective from 14 March 2022.

- (1) On the basis of the authorization of the University's Organizational and Operational Rules, the Faculty Council
 - a) decides on the establishment and rules of procedure of the Faculty Quality Assurance Committee;
 - b) decides on the election of the members of the Faculty Quality Assurance Committee;
 - c) decides on the adoption of the faculty quality improvement programme and work plan;
 - d) decides on the approval of the annual report and action plan of the Faculty Quality Assurance Manager;
 - e) makes proposals for the launch and review of educational programmes;
 - f) ²¹makes proposals for the definition of training programmes and course syllabi;
 - g) makes proposals for the appointment of teaching staff;
 - h) makes proposals for the establishment of research groups.
- (2) The decision-making, proposal, opinion and control powers of the faculty councils for ensuring the quality of teaching and scientific research activities at the faculties are detailed in Article 16 of the Organizational and Operational Rules.

TOOLS FOR QUALITY ASSURANCE AND QUALITY CONTROL

Article 11

Quality improvement programme²²

- (1) The quality improvement programme includes the commitments to achieve the objectives set out in the institutional strategy and their expected results.
- (2) The quality improvement programme for a year includes
 - a) the quality improvement objectives and principles of the University, the faculties, the doctoral schools, the research institutes and the central non-teaching organizational units involved in quality assurance;
 - b) annual action plans for the achievement of quality objectives and quality indicators for the current year, in such a way that the strategic and quality improvement objectives and indicators can be monitored separately.
- (3) The University Quality Assurance Committee, the faculty quality assurance committees, and the central non-teaching organisational units involved in quality assurance annually define their quality improvement objectives and the related quality indicators and targets which are integrated into the University's quality improvement programme.
- (4) The quality improvement programme shall include a specific set of key performance indicators (key performance markers) and their targets which shall be approved by the University management. The list of key performance markers is provided in Annex 1.
- (5) At faculty level, the faculty management determines the indicators and targets for the areas falling under faculty responsibility (faculty quality objectives, other faculty performance indicators) which are integrated into the annual quality improvement programmes.
- (6) The university quality improvement programme and the work plan for its implementation are submitted to the Senate by the University Quality Assurance Manager in agreement with the University Quality Assurance Committee and the Rector.
- (7) The faculty quality improvement programme, in accordance with the objectives of the faculty strategy, forming part of the institutional strategy, is submitted by the Faculty Quality Assurance Manager to the Faculty Council which decides on its adoption, after the approval of the Faculty Quality Assurance Committee and the faculty management.

²¹ Amended by Resolution No. FT-13/2025 (III.20) of the Maintenance Board, effective from 20 March 2025.

²² Amended by Resolution No. FT-24/2022 (XII.14) of the Maintenance Board, effective from 14 March 2022.

Article 12

Quality improvement reports

- (1) The quality improvement report summarizes the data collected and analysed in relation to the achievement of the objectives defined in the quality improvement programme and the resulting proposals for improvement.
- (2) The report shall be prepared in such a way
 - a) ²³as to provide the University management and the Maintainer with a comprehensive picture of the achievements and status of the implementation of the institutional strategy, including in particular the programme development strategy and research and development strategy;
 - b) as to provide precise feedback, comparable with the results of previous years, on the quality and adequacy of the teaching, educational organisation and research activities at the University;
 - c) as to allow the monitoring of the operation of quality improvement activities at faculty and university level and the planning-action-monitoring-feedback/intervention cycle;
 - d) that existing good practices can be integrated into general university practice, and good practices which have proved useful in the practice of other organizational units can be integrated into the stakeholders' own quality improvement activities;
 - e) as to enable conclusions to be drawn on the appropriateness of the University's quality improvement system.
- (3) ²⁴The annual report shall include
 - a) the results of the measurements and tests set out in this regulation and their evaluation;
 - b) the results of the achievements of the quality objectives set out in the quality improvement programme and the evaluation of the results;
 - c) any deviations from the results of previous periods, an explanation of any reasons for them and proposals for improvement;
 - d) summary findings on the quality of education and the organization of education;
 - e) summary findings on the quality and effectiveness of research activities;
 - f) summary findings on the effectiveness of the objectives defined in the quality policy and quality improvement strategy;
 - g) summary findings and recommendations for improvement on the operation of quality assurance activities;
 - h) the results of the collection, use and feedback of users' experiences and student opinions.
- (4) The annual reports shall be taken into account when preparing proposals for
 - a) the University's strategic plans and quality policy,
 - b) any corrections to the quality improvement strategy. and
 - c) any corrections to the quality improvement system and regulations.
- (5) The University's annual report
 - a) shall be prepared in cooperation between the University's organizational units responsible for quality improvement, under the direction of the University Quality Assurance Manager, with the participation of the heads of the central organisational units and, in particular, the Head of the Directorate of Education;
 - b) can be prepared by the University Quality Assurance Manager by requesting information and data from any bodies or persons competent in the field of quality improvement;
 - c) ²⁵shall include
 - i. the annual quality improvement reports of the doctoral schools approved by the University Doctoral and Habilitation Council,

²³ Amended by Resolution No. FT-24/2022 (XII.14) of the Maintenance Board, effective from 14 March 2022.

²⁴ Amended by Resolution No. FT-24/2022 (XII.14) of the Maintenance Board, effective from 14 March 2022.

²⁵ Amended by Resolution No. FT-24/2022 (XII.14) of the Maintenance Board, effective from 14 March 2022.

- ii. the annual report summarising the results of research and research development, approved by the University Academic Council,
 - iii. the quality improvement report of the University's central service units;
 - iv. the evaluation of the measurements set out in the regulation.
- (6) ²⁶The general criteria for the university-level annual report are included in Annex 2 to this regulation. The University Quality Assurance Manager sends the draft report to the faculties for comments. The report revised on the basis of the faculties' opinions and comments and approved by the University Quality Assurance Committee, is submitted by the University Quality Assurance Manager to the Rector's College, then to the Senate no later than 31 January of the year following the year in question.
- (7) The annual reports of faculties are prepared with the involvement of the faculties' quality improvement organisations, under the direction of the faculty quality assurance managers. The general criteria for the annual report are included in Annex 1 to this regulation. In addition to the elements of quality assurance not covered here, the faculties may add to the report findings corresponding to the specific characteristics of the education and research areas of the faculty. The draft report is prepared by the Faculty Quality Assurance Manager, and decided by the Faculty Council on the basis of the opinion of the Faculty Quality Assurance Committee. After the Faculty Quality Assurance Committee has given its opinion, the faculty-level report is submitted to the Faculty Council by the Faculty Quality Assurance Manager no later than 31 December of each year.

PRIMARY DATA SOURCES MEASURING EFFECTIVENESS

Article 13

Analysing application and enrolment data

- (1) In order to assess the interest in programmes and changes in the University's prestige, it is necessary to regularly evaluate the data on applicants and applications to the University and the enrolment data (analysis of application trends).
- (2) The evaluation shall be carried out in such a way
 - a) that it can be used to show the number of applicants and enrolments to the University in comparison with previous data and data of other institutions;
 - b) as to help forecast the number and quality of applicants in the following years;
 - c) as to support actions to help the implementation of the University's programme development strategy;
 - d) as to allow an external assessment of the University;
 - e) as to provide a basis for the University's external and internal communication tasks.
- (3) The analysis of the application data covers
 - a) the evaluation of the number and distribution of applicants and their total applications to the University, taking into consideration the appeals submitted to the University and requests for additional admissions;
 - b) ²⁷the characteristic data of applicants and submitted applications;
 - c) data changes initiated during the admission procedure;
 - d) main data of the database on which the admission decision is based.
- (4) The analysis of admission data
 - a) includes queries by faculty, by study programme, by level of education, by work schedule and by form of financing;
 - b) for the given admission procedure;
 - c) over a period of several years;

²⁶ Amended by Resolution No. FT-24/2022 (XII.14) of the Maintenance Board, effective from 14 March 2022.

²⁷ Amended by Resolution No. FT-24/2022 (XII.14) of the Maintenance Board, effective from 14 March 2022.

- d) compared with the national average and with data of other higher education institutions;
 - e) and covers the applicants' performance and admission results.
- (5) The Director-General of Education evaluates the application and enrolment data and sends the analysis of the summarized data to the senior and middle management of the University.

Article 14

Analysis of data from Neptun Education Administration System

- (1) The University regularly evaluates and analyses the data generated and stored in Neptun Education Administration System (hereinafter referred to as Neptun) in order to monitor and review the quality of teaching activities and the organisation of education.
- (2) Evaluations and analyses shall be prepared in such a way
 - a) as to help the planning and implementation of certain teaching and educational organisation procedures;
 - b) as to provide quantified data to support the identification of specific problems in the organization of education;
 - c) as to support transparency of information on the training;
 - d) as to support the monitoring of modifications to the sample curricula and the fulfilment of programme and outcome requirements;
 - e) as to allow the evaluation of the aggregate results and performance of programmes and students;
 - f) as to show the process of learning progress, assessment and recognition.
- (3) The data stored in Neptun are evaluated by the faculty quality assurance organisations in cooperation with student registries, and the results are sent to the heads of faculties.
- (4) The criteria for the surveys and evaluations are determined by the faculties at their own competence, taking into account the specific characteristics of the field of study, in such a way as to allow the long-term documentation and monitoring of the results and to identify points of intervention.
- (5) The quality improvement measures resulting from the evaluation of data will be integrated in the quality improvement programme. The results of surveys and interventions are summarized in the annual quality improvement report.

Article 15

Measuring student satisfaction

- (1) The University regularly measures and evaluates its students' opinion during their studies in order to gain an insight into their expectations towards the University, their satisfaction with the teaching and educational organisation activities of the institution, the student support system, and changes in these.
- (2) The measurement and evaluation shall be prepared in such a way
 - a) as to show changes in students' expectations and experiences concerning their studies and university life;
 - b) as to allow planning of measures to improve the quality of programmes;
 - c) as to plan and support measures to improve the quality of learning resources and other services.
- (3) The student questionnaire is developed by the University Quality Assurance Committee with the involvement of the Student Union, and is approved by the Senate. The central evaluation criteria are included in Annex 3 to this regulation.
- (4) ²⁸On the recommendation of the faculties, the institutional questionnaire may be supplemented by faculty specific questions.

²⁸ Amended by Resolution No. FT-13/2025 (III.20) of the Maintenance Board, effective from 20 March 2025.

- (5) Students fill in the questionnaires anonymously and in a way that does not allow identification. Students should not be obliged to give an opinion. No one may be disadvantaged for expressing an opinion or for not expressing an opinion during the academic assessment.
- (6) ²⁹The survey is carried out once a year, during the study period of the spring semester, in Neptun UniPoll. The survey is initiated by the University Quality Assurance Manager, and the questionnaires are sent out and closed by the Directorate-General of Education. Following the survey, the Directorate-General of Education provides the data to the University Quality Assurance Manager and the faculty quality assurance managers. The processing of the questionnaires and the evaluation of data using statistical methods are ensured by the University Quality Assurance Manager with the involvement of the faculty quality assurance managers. The evaluation shall be completed no later than one month after the survey.
- (7) ³⁰The faculty quality assurance managers send the results and evaluation of the survey with the position of the Faculty Quality Assurance Committee to the faculty management and the University Quality Assurance Manager. The Dean of the Faculty will make a summary of the survey results available to students.
- (8) The quality improvement measures resulting from the assessment of the data will be integrated into the quality improvement programme. The results of the surveys and interventions are summarized in the annual quality improvement report.
- (9) The University Quality Assurance Manager reports to the Senate on the conduct of the review and its summary results in an annual report.

Article 16

Measuring satisfaction of teaching and research staff; measuring satisfaction of non-teaching and research staff³¹

- (1) The University regularly measures the satisfaction of all its employees with the University as employer and monitors changes in this.
- (2) Measurement and evaluation shall be carried out in such a way that it is suitable for
 - a) monitoring the opinion of the teaching and research staff regarding their work at the University,
 - b) monitoring the opinion of non-teaching staff regarding their work and working conditions at the University,
 - c) improving the quality of processes supporting the University's core activities.
- (3) The questionnaires are developed by the University Quality Assurance Committee and are approved by the Senate. The central evaluation criteria are included in Annex 4 to this regulation.
- (4) On the recommendation of the organizational units, the institutional questionnaires may be supplemented by questions specific to the organizational unit up to a maximum of half the number of questions in the institutional questionnaires. The questionnaires with additional questions are included in Annex 5 to this regulation.
- (5) The employees fill in the questionnaires anonymously and in a way that does not allow identification. Employees may not be obliged to give an opinion. No one should be disadvantaged for expressing an opinion or for not expressing an opinion during the performance of his/her work, or during his/her performance assessment or career development.
- (6) The survey shall be carried out once a year, during the spring semester, in Neptun UniPoll. The survey is initiated by the University Quality Assurance Manager, and the questionnaires are sent out and closed by the Directorate-General of Education. Following the survey, the Directorate-General of Education provides the data to the University Quality Assurance Manager and the faculty quality assurance managers.

²⁹ Amended by Resolution No. FT-24/2022 (XII.14) of the Maintenance Board, effective from 14 March 2022.

³⁰ Amended by Resolution No. FT-24/2022 (XII.14) of the Maintenance Board, effective from 14 March 2022.

³¹ Amended by Resolution No. FT-24/2022 (XII.14) of the Maintenance Board, effective from 14 March 2022.

- (7) The processing of the questionnaires and the evaluation of data using statistical methods are ensured by the University Quality Assurance Manager with the involvement of the faculty quality assurance managers. The evaluation shall be completed no later than one month after the survey.
- (8) The faculty quality assurance managers send the results of the measurement to the faculty management and the University Quality Assurance Manager, with the opinion of the Faculty Quality Assurance Committee. In the case of the Rector's Office and the Directorate-General for Economic Affairs, the results of the measurements shall be sent to the Rector and the Director-General for Economic Affairs respectively. The summary results shall be communicated to the employees in all cases.
- (9) The quality improvement measures resulting from the assessment of the data will be integrated into the quality improvement programme. The results of the surveys and interventions are summarized in the annual quality improvement report.
- (10) The University Quality Assurance Manager reports to the Senate on the conduct of the review and its summary results in an annual report.

Article 17

Student feedback on the performance of the teaching staff (Hungarian abbreviation: OMHV)³²

- (1) In order to continuously improve the quality of teaching, the students' feedback on the performance of the teaching staff should be regularly measured and evaluated at all levels and in all forms of education. The institutional professional supervision of the student feedback on the performance of teaching staff (OMHV) is carried out by the Vice-Rector for Education.
- (2) Measurement and evaluation shall be carried out in such a way that
 - a) lecturers, researches and teachers can get substantial feedback on the perception of their subject and course;
 - b) the University and the faculties can get feedback on the students' opinion on the programmes provided by them and on the quality of the activities and professional competence of the teaching staff;
 - c) the results can be taken into account for the promotion of the teaching staff;
 - d) it can support and enable planning of measures to improve the quality of programmes.
- (3) ³³The Dean decides whether and how to take into account the results of the review and informs the Faculty Council of his/her action.
- (4) The questionnaires used as a basis for student feedback may only include questions related to the teaching of subjects and courses taken by the responding students.
- (5) The questionnaires shall be designed
 - a) to take into consideration the type of subject or course (lecture, seminar, practice, consultation, field practice);
 - b) to cover
 - i. the fulfilment of the teaching obligations of the lecturer, researcher, teacher;
 - ii. the professional and methodological competence of the lecturer, researcher, teacher;
 - iii. the clarity and fulfilment of the subject and course requirements;
 - iv. the professional contacts of the lecturer, researcher, teacher outside the classroom.
- (6) The questionnaires must also include control questions on participation in the sessions. If the student, on his own admission, has attended less than half of the sessions, his/her response will not be counted in the course evaluation.
- (7) The University Quality Assurance Committee is responsible for the development of questionnaires for student feedback on the performance of the teaching staff and for consultation with the Student

³² Amended by Resolution No. FT-24/2022 (XII.14) of the Maintenance Board, effective from 14 March 2022.

³³ Amended by Resolution No. FT-13/2025 (III.20) of the Maintenance Board, effective from 20 March 2025.

- Union. The questionnaires are approved by the Senate. The central evaluation criteria are included in Annex 7 to this regulation.
- (8) At the initiative of the faculties, the central questionnaire may be supplemented with a number of faculty specific questions up to half the number of questions in the institutional questionnaire. The questionnaires containing the additional questions are included in Annex 8 to this regulation.
 - (9) Students fill in the questionnaires anonymously and in a way that does not allow identification. Students should not be obliged to give an opinion. Students may not be disadvantaged for expressing an opinion or for not expressing an opinion in connection with their studies, their assessment or their status as university citizens.
 - (10) The student feedback is managed by the Faculty Quality Assurance Manager and is carried out in Neptun UniPoll. At the initiative of the Faculty Quality Assurance Manager, the Directorate-General of Education starts and closes the feedback and provides the results to the University Quality Assurance Manager and the faculty assurance managers.
 - (11) The student feedback shall be carried out once a semester for each course. For courses with less than five students, other forms of review are also allowed. However, their results must be communicated to the lecturer and his/her superiors.
 - (12) ³⁴The questionnaires are available in Neptun UniPoll during the last week of the autumn and spring semester and the first week of the relevant examination periods. Students will receive a message informing them of the possibility to fill in the questionnaire at the beginning of the indicated period.
 - (13) The assessment of the completed questionnaires of student feedback is carried out by the University Quality Assurance Manager in cooperation with the faculty quality assurance managers, and the criteria for grouping the data are determined by the faculty quality assurance managers. The evaluation shall be carried out within two months of the survey at the latest.
 - (14) The Faculty and the University Quality Assurance Manager and those involved in the evaluation process are bound by confidentiality in relation to the information obtained during the processing of the questionnaires.
 - (15) The feedback of the course can only be evaluated if at least 25% of the students who have taken the subject, the course – and not less than five students – have completed the questionnaire.
 - (16) In addition to the average of the responses to each question, the evaluation also includes the percentage distribution and standard deviation of the responses.
 - (17) The results of the course evaluations shall be kept in the form of an electronic file by the faculties providing the study programme at least 10 years.
 - (18) The results of the course evaluations are sent by the University Quality Assurance Manager to the Vice-Rector for Education and to the Quality Assurance Manager of the faculty concerned. The Faculty Quality Assurance Manager forwards the results of the course evaluation to the head of the organizational unit responsible for the course and to the Dean of the faculty. The result is communicated to the lecturer concerned by the head of the organizational unit responsible for the course.
 - (19) The faculty quality assurance managers inform the Vice-Rector for Education and the University Quality Assurance Manager about the conduct of the review and provide data in the manner and format specified in the regulation, upon request of the faculty and university management.
 - (20) The quality improvement measures resulting from the assessment of the data are integrated into the quality improvement programme. The results of the feedback and possible interventions are summarized in the annual quality improvement report.
 - (21) The University Quality Assurance Manager reports to the Senate on the conduct of the review and its summary results in an annual report.

³⁴ Amended by Resolution No. FT-13/2025 (III.20) of the Maintenance Board, effective from 20 March 2025.

- (22) ³⁵Students who have filled in all the OMHV questionnaires (student feedback on the performance of the teaching staff) sent to them, may start the course registration on Friday before the week of the course registration for the given faculty during the semester course registration period following the end of the feedback period.

Article 18

Measuring the scientific and research activities of the teaching staff

- (1) In addition to strategic planning, quality assurance in research involves quality control of research activities and ensuring the adequacy of the elements of the research system necessary for research activities.
- (2) ³⁶In order to improve the quantity and quality of research activities of the teaching staff and scientific workshops, the University regularly measures and evaluates their performance. The professional supervision of the quality assessment of scientific and research activities is carried out by the Vice-Rector for Science and Research.
- (3) The measurement and evaluation shall be carried out in such a way
 - a) as to show the quantitative and qualitative characteristics of the research activities in the faculties, research teams and research institutes and their changes over time;
 - b) as to document the activity and effectiveness of the teaching staff in research, both in national and international terms;
 - c) that the results can be taken into account for the promotion of individual lecturers and for research applications;
 - d) as to show how to ensure the supply of researches and the involvement of students in research;
 - e) that reflects the active relationship between education and research, the implementation of innovation;
 - f) as to enable the recognition of lecturers with outstanding research performance.
- (4) ³⁷The central evaluation criteria for the scientific performance of the teaching staff and the activities of research teams are governed by the KÁROLI-TÉR (abbreviation of the University's performance evaluation system) regulation. The general evaluation criteria are included in Annex 9 to this regulation.
- (5) ³⁸The performance measurement and evaluation of the teaching staff is carried out at two levels: a) at university level, based on general requirements, and b) at faculty level, based on specific requirements and their quantitative measurement.
- (6) ³⁹The set of criteria recommended by the Faculty Academic Council is approved by the Faculty Council after consultation with the University Doctoral and Habilitation Council and the University Academic Council.
- (7) The Faculty Quality Assurance Manager is responsible for evaluating the survey on research activities of the faculty. He/she summarizes the results in a research report and submits it to the Faculty Council after the Faculty Quality Assurance Committee has given its opinion.
- (8) Each year, the faculties send research reports on the implementation of the research and development strategy to the Vice-Rector for Science and Research.
- (9) The report on the results of the University's annual research and development activities is prepared by the Vice-Rector for Science and Research.
- (10) The quality improvement measures resulting from the evaluation of data will be integrated into the quality improvement programme.

³⁵ Amended by Resolution No. FT-13/2025 (III.20) of the Maintenance Board, effective from 20 March 2025.

³⁶ Amended by Resolution No. FT-24/2022 (XII.14) of the Maintenance Board, effective from 14 March 2022.

³⁷ Amended by Resolution No. FT-13/2025 (III.20) of the Maintenance Board, effective from 20 March 2025.

³⁸ Amended by Resolution No. FT-13/2025 (III.20) of the Maintenance Board, effective from 20 March 2025.

³⁹ Amended by Resolution No. FT-24/2022 (XII.14) of the Maintenance Board, effective from 14 March 2022.

- (11) The University Quality Assurance Manager reports to the Senate on the conduct of the survey and its summary results in an annual report.

Article 19

⁴⁰Participation in talent mapping and talent management work

- (1) In order to continuously improve the quality of talent management at the University, the teaching staff's performance in talent management shall be regularly measured and evaluated.
- (2) The measurement and evaluation shall be carried out in such a way
 - a) as to show the volume and forms of talent management work;
 - b) as to show the activity and effectiveness of the teaching staff in talent management, in particular with regard to the university and country-level conferences of the Scientific Students' Associations and other scientific and professional competitions;
 - c) as to show the students' perception of the involvement of the teaching staff in talent management;
 - d) as to enable the recognition of lecturers with outstanding performance in talent management.
- (3) The provision of data to measure the activity and effectiveness of talent management activities is the faculty's responsibility, and faculty reports are sent by the Faculty Quality Assurance Manager to the Vice-Rector responsible for science and research.
- (4) The annual report evaluating the results of institutional talent management is prepared by the Vice-Rector for Science and Research.
- (5) The quality improvement measures resulting from the evaluation of data will be integrated into the quality improvement programme. The results of the evaluation and possible interventions are summarized in the annual quality improvement report.
- (6) The University Quality Assurance Manager reports to the Senate on the conduct of the survey and its summary results in an annual report.

Article 20

Graduate Tracking Survey

- (1) In accordance with the applicable higher education legislation, the University regularly measures and evaluates the opinion of its graduates (students who obtained their pre-degree certificate, took their final exam, received their diploma) on the labour market value of their degree and carrier opportunities in order to monitor and continuously improve the quality of its tasks laid down in the Founding Charter and the regulations.
- (2) The graduate tracking survey is compulsory for graduates of bachelor, master, single-cycle long programmes.
- (3) The measurement and evaluation shall be carried out in such a way
 - a) that gives the University as complete picture as possible of the success and effectiveness of its graduates in finding employment;
 - b) that the University can get as complete picture as possible of the graduates' plans and steps towards possible carrier changes and further studies;
 - c) that supports contact with former students of the University;
 - d) that allows comparison with the results of the student feedback;
 - e) and that the results serve to improve the University's programme development strategy.
- (4) The results of the measurements and evaluations shall be taken into account when
 - a) preparing the University's programme development strategy;
 - b) establishing and launching programmes;
 - c) defining curricula and programme plans.

⁴⁰ Amended by Resolution No. FT-13/2025 (III.20) of the Maintenance Board, effective from 20 March 2025.

- (5) Survey method: personal questionnaire survey and its evaluation by classical sociological methods, in a way that does not allow for identification.
- (6) The nationally standardized questionnaire may be supplemented with institutional questions. The Vice-Rector for Education is responsible for obtaining faculty proposals on institutional questions, the University Quality Assurance Committee comments on them and the Senate decides on their adoption.
- (7) The survey shall be carried out annually.
- (8) The Director-General of Education is responsible for the coordination of data collection, the processing of the completed and returned questionnaires, the evaluation of the data and the preparation of the research report presenting the detailed research results and the research summary to be published on the University's website and other public platforms, and for sending it to the University's senior and middle management.
- (9) The quality improvement measures resulting from the evaluation of data will be integrated into the quality improvement programme. The results of the evaluation and possible interventions are summarized in the annual quality improvement report.
- (10) The University Quality Assurance Manager reports to the Senate on the conduct of the survey and its summary results in an annual report.

ADOPTION AND MODIFICATION OF PROGRAMMES, LAUNCH, FOLLOW-UP AND EVALUATION OF PROGRAMMES

Article 21

Adoption and modification of programmes, establishment and launch of programmes

- (1) The University regulates the procedures for the launch, adoption, follow-up and regular internal review of programmes., taking into account the provisions of the Qualifications Framework for the European Higher Education Area (QG-EHEA) and the Qualifications Framework for the Hungarian Higher Education Area. This ensures the conscious and sophisticated planning of programmes, the legal, professional, personal and technical compliance of each programme, the achievement of the programme objectives and the expected learning outcomes.
- (2) The documents of programmes to be established and launched, as defined in the programme development strategy, are prepared by the programme supervisor, taking into account the legal provisions and the regulations adopted and published by an independent national expert body established for the external evaluation of the quality of education, scientific research and creative activities in higher education and the operation of the internal quality assurance system of the higher education institution.
- (3) The documentation shall include
 - a) the professional concept and any specific requirements of the planned programme;
 - b) its sample curriculum,
 - ba) name of the subject,
 - bb) subject code,
 - bc)⁴¹ name of the lecturer in charge of the subject,
 - bd) credit value of the subject,
 - be) mode of assessment,
 - bf) number of class hours per week or per semester,
 - bg) type of the subject,
 - c) student workload, e.g. in credits;

⁴¹ Amended by Resolution No. FT-13/2025 (III.20) of the Maintenance Board, effective from 20 March 2025.

- d) forms of assessment and examination applied;
 - e) compliance with the programme and outcome requirements;
 - f) staffing conditions;
 - g) material, infrastructural conditions,
 - h) description of the places for professional practice (if any);
 - i) description of the connection with research;
 - j) opportunities for talent management.
- (4) ⁴²The documentation for the establishment and launch of new programmes are reviewed by the Faculty and University Quality Assurance Committee. Following the review, the Faculty Council, having taken into account the comments and made the necessary amendments, makes a proposal to establish or launch the programme. The proposal of the Faculty Council shall be submitted to the Rector's College in its final form after the Director-General of Education has reviewed it, and then the Senate shall decide on the approval of the establishment or launch of the programme.
- (5) ⁴³A protocol template and a detailed description of the procedure for the launch of new programmes are included in Annex 10 to this regulation.

Article 22

Study programmes, monitoring and review of programmes⁴⁴

- (1) ⁴⁵When monitoring and reviewing programmes, the University monitors and evaluates programmes and curricula at all levels and in all forms of education, checks their legal, professional, personnel and material compliance, the achievement of the programme objectives and the adequacy of the procedures and methods applied in the form of programme evaluations and annual programme self-evaluations.
- (2) The programme reviews also aim to provide an opportunity
- a) to assess programme development needs;
 - b) for feedback on the effectiveness of measures taken on the basis of previous assessments;
 - c) to ensure that programme curricula are up-to-date, flexible and effective in the light of social needs and student feedback.
- (3) The reviews shall be carried out for all programmes.
- (4) The programme review shall include
- a) the professional concept of the programme;
 - b) the sample curriculum of the programme;
 - c) the compliance with the programme and outcome requirements;
 - d) a description of the professional practice (if any) and the places of professional practice;
 - e) a description of the staffing conditions of the programme;
 - f) the evaluation of the forms of assessment and examination used;
 - g) data series and analyses showing changes in the number of students;
 - h) specific measures taken to support student progress, according to the programme's profile;
 - i) the measures taken to improve the learning environment and student support services;
 - j) changes made on the basis of the student feedback on the performance of the teaching staff (OMHV), the results of the graduate tracking and labour market feedback;
 - k) the integration of scientific results into the programme;
 - l) the talent management system;
 - m) proposals for quality improvement.
- (5) Programme reviews shall be carried out when the programme and outcome requirements change, but at least every three years.

⁴² Amended by Resolution No. FT-24/2022 (XII.14) of the Maintenance Board, effective from 14 March 2022.

⁴³ Amended by Resolution No. FT-24/2022 (XII.14) of the Maintenance Board, effective from 14 March 2022.

⁴⁴ Amended by Resolution No. FT-24/2022 (XII.14) of the Maintenance Board, effective from 14 March 2022.

⁴⁵ Amended by Resolution No. FT-13/2025 (III.20) of the Maintenance Board, effective from 20 March 2025.

- (6) The University Student Union and the faculty student unions shall be involved in the programme development.
- (7) The Faculty Quality Assurance Manager asks the programme supervisor to evaluate the programme. The evaluation submitted by the programme supervisor is reviewed by the Faculty Quality Assurance Committee.
- (8) Any necessary changes to the curriculum, or, in the case of postgraduate specialisation programmes, the modifications of the programme and outcome requirements are approved by the Faculty Council and the Senate.
- (9) Modifications will be introduced by the University in phasing-in system, in the first semester of the following academic year, and in other justified cases, after obtaining the consent of the students concerned.
- (10) The faculty quality assurance manager prepares a summary report on the programme reviews and sends it to the faculty management, the Vice-Rector for Education, the Director-General of Education and the University Quality Assurance Manager.
- (11) The quality improvement measures resulting from the evaluation of data will be integrated into the quality improvement programme. The results of the evaluation and possible interventions are summarized in the annual quality improvement report.
- (12) The summary of the results is available to senior and middle management of the University in the annual quality improvement report.
- (13) A general template for programme review is included in Annex 11 to this regulation.
- (14) ⁴⁶In the case of bachelor, master and single-cycle study programmes, the template for ESG-based professional self-assessment is included in Annex 12 to this regulation.

QUALITY ASSURANCE OF TEACHING AND NON-TEACHING STAFF

Article 23

Additional provisions on the qualification and performance evaluation of the teaching staff⁴⁷

- (1) ⁴⁸The following procedures are used to measure and collect feedback on the quality of teaching:
 - a) student feedback on the performance of the teaching staff;
 - b) periodic evaluation of educational, research and teaching performance (in KÁROLI-TÉR);
 - c) measuring the scientific performance of the teaching staff (in KÁROLI-TÉR);
 - d) evaluation of participation in talent management work (in KÁROLI-TÉR);
 - e) analysis of Neptun data (in KÁROLI-TÉR);
 - f) visiting classes, managerial reviews;
 - g) programme and faculty self-assessments.
- (2) ⁴⁹The evaluation procedure for teaching staff and its criteria are stipulated in KÁROLI-TÉR, the University's performance evaluation system.
- (3) The periodic performance evaluation of educational, research and teaching work shall be carried out annually, and in all cases upon promotion to a higher-ranking position.
- (4) Performance indicators for evaluation are defined by the University in the form of general requirements at university level and specific requirements at faculty level, taking into account the specific characteristics of the professional field.
- (5) The evaluation areas are as follows:
 - a) teaching activity;

⁴⁶ Amended by Resolution No. FT-13/2025 (III.20) of the Maintenance Board, effective from 20 March 2025.

⁴⁷ Amended by Resolution No. FT-24/2022 (XII.14) of the Maintenance Board, effective from 14 March 2022.

⁴⁸ Amended by Resolution No. FT-13/2025 (III.20) of the Maintenance Board, effective from 20 March 2025.

⁴⁹ Amended by Resolution No. FT-13/2025 (III.20) of the Maintenance Board, effective from 20 March 2025.

- b) research activity;
 - c) activities in talent management;
 - d) public life activity in the university and academic sphere;
 - e) activities related to individual competence development and community building.
- (6) Performance evaluation is taken into account by the employer when making decisions in particular on appointments, promotions, awards and the initiation of managerial assignments.
 - (7) Criteria for scientific progress is determined by the Faculty Council, taking into account the specific characteristics of the faculty and the discipline.
 - (8) Following the performance evaluation of the current year, the University, the faculties and each employee set performance objectives for the coming year, the fulfilment of which will be reflected in the following year's performance measurement.
 - (9) Ratings and assessments are treated confidentially and may not violate the privacy rights of the rated person. A copy of the managerial rating is kept in the personal file of the rated person.
 - (10) The employee may have access to the information contained in the rating and performance evaluation in all cases. The employee may appeal in writing against the rating to his/her immediate superior.

Article 24⁵⁰

Rating and performance evaluation of non-teaching staff

- (1) In order to achieve student-centred learning and teaching, the University considers the quality of student support and services a priority, and therefore pays particular attention to the review and improvement of the preparation and competence of non-teaching staff.
- (2) ⁵¹The rating of the work and performance of non-teaching staff shall be carried out once a year according to Article 30 (1)-(2), (4) of the Employment Requirement System.
- (3) Organisational units are free to decide on the evaluators, the form of the evaluation and the necessary performance indicators in their own competence, but the work of the non-teaching staff shall be evaluated by their immediate superior at least once a year.
- (4) The evaluation shall cover
 - a) the professional standard of performance of the activities relating to the job;
 - b) the attitude to work, to task and problem solving;
 - c) the general attitude required for the performance of the duties;
 - d) the managerial ability, effectiveness and efficiency in the case of a managerial position.
- (5) Ratings and assessments are treated confidentially and may not violate the privacy rights of the rated person. A copy of the managerial rating is kept in the personal file of the rated person.
- (6) ⁵²The employee shall be given access to the information contained in the rating in all cases in accordance with Article 30 (6) of the Employment Requirement System. The employee may appeal in writing against the rating to his/her superior.

INFORMATION SYSTEM AND PUBLICITY

Article 25

Information system for quality assurance and quality control activities

- (1) The University collects and provides transparent, relevant information for the quality management of its teaching, research and other activities, and ensures the tools necessary for its analysis.

⁵⁰ Amended by Resolution No. FT-24/2022 (XII.14) of the Maintenance Board, effective from 14 March 2022.

⁵¹ Amended by Resolution No. FT-13/2025 (III.20) of the Maintenance Board, effective from 20 March 2025.

⁵² Amended by Resolution No. FT-13/2025 (III.20) of the Maintenance Board, effective from 20 March 2025.

- (2) Students, teaching and non-teaching staff are also involved in the provision and analysis of data and in the planning of subsequent improvement measures.
- (3) To ensure the quality of education and research, the University carries out comparative studies with other similar institutions, and involves external stakeholders in data collection and analysis.
- (4) The quality assurance information system operated by the University covers the following:
 - a) the University's key performance indicators;
 - b) profile of the student population, enrolment and graduation data;
 - c) student progression in the curriculum, success and drop-out rates;
 - d) students' satisfaction with their programmes;
 - e) students' satisfaction with the learning environment;
 - f) evaluation of learning resources and student support available to students;
 - g) results of talent management;
 - h) opinion on places for practice;
 - i) graduate satisfaction;
 - j) their employability in the labour market;
 - k) carrier paths of graduates;
 - l) evaluation of teaching performance;
 - m) quantitative and qualitative evaluation of research activities;
 - n) measuring the satisfaction of teaching and non-teaching staff;
 - o) programme evaluations;
 - p) ⁵³annual programme self-assessments;
 - q) annual reports.
- (5) ⁵⁴ ⁵⁵In addition to the key performance indicators, specific measurements may be needed periodically, to ensure quality and the achievement of quality objectives related to strategic goals, depending on the nature and needs of programmes and activities. These are decided by the organizational units concerned, but the results of the measurements shall be provided to the Faculty and University Quality Assurance Committee and the faculty and university management, as part of the programme evaluations and annual programme self-assessments.
- (6) The University shall process the information collected to improve quality in accordance with the provisions of its Privacy Policy, make it available to the stakeholders and provide legal remedies for any complaints.

Article 26

Publicity of quality assurance and quality control activities

- (1) 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 outcomes, the qualifications available and the teaching, learning and assessment procedures used, and the learning opportunities offered to students. The graduates' opinion on their studies and employment opportunities are available to the public as well as the evaluations of the orientation and carrier profiles of the current student community.
- (2) The University always endeavours to ensure that the information published are accurate, unbiased, objective and readily accessible.
- (3) 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.
- (4) Data made available to the public are published with the consent of the data subjects, and in all cases comply with data protection legislation. In the event of a complaint legal remedy is available.

⁵³ Amended by Resolution No. FT-13/2025 (III.20) of the Maintenance Board, effective from 20 March 2025.

⁵⁴ Amended by Resolution No. FT-24/2022 (XII.14) of the Maintenance Board, effective from 14 March 2022.

⁵⁵ Amended by Resolution No. FT-13/2025 (III.20) of the Maintenance Board, effective from 20 March 2025.

- (5) The University shall process personal data and information obtained in the course of implementing this regulation only in the manner specified in the Data Management and Privacy Policy and the Information Transfer Policy.

Article 27
Legal remedy

- (1) In the event of a violation of the rights specified in this regulation, any student of the University may submit a complaint to the head of the faculty for investigation.
- (2) In the event of a violation of the rights specified in this regulation, any lecturer, researcher, non-teaching employee of the University may submit a complaint to the Rector for investigation.
- (3) In the event of a proven violation of the provisions of this regulation concerning opinion surveys,
 - a) the opinion in question shall not be taken into account,
 - b) the result obtained shall be annulled,
 - c) in justified cases, a new survey may be carried out, if possible.

FINAL PROVISIONS

Article 29⁵⁶

Pursuant to Article III.3 of the Founding Charter of Károli Gáspár University of the Reformed Church in Hungary, the consolidated and amended regulation discussed by the Senate on 27 February 2025 and submitted to the Reformed Church in Hungary, the Maintainer, shall enter into force upon the approval of the Maintainer.

Budapest, 20 March 2025.

Prof. Dr. László Henrik Trócsányi
Rector

Clause

The amendment of the Quality Assurance Regulation shall enter into force by Resolution No. FT-13/2025 (III.20) of the Maintenance Board of the Maintainer, the Reformed Church in Hungary on 20 March 2025, in accordance with Article III.3 of the Founding Charter of Károli Gáspár University of the Reformed Church in Hungary.

⁵⁶ Amended by Resolution No. FT-24/2022 (XII.14) of the Maintenance Board, effective from 14 March 2022.

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- 1 List of key performance indicators (key performance markers)
- 2 General criteria for the annual quality improvement report
- 3 Student satisfaction questionnaire
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- 9 General criteria for the evaluation of scientific research
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- 11 Programme review template
- 12 Template for ESG-based self-assessment
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⁵⁷ Amended by Resolution No. FT-24/2022 (XII.14) of the Maintenance Board, effective from 14 March 2022.

⁵⁸ Amended by Resolution No. FT-13/2025 (III.20) of the Maintenance Board, effective from 20 March 2025.

Annex 1⁵⁹**List of key performance indicators (key performance markers)**

- Application and enrolment data of admission procedures
- Number of students from Reformed secondary schools
- Number of students with outstanding secondary school competition results⁶⁰
- Number of graduates in a given year
- Number of students employed in Reformed institutions: number of graduates from bachelor programmes in teacher training (Kindergarten Education and Primary School Teaching) employed in church educational institutions
- Students drop-out data: drop-out data in teacher training, bachelor and single-cycle programmes
- Number of newly established, launched programmes (in Hungary/across the borders)
- Number of newly launched foreign language programmes
- Review of programmes for quality improvement: number of programmes reviewed /number of quality improvement interventions
- Results of the student satisfaction survey
- Results of the survey on the satisfaction of academic staff
- Results of the surveys on the satisfaction of non-academic staff
- Data of student feedback on the performance of the teaching staff (Hungarian abbreviation: OMHV)
- Number of in-house training courses offered to lecturers, researchers, teachers and non-academic staff (number of participants)
- Number of national applications awarded/number of lecturers and researchers receiving application support
- Number of international applications awarded/number of lecturers and researchers receiving application support
- Number of in-house projects/number of lecturers/students involved
- Number of national research collaborations
- Number of international research collaborations
- Number of scientific publications recorded in the Hungarian Academy of Sciences (by categories)
- Number of international WoS/Scopus publications, number of articles published in Q1-4, D1, INT and impact factor journals/number of monographies and book chapters published abroad in a foreign language
- Number of scientific degrees and titles (by category)
- Number of students active in workshops of the Scientific Students' Associations/number of students participated and awarded in the national conference of the Scientific Students' Associations
- Number of students participating in talent management: colleges for advanced studies (colleges of excellence), talent management workshops

⁵⁹ Amended by Resolution No. FT-24/2022 (XII.14) of the Maintenance Board, effective from 14 March 2022.

⁶⁰ On the basis of Article 47 (1) of the Regulation on Student Fees and Benefits, III.2, Student Requirement System, KRE OOR, the following competitions are recommended to be considered:

- a) 1st-30th place in the Hungarian Secondary School Competitions or in the Competition of Professional Baccalaureate Preparatory Courses, in the Competition of Sectoral and Non-Sectoral Professional Baccalaureate Courses (if the subject of the competition is an entrance exam subject in the given study programme);
- b) 1st-3rd place as an individual competitor in the National Competition in Art Studies for vocational secondary school students in the field of art, organised and sponsored by the Ministry;
- c) Grand prize or first prize in the National Scientific Students' Association Conference of Secondary Schools (if the subject of the competition is an entrance exam subject in the given study programme);
- d) 1st-3rd place in the National Scientific and Innovation Competition for Youth.

- Number of members of the University's sports clubs
- Number of incoming international students
- Number of students going abroad (student mobility: partial study abroad, internship abroad, preparing thesis or dissertation abroad)
- Number of incoming guest lecturers from abroad: number of courses, lectures given by them
- Academic mobility for teaching: number of trips/number of courses, lectures given by them
- Number of participants in staff mobility: academic mobility for training/staff week participation
- Number of international (scientific) events organized at the University (number of participants)
- Number of cultural events organised by the University
- Rankings in national and Central European rankings (HVG, Figyelő)
- Publicity: number of publications (electronic, printed press, social media, etc.)
- Public activities in Third Mission (social service)

Annex 2

General criteria for the annual quality improvement report

- 1. Quality objectives for the improvement of the quality assurance system and their achievements** (processes, procedures, documents, etc.)
- 2. Launching, monitoring and evaluating of programmes**
 - a) Launch of new programmes (what new programmes have been launched at the Faculty)
 - b) Programme evaluations (periodic review of programmes)
 - c) Procedures for launching, monitoring and evaluating programmes
 - d) Quality improvement measures, interventions
- 3. Evaluation of students:**
 - a) profile of the student population, their enrolment and graduation data (application and admission data, freshman questionnaire);
 - b) data series showing changes in the number of students;
 - c) students' progress in the curriculum, success and drop-out rates;
 - d) thesis and final examination data;
 - e) student satisfaction with their programmes;
 - f) results of talent management;
 - g) opinions on places for professional practice;
 - h) results of the graduate tracking system, the graduates' employability on the labour market (if any: opinion of labour market actors).
- 4. Teaching staff:**
 - a) composition of the teaching staff, qualifications, type of employment, changes compared to the previous year;
 - b) evaluation of the performance of the teaching staff, results of the student feedback on the performance of the teaching staff;
 - c) quantitative and qualitative evaluation of the research activities of the teaching staff;
 - d) evaluation of the professional public activities of the teaching staff;
 - e) measuring the satisfaction of the teaching staff.
- 5. International relations:**
 - a) student trips, research trips;
 - b) institutional relations;
 - c) international research teams;
 - d) conferences, events.
- 6. Learning resources and student support:**
 - a) available learning resources and student support services;
 - b) student satisfaction with the learning environment;
 - c) student evaluation of the available learning resources and student counselling (evaluation of student satisfaction survey).
- 7. Information management, publicity, external and internal communication**

8. Research and research-development

- a) indicators and performance markers of scientific activities of the teaching staff;
- b) indicators and performance markers of research teams' activities;
- c) student workshops, student scientific results;
- d) design, approval and monitoring of research programmes.

9. Achievement of annual quality objectives set in the quality improvement programme (summary)

10. Proposals for action and improvement

Annex 3⁶¹

Student satisfaction survey on learning resources, student support and learning environment 20../20..

Dear Students,

Measuring student satisfaction is an important part of the quality improvement activities at the University. This questionnaire aims to monitor the implementation of learning resources, student support, flow of information and student-centred education. The questionnaire is completed anonymously, online, and evaluated electronically. In response to student feedback, we initiate quality improvement measures which are included in the faculty work plan and we ask for repeated feedback on their effectiveness. You are kindly requested to support our work by completing the questionnaire. Thank you! KRE Quality Assurance

Student data

Which faculty are you studying at?

Mark your answer with an X! Please mark only one answer.

- ☐ Faculty of Law
- ☐ Faculty of Humanities and Social Sciences
- ☐ Faculty of Economics, Health Sciences and Social Studies
- ☐ Faculty of Theology
- ☐ Faculty of Pedagogy

Study programme details

Which study programme are you studying?

Mark your answer with an X! Please mark only one answer.

- ☐ the study programmes offered by the faculty are displayed

Training location details

At which training location of the Károli Gáspár University of the Reformed Church in Hungary are you studying? Please mark it!

Mark your answer with an X! Please mark only one answer.

- ☐ Budapest
- ☐ Nagykőrös
- ☐ Kecskemét

Student administration

1. Please rate the student support and learning resources in the table below on a 6-grade scale!

Write one of the possible answers in the cells of the table. Write only one answer in each cell!

Note: If student support is not available at your faculty, please disregard it!

Possible answers: 5-very satisfied, 4-rather satisfied, 3-moderately satisfied, 2-rather dissatisfied, 1-not at all satisfied, 0-cannot judge

⁶¹ Amended by Resolution No. FT-13/2025 (III.20) of the Maintenance Board, effective from 20 March 2025.

	Office hours, availability	Staff expertise, competence	Staff helpfulness
1. Department administration (increasing the limit on the headcount of courses, group assignment, study deadlines, thesis submission)			
2. Registrar's Office (The Registrar's Office coordinates the organisational, administrative and management activities related to students' academic affairs at the faculty. Article 26 (1), KRE OOR)			
3. Dean's Office (The Dean's Office organises, directs and controls the administrative work of the faculty, performs the tasks of managing administrative and managerial activities, organises and manages the matters under the direct control of the Dean, assists the work of the Dean. Article 25 (1), KRE OOR)			
4. International mobility coordinator (e.g. Erasmus) (Tasks of the Erasmus coordinator of the institute/department: (...) (2) encouraging the mobility of lecturers and students of the institute/department, providing them with effective information, assisting in the preparation and reporting of outgoing lecturers, (...) (4) assisting and supervising the proper management of applications within the institute/department, (5) preparing and submitting the list of Erasmus courses offered by the department to the Faculty Erasmus coordinator by the deadline each semester. Part IV.3, KRE Erasmus Regulation)			
5. Carrier Office (The aim of the Carrier Office is to enhance the value of the diploma provided by the University by creating a link between highly qualified students and representatives of the business and institutional sphere, and by supporting the tools of conscious carrier planning, in order to establish a job culture in which students can find the most appropriate jobs for their field of expertise and interest. Article 27 (2), KRE OOR)			
6. Sports Office (The general task of the Sports Office is to organise, coordinate and ensure the professional quality of the University's sports life and sports activities. Article 39 (2), KRE OOR)			
7. Online student counselling (mental health)			
8. Caretaker's office, reception			

2. Please rate the organisational unit performing public activity in the table below on a 6-grade scale!

Write one of the possible answers in the cells of the table. Write only one answer in each cell!

Possible answers: 5-very satisfied, 4-rather satisfied, 3-moderately satisfied, 2-rather dissatisfied, 1-not at all satisfied, 0-cannot judge

	Office hours, availability	Staff expertise, competence	Helpfulness	Organised programmes
Students' Union and Doctoral Student Association				

3. Please rate the organisational unit in the table below on a 6-grade scale!

Write one of the possible answers in the cells of the table. Write only one answer in each cell!

Possible answers: 5-very satisfied, 4-rather satisfied, 3-moderately satisfied, 2-rather dissatisfied, 1-not at all satisfied, 0-cannot judge

	Faculty Library
Available books, documents	
Availability of online databases	
Staff expertise, competence	
Staff helpfulness	
Office hours	
Reading room facilities	

Centre for Foreign Languages and Examination

Have you registered for an optional elective subject offered by the Centre for Foreign Languages and Examination?

Please mark your answer with an X. Please mark only one answer.

☐ Yes

☐ No

Complete the question "Please rate the organisational unit in the table below on a 6-grade scale!" only if the following condition is met:

For the question "Have you registered for an optional elective subject offered by the Centre for Foreign Languages and Examination?" you marked "Yes".

Please rate the organisational unit in the table below on a 6-grade scale!

Write one of the possible answers in the cells of the table. Write only one answer in each cell!

Possible answers: 5-very satisfied, 4-rather satisfied, 3-moderately satisfied, 2-rather dissatisfied, 1-not at all satisfied, 0-cannot judge

	Time and weekly distribution of classes	Teachers' preparation	Effectiveness of teaching
Centre for Foreign Languages and Examination			

Please rate on a 6-grade scale how satisfied you are with the following!

Write one of the possible answers in the cells of the table. Write only one answer in each cell!

Possible answers: 5-very satisfied, 4-rather satisfied, 3-moderately satisfied, 2-rather dissatisfied, 1-not at all satisfied, 0-cannot judge

	Accessibility	Practical applicability	Validity
Student Rules and Regulations			

Please rate on a 6-grade scale how satisfied you are with the following!

Write one of the possible answers in the cells of the table. Write only one answer in each cell!

Possible answers: 5-very satisfied, 4-rather satisfied, 3-moderately satisfied, 2-rather dissatisfied, 1-not at all satisfied, 0-cannot judge

	Evaluation
Sports facilities	
Community	

Please complete the question „How do you evaluate the usefulness of devotions, exhortations and prayer sessions organised by the Faculty for your own spiritual development?” only if the following condition is met:

For the question „**Error! Reference source not found.**” you marked the following answer:
(Faculty of Theology)

How do you evaluate the usefulness of devotions, exhortations and prayer sessions organised by the Faculty for your own spiritual development?

Please enter text up to 200 characters in length!

.....
.....

UNIVERSITY BUILDINGS

Which university building do you study in?

(Mark only the buildings where you attend classes!)

Please mark your answer with an X! You can mark more than one answer.

- ☐ Viola u. 2-4., Budapest 1042
- ☐ Viola u. 3-5., Budapest 1042
- ☐ Reviczky utca 4., (R4), Budapest 1088
- ☐ Reviczky utca 6., (R6), Budapest 1088
- ☐ Múzeum u. 5., Budapest 1088
- ☐ Baross u. 40., Budapest 1085
- ☐ Bécsi út 324., Budapest 1037
- ☐ Dózsa György út 25-27., (D25), Budapest 1146
- ☐ Csopaki u. 6., Budapest 1022
- ☐ Reitter Ferenc u. 132., Budapest 1131
- ☐ Ráday u. 28., Budapest 1092
- ☐ Árpád út 161., Budapest 1042
- ☐ Hősök tere 5., Nagykőrös 2750
- ☐ Kaszap utca 6-14., Kecskemét 6000

In the table below, please rate the University's Viola u. 2-4., Budapest 1042 building on a 6-grade scale! Please complete the question only if the following condition is met:

For the question „Which university building do you study in?” you marked the following answer: „Viola u. 2-4., Budapest 1042”.

Viola u. 2-4., Budapest 1042

Please rate the University's Viola u. 2-4., Budapest 1042 building in the table below on a 6-grade scale!

Write one of the possible answers in the cells of the table. Write only one answer in each cell!

Possible answers: 5-very satisfied, 4-rather satisfied, 3-moderately satisfied, 2-rather dissatisfied, 1-not at all satisfied, 0-cannot judge

	Evaluation
Room size for lectures	
Room size for seminars/practices	
Equipment in community spaces	
Size of community spaces	
Cleanliness of buildings	
Infrastructure, technical and IT equipment of the building (WIFI, Internet, computer room)	
Equipment of the lecture rooms and seminar rooms	
Equipment of service facilities (e.g. toilets, canteen, courtyard)	
Accessibility of the building	
Access to the building	

In the table below, please rate the University's Viola u. 3-5. building on a 6-grade scale! Please complete the question only if the following condition is met:

For the question „Which university building do you study in?” you marked the following answer: „Viola u. 3-5., Budapest 1042”.

Viola u. 3-5., Budapest 1042

Please rate the University's Viola u. 3-5., Budapest 1042 building in the table below on a 6-grade scale!

Write one of the possible answers in the cells of the table. Write only one answer in each cell!

Possible answers: 5-very satisfied, 4-rather satisfied, 3-moderately satisfied, 2-rather dissatisfied, 1-not at all satisfied, 0-cannot judge

	Evaluation
Room size for lectures	
Room size for seminars/practices	
Equipment in community spaces	
Size of community spaces	
Cleanliness of buildings	
Infrastructure, technical and IT equipment of the building (WIFI, Internet, computer room)	

Equipment of the lecture rooms and seminar rooms	
Equipment of service facilities (e.g. toilets, canteen, courtyard)	
Accessibility of the building	
Access to the building	

In the table below, please rate the University's Reviczky utca 4. (R4), Budapest 1088 building on a 6-grade scale! Please complete the question only if the following condition is met:

For the question „Which university building do you study in?” you marked the following answer: „Reviczky utca 4. (R4), Budapest 1088”.

Reviczky utca 4. (R4), Budapest 1088

Please rate the University's Reviczky utca 4. (R4), Budapest 1088 building in the table below on a 6-grade scale!

Write one of the possible answers in the cells of the table. Write only one answer in each cell!

Possible answers: 5-very satisfied, 4-rather satisfied, 3-moderately satisfied, 2-rather dissatisfied, 1-not at all satisfied, 0-cannot judge

	Evaluation
Room size for lectures	
Room size for seminars/practices	
Equipment in community spaces	
Size of community spaces	
Cleanliness of buildings	
Infrastructure, technical and IT equipment of the building (WIFI, Internet, computer room)	
Equipment of the lecture rooms and seminar rooms	
Equipment of service facilities (e.g. toilets, canteen, courtyard)	
Accessibility of the building	
Access to the building	

In the table below, please rate the University's Reviczky utca 6. (R6), Budapest 1088 building on a 6-grade scale! Please complete the question only if the following condition is met:

For the question „Which university building do you study in?” you marked the following answer: „Reviczky utca 6. (R6), Budapest 1088”.

Reviczky utca 6. (R6), Budapest 1088

Please rate the University's Reviczky utca 6. (R6), Budapest 1088 building in the table below on a 6-grade scale!

Write one of the possible answers in the cells of the table. Write only one answer in each cell!

Possible answers: 5-very satisfied, 4-rather satisfied, 3-moderately satisfied, 2-rather dissatisfied, 1-not at all satisfied, 0-cannot judge

	Evaluation
Room size for lectures	
Room size for seminars/practices	
Equipment in community spaces	
Size of community spaces	
Cleanliness of buildings	
Infrastructure, technical and IT equipment of the building (WIFI, Internet, computer room)	
Equipment of the lecture rooms and seminar rooms	
Equipment of service facilities (e.g. toilets, canteen, courtyard)	
Accessibility of the building	
Access to the building	

In the table below, please rate the University's Múzeum u. 5., Budapest 1088 building on a 6-grade scale! Please complete the question only if the following condition is met:

For the question „Which university building do you study in?” you marked the following answer: „Múzeum u. 5., Budapest 1088”.

Múzeum u. 5., Budapest 1088

Please rate the University's Múzeum u. 5., Budapest 1088 building in the table below on a 6-grade scale!

Write one of the possible answers in the cells of the table. Write only one answer in each cell!

Possible answers: 5-very satisfied, 4-rather satisfied, 3-moderately satisfied, 2-rather dissatisfied, 1-not at all satisfied, 0-cannot judge

	Evaluation
Room size for lectures	
Room size for seminars/practices	
Equipment in community spaces	
Size of community spaces	
Cleanliness of buildings	
Infrastructure, technical and IT equipment of the building (WIFI, Internet, computer room)	
Equipment of the lecture rooms and seminar rooms	
Equipment of service facilities (e.g. toilets, canteen, courtyard)	
Accessibility of the building	
Access to the building	

In the table below, please rate the University's **Baross u. 40., Budapest 1085 building on a 6-grade scale! Please complete the question only if the following condition is met:**

For the question „Which university building do you study in?” you marked the following answer: „**Baross u. 40., Budapest 1085.**”

Baross u. 40., Budapest 1085

Please rate the University's **Baross u. 40., Budapest 1085 building in the table below on a 6-grade scale!**

Write one of the possible answers in the cells of the table. Write only one answer in each cell!

Possible answers: 5-very satisfied, 4-rather satisfied, 3-moderately satisfied, 2-rather dissatisfied, 1-not at all satisfied, 0-cannot judge

	Evaluation
Room size for lectures	
Room size for seminars/practices	
Equipment in community spaces	
Size of community spaces	
Cleanliness of buildings	
Infrastructure, technical and IT equipment of the building (WIFI, Internet, computer room)	
Equipment of the lecture rooms and seminar rooms	
Equipment of service facilities (e.g. toilets, canteen, courtyard)	
Accessibility of the building	
Access to the building	

In the table below, please rate the University's **Bécsi út 324. 5. ép. Budapest 1037 building on a 6-grade scale! Please complete the question only if the following condition is met:**

For the question „Which university building do you study in?” you marked the following answer: „**Bécsi út 324. 5. ép. Budapest 1037.**”

Bécsi út 324. 5. ép. Budapest 1037

Please rate the University's **Bécsi út 324. 5. ép. Budapest 1037 building in the table below on a 6-grade scale!**

Write one of the possible answers in the cells of the table. Write only one answer in each cell!

Possible answers: 5-very satisfied, 4-rather satisfied, 3-moderately satisfied, 2-rather dissatisfied, 1-not at all satisfied, 0-cannot judge

	Evaluation
Room size for lectures	
Room size for seminars/practices	
Equipment in community spaces	
Size of community spaces	
Cleanliness of buildings	
Infrastructure, technical and IT equipment of the building (WIFI, Internet, computer room)	

Equipment of the lecture rooms and seminar rooms	
Equipment of service facilities (e.g. toilets, canteen, courtyard)	
Accessibility of the building	
Access to the building	

In the table below, please rate the University's [Dózsa György út 25-27. \(D25\), Budapest 1146](#) building on a 6-grade scale! Please complete the question only if the following condition is met:
For the question „Which university building do you study in?” you marked the following answer: „[Dózsa György út 25-27. \(D25\), Budapest 1146](#)”.

[Dózsa György út 25-27. \(D25\), Budapest 1146](#)

Please rate the University's [Dózsa György út 25-27. \(D25\), Budapest 1146](#) building in the table below on a 6-grade scale!

Write one of the possible answers in the cells of the table. Write only one answer in each cell!

Possible answers: 5-very satisfied, 4-rather satisfied, 3-moderately satisfied, 2-rather dissatisfied, 1-not at all satisfied, 0-cannot judge

	Evaluation
Room size for lectures	
Room size for seminars/practices	
Equipment in community spaces	
Size of community spaces	
Cleanliness of buildings	
Infrastructure, technical and IT equipment of the building (WIFI, Internet, computer room)	
Equipment of the lecture rooms and seminar rooms	
Equipment of service facilities (e.g. toilets, canteen, courtyard)	
Accessibility of the building	
Access to the building	

In the table below, please rate the University's [Csopaki u. 6., Budapest 1022](#) building on a 6-grade scale! Please complete the question only if the following condition is met:
For the question „Which university building do you study in?” you marked the following answer: “[Csopaki u. 6., Budapest 1022.](#)”

[Csopaki u. 6., Budapest 1022](#)

Please rate the University's [Csopaki u. 6., Budapest 1022](#) building in the table below on a 6-grade scale!

Write one of the possible answers in the cells of the table. Write only one answer in each cell!

Possible answers: 5-very satisfied, 4-rather satisfied, 3-moderately satisfied, 2-rather dissatisfied, 1-not at all satisfied, 0-cannot judge

	Evaluation
Room size for lectures	
Room size for seminars/practices	
Equipment in community spaces	
Size of community spaces	
Cleanliness of buildings	
Infrastructure, technical and IT equipment of the building (WIFI, Internet, computer room)	
Equipment of the lecture rooms and seminar rooms	
Equipment of service facilities (e.g. toilets, canteen, courtyard)	
Accessibility of the building	
Access to the building	

In the table below, please rate the University's [Reitter Ferenc u. 132., Budapest 1131](#) building on a 6-grade scale! Please complete the question only if the following condition is met:

For the question „Which university building do you study in?” you marked the following answer: “[Reitter Ferenc u. 132., Budapest 1131](#)”.

[Reitter Ferenc u. 132., Budapest 1131](#)

Please rate the University's [Reitter Ferenc u. 132., Budapest 1131](#) building in the table below on a 6-grade scale!

Write one of the possible answers in the cells of the table. Write only one answer in each cell!

Possible answers: 5-very satisfied, 4-rather satisfied, 3-moderately satisfied, 2-rather dissatisfied, 1-not at all satisfied, 0-cannot judge

	Evaluation
Room size for lectures	
Room size for seminars/practices	
Equipment in community spaces	
Size of community spaces	
Cleanliness of buildings	
Infrastructure, technical and IT equipment of the building (WIFI, Internet, computer room)	
Equipment of the lecture rooms and seminar rooms	
Equipment of service facilities (e.g. toilets, canteen, courtyard)	
Accessibility of the building	
Access to the building	

In the table below, please rate the University's **Ráday u. 28., Budapest 1092 building on a 6-grade scale! Please complete the question only if the following condition is met:**

For the question „Which university building do you study in?” you marked the following answer: **“Ráday u. 28., Budapest 1092”**.

Ráday u. 28., Budapest 1092

Please rate the University's **Ráday u. 28., Budapest 1092 building in the table below on a 6-grade scale!**

Write one of the possible answers in the cells of the table. Write only one answer in each cell!

Possible answers: 5-very satisfied, 4-rather satisfied, 3-moderately satisfied, 2-rather dissatisfied, 1-not at all satisfied, 0-cannot judge

	Evaluation
Room size for lectures	
Room size for seminars/practices	
Equipment in community spaces	
Size of community spaces	
Cleanliness of buildings	
Infrastructure, technical and IT equipment of the building (WIFI, Internet, computer room)	
Equipment of the lecture rooms and seminar rooms	
Equipment of service facilities (e.g. toilets, canteen, courtyard)	
Accessibility of the building	
Access to the building	

In the table below, please rate the University's **Árpád út 161., Budapest 1042 building on a 6-grade scale! Please complete the question only if the following condition is met:**

For the question „Which university building do you study in?” you marked the following answer: **“Árpád út 161., Budapest 1042”**.

Árpád út 161., Budapest 1042

Please rate the University's **Árpád út 161., Budapest 1042 building in the table below on a 6-grade scale!**

Write one of the possible answers in the cells of the table. Write only one answer in each cell!

Possible answers: 5-very satisfied, 4-rather satisfied, 3-moderately satisfied, 2-rather dissatisfied, 1-not at all satisfied, 0-cannot judge

	Evaluation
Room size for lectures	
Room size for seminars/practices	
Equipment in community spaces	
Size of community spaces	
Cleanliness of buildings	

Infrastructure, technical and IT equipment of the building (WIFI, Internet, computer room)	
Equipment of the lecture rooms and seminar rooms	
Equipment of service facilities (e.g. toilets, canteen, courtyard)	
Accessibility of the building	
Access to the building	

In the table below, please rate the University's **Hősök tere 5, Nagykörös 2750 building on a 6-grade scale! Please complete the question only if the following condition is met:**

For the question „Which university building do you study in?” you marked the following answer: **“Hősök tere 5, Nagykörös 2750”**.

Hősök tere 5, Nagykörös 2750

Please rate the University's **Hősök tere 5, Nagykörös 2750 building in the table below on a 6-grade scale!**

Write one of the possible answers in the cells of the table. Write only one answer in each cell!

Possible answers: 5-very satisfied, 4-rather satisfied, 3-moderately satisfied, 2-rather dissatisfied, 1-not at all satisfied, 0-cannot judge

	Evaluation
Room size for lectures	
Room size for seminars/practices	
Equipment in community spaces	
Size of community spaces	
Cleanliness of buildings	
Infrastructure, technical and IT equipment of the building (WIFI, Internet, computer room)	
Equipment of the lecture rooms and seminar rooms	
Equipment of service facilities (e.g. toilets, canteen, courtyard)	
Accessibility of the building	
Access to the building	

In the table below, please rate the University's **Kaszap utca 6-14., Kecskemét 6000 building on a 6-grade scale! Please complete the question only if the following condition is met:**

For the question „Which university building do you study in?” you marked the following answer: **“Kaszap utca 6-14., Kecskemét 6000”**.

Kaszap utca 6-14., Kecskemét 6000

Please rate the University's **Kaszap utca 6-14., Kecskemét 6000 building in the table below on a 6-grade scale!**

Write one of the possible answers in the cells of the table. Write only one answer in each cell!

Possible answers: 5-very satisfied, 4-rather satisfied, 3-moderately satisfied, 2-rather dissatisfied, 1-not at all satisfied, 0-cannot judge

	Evaluation
Room size for lectures	
Room size for seminars/practices	
Equipment in community spaces	
Size of community spaces	
Cleanliness of buildings	
Infrastructure, technical and IT equipment of the building (WIFI, Internet, computer room)	
Equipment of the lecture rooms and seminar rooms	
Equipment of service facilities (e.g. toilets, canteen, courtyard)	
Accessibility of the building	
Access to the building	

SCHOLARSHIP OPPORTUNITIES

In the table below, rate the University's scholarship and benefit opportunities on a 6-grade scale!

Write one of the possible answers in the cells of the table. Write only one answer in each cell.

Possible answers: 5-very satisfied, 4-rather satisfied, 3-moderately satisfied, 2-rather dissatisfied, 1-not at all satisfied, 0-cannot judge

	Evaluation
Scholarship opportunities in Hungary	
Scholarship opportunities abroad	
The system of institutional allowances	
The amount of the study scholarship, with a minimum amount set by law (currently HUF 8.330)	
The statutory amount of regular grants based on social needs at an unchanged normative funding for students (see Article 16 of Government Decree No. 51/2007. (III.26.))	

Are there any activities that the University does not honour but that you think should be supported?

(maximum 200-300 characters)

Enter text up to 300 characters long!

.....

INTERNAL INFORMATION FLOW (STUDENT ADMINISTRATION)

In the table below, please rate the internal information flow and information interfaces in your University on a 6-grade scale!

Write one of the possible answers in the cells of the table. Write only one answer in each cell.

Possible answers: 5-very satisfied, 4-rather satisfied, 3-moderately satisfied, 2-rather dissatisfied, 1-not at all satisfied, 0-cannot judge

	Evaluation
Usefulness of Neptun messages for your studies	
Electronic Request Management System	
Electronic timetable	
Unipoll questionnaires	
Information on the website	
Website transparency, usability	
Student newsletters	
Information on PDF leaflets	

INTERNAL INFORMATION FLOW (ADMINISTRATION)

What other information would you like to see on the University's website to improve the quality of information flow?

(maximum 200-300 characters)

Please enter text up to 300 characters long!

.....

EDUCATION

In the table below, please rate the University's education opportunities on a 6-grade rate!

Please write one of the possible answers in the cells of the table. Write only one answer in each cell.

Possible answers: 5-very satisfied, 4-rather satisfied, 3-moderately satisfied, 2-rather dissatisfied, 1-not at all satisfied, 0-cannot judge

	Evaluation
Education organisation	
Sample curriculum (distribution of exams per semester, ratio of theoretical and practical classes)	
Training programme (how well it prepares you for the qualification to be obtained)	
Evaluation and assessment methods and systems	
Teaching methodology (project work, fieldwork, presentation)	
Course announcements	
Distance learning platforms	
Carrier opportunities	
Talent management	
College of excellence workshops	

EDUCATION

What kind of work schedule are you studying? Please indicate!

Mark your answer with an X! Please mark only one answer.

- ☐ full-time
☐ part-time (correspondence)

RESIDENCE HALL (DORMITORY)

Please indicate if you live in a residence hall!

Mark your answer with an X! Please mark only one answer.

- ☐ YES
☐ NO

Please complete the question “Which residence hall do you live in?” only if the following condition is met:

For the question “Please indicate if you live in a residence hall!” you marked the following answer: “Yes”.

RESIDENCE HALL

Which residence hall do you live in?

Mark your answer with an X! Please mark only one answer.

- ☐ Benda Kálmán College of Excellence in Humanities and Social Sciences
☐ Bethlen Gábor Residence Hall
☐ Bocskai István College of Excellence in Legal and Social Sciences
☐ Óbudai Student Hostel (rented accommodation)
☐ Nagykőrös Residence Hall
☐ Korall Residence Hall (Kecskemét) (rented accommodation)
☐ Ráday Residence Hall (rented accommodation)

In the table below, please rate the residence hall where you live on a 6-grade scale! Please answer the question only if the following condition is met:

For the question „Please indicate if you live in a residence hall!” you marked „YES”.

RESIDENCE HALL

In the table below, please rate the residence hall where you live on a 6-grade scale!

Please write one of the possible answers in the cells. Write only one answer in each cell.

Possible answers: 5-very satisfied, 4-rather satisfied, 3-moderately satisfied, 2-rather dissatisfied, 1-not at all satisfied, 0-cannot judge

	Evaluation
technological facilities of the residence hall (WIFI, internet, computer room)	
maintenance of the residence hall (painting, mould removal, renovation of common areas)	

heating of the residence hall according to the contracted value limit	
hot water supply in the residence hall	
dormitory room facilities (fridge, freezer)	
condition of the furniture in the dormitory rooms	
equipment in the common areas	
cleanliness of common areas	
other dormitory facilities (laundry, dining, printing facilities)	
self-development opportunities related to studies (study room, music room, art activities, sports)	
security of private property	
helpfulness of the staff	

Please complete the question „What else could you improve in the residence hall?” if the following condition is met:

For the question „Do you live in a residence hall?” you marked „YES”.

RESIDENCE HALL

What else could you improve in the residence hall?

(maximum 200-300 characters)

Enter text up to 300 characters long!

.....

OTHER

Other comments about your studies, services, questionnaire.

(maximum 500 characters)

Enter text up to 500 characters long!

.....

Thank you for taking the time to fill in the questionnaire!

Annex 4: –

Annex 5: Survey on satisfaction of teaching and research staff

Satisfaction survey for the academic year 20../20.. – for teaching staff

Dear Colleagues,

Measuring satisfaction of the teaching/research staff is an important part of the University's quality assurance activities. In the following anonym questionnaire, we would like to know what KRE staff think about their workplace, their job and their experiences of their work. The feedback from teaching/research staff is important for the University's Quality Assurance, as it allows us to initiate quality improvement measures. We will ask you for feedback on the effectiveness of these interventions. You are kindly requested to support the Management's work by completing the questionnaire.

Thank you!

Quality Assurance Committee of Károli Gáspár University of the Reformed Church in Hungary

The following questionnaire includes 33 questions in 5 thematic groups. It takes approximately 15 minutes to complete.

How long have you been employed by the University?

- ☐ less than 1 year
- ☐ 1-3 years
- ☐ 4-6 years
- ☐ 7-10 years
- ☐ more than 10 years
- ☐ I don't wish to answer to this question

A. Strategy, quality objectives (3 questions)

1. How clearly does the University announce its future directions to its employees?

Mark your answer with an X! Please mark only one answer.

- ☐ completely clearly
- ☐ mostly clearly
- ☐ less clearly
- ☐ not at all clearly
- ☐ I do not wish to answer to this question
- ☐ I cannot answer this question

Other comments, if any:

2. To what extent can you identify with the strategic objectives announced by the University?

Mark your answer with an X! Please mark only one answer.

- ☐ completely
- ☐ mostly
- ☐ less
- ☐ not at all
- ☐ I do not wish to answer to this question

☐ I cannot answer this question

Other comments, if any:

3. To what extent can you identify with the quality objectives announced by the University for your own organizational unit?

Mark your answer with an X! Please mark only one answer.

☐ completely

☐ mostly

☐ less

☐ not at all

☐ I do not wish to answer to this question

☐ I cannot answer this question

Other comments, if any:

B. Organizational culture, image, information flow (7 questions)

1. How satisfied are you with the organizational culture of the University?

Mark your answer with an X! Please mark only one answer.

☐ completely

☐ mostly

☐ less

☐ not at all

☐ I do not wish to answer to this question

☐ I cannot answer this question

Other comments, if any:

2. How satisfied are you with the organizational culture of the Faculty?

Mark your answer with an X! Please mark only one answer.

☐ completely

☐ mostly

☐ less

☐ not at all

☐ I do not wish to answer to this question

☐ I cannot answer this question

Other comments, if any:

3. How satisfied are you with the organizational culture and working atmosphere in your immediate work environment?

Mark your answer with an X! Please mark only one answer.

☐ completely

☐ mostly

☐ less

☐ not at all

☐ I do not wish to answer to this question

☐ I cannot answer this question

Other comments, if any:

~~**4. How satisfied are you with the University's external communication (e.g. website, advertisements, news, articles, posters, social media etc.)?**~~

~~Mark your answer with an X! Please mark only one answer.~~

~~☐ completely~~

~~☐ mostly~~

~~☐ less~~

~~☐ not at all~~

~~☐ I do not wish to answer to this question~~

~~☐ I cannot answer this question~~

~~Other comments, if any:~~

~~Supplementary question: Do you follow social media? Mark one answer.~~

~~☐ I follow it on a daily basis~~

~~☐ mostly~~

~~☐ not really~~

~~☐ not at all~~

~~☐ I do not wish to answer to this question~~

~~☐ I cannot answer this question~~

5. How satisfied are you with the flow of information within the University?

Mark your answer with an X! Please mark only one answer.

☐ completely

☐ mostly

☐ less

☐ not at all

☐ I do not wish to answer to this question

☐ I cannot answer this question

Other comments, if any:

6. How satisfied are you with the cooperation and communication between your faculty and the central organizational units?

Mark your answer with an X! Please mark only one answer.

☐ completely

☐ mostly

☐ less

☐ not at all

☐ I do not wish to answer to this question

☐ I cannot answer this question

Other comments, if any:

7. How satisfied are you with the cooperation and communication between the faculties?

Mark your answer with an X! Please mark only one answer.

☐ completely

☐ mostly

☐ less

☐ not at all

☐ I do not wish to answer to this question

☐ I cannot answer this question

Other comments, if any:

C. Professional progress, performance evaluation (9 questions)

1. How does the institution support and help your individual professional development?

Mark your answer with an X! Please mark only one question.

- ☐ completely
- ☐ mostly
- ☐ less
- ☐ not at all
- ☐ I do not wish to answer to this question
- ☐ I cannot answer this question

Other comments, if any:

2. How does the institution support your academic progress?

Mark your answer with an X! Please mark only one answer.

- ☐ completely supports
- ☐ mostly supports
- ☐ less supports
- ☐ not at all supports
- ☐ I do not wish to answer to this question
- ☐ I cannot answer this question

Other comments, if any:

3. How does the University support your research activity?

Mark your answer with an X! Please mark only one answer.

- ☐ completely
- ☐ mostly
- ☐ less
- ☐ not at all
- ☐ I do not wish to answer to this question
- ☐ I cannot answer this question

Other comments, if any:

4. Please indicate your satisfaction with the following on a 1-5 scale, with 1 being the least satisfied and 5 being the most satisfied.

	1	2	3	4	5	I do not want to answer	I cannot answer
internal applications							
external applications							
conference participation							
conference organization							
book procurement							
database subscription							
purchase of equipment							
software acquisition							

Other comments, if any:

5. Do you find the amount of administrative work you do in addition to your teaching and research activities to be proportionate?

Mark your answer with an X! Please mark only one answer.

- ☐ completely
- ☐ mostly
- ☐ less
- ☐ not at all
- ☐ I do not wish to answer to this question
- ☐ I cannot answer this question

Other comments, if any:

6. Do you perceive differentiated performance evaluation?

Mark your answer with an X! Please mark only one answer.

- ☐ completely
- ☐ mostly
- ☐ not really
- ☐ not at all
- ☐ I do not wish to answer to this question
- ☐ I cannot answer this question

Other comments, if any:

7. Are you satisfied with the differentiated performance evaluation criteria?

Mark your answer with an X! Please mark only one answer.

- ☐ completely
- ☐ mostly
- ☐ not really
- ☐ not at all
- ☐ I do not wish to answer to this question
- ☐ I cannot answer this question

Other comments, if any:

8. Are you satisfied with the transparency of the differentiated performance evaluation process?

Mark your answer with an X! Please mark only one answer.

- ☐ completely
- ☐ mostly
- ☐ not really
- ☐ not at all
- ☐ I do not wish to answer to this question
- ☐ I cannot answer this question

Other comments, if any:

9. How proportionate do you think your salary is to the work you do?

Mark your answer with an X! Please mark only one answer.

- ☐ completely
- ☐ mostly
- ☐ partly
- ☐ not at all

☐ I do not wish to answer to this question

☐ I cannot answer this question

Other comments, if any:

D. Infrastructure, equipment (2 groups of questions)

1. How good are the infrastructural conditions for your teaching work? Please indicate your satisfaction with the following on a 1-5 scale, with 1 being the least satisfied and 5 being the most satisfied.

	1	2	3	4	5	I do not want to answer	I cannot answer
classrooms							
computer in the staff room							
computer in the classroom							
smart board							
WIFI							
speakers							
computer for students							
software							
databases							
e-learning systems							

Other comments, if any:

2. How good are the infrastructural conditions for your research? Please indicate your satisfaction with the following on a 1-5 scale, with 1 being the least satisfied and 5 being the most satisfied.

	1	2	3	4	5	I do not want to answer	I cannot answer
computer in the staff room							
WIFI							
software							
databases							
other library services							

Other comments, if any:

E. Trends, processes (6 questions)

1. In which areas have you seen a noticeable positive change in the University's operation over the past year? Mark the three most important of the following.

Please mark your answer with an X. Please mark up to three answers.

- ☐ human resources, professional competence
- ☐ information flow
- ☐ two-way communication
- ☐ motivation of colleagues
- ☐ support for professional development
- ☐ in-house trainings
- ☐ financial recognition

- ☐ infrastructure needed to work
- ☐ working environment, workplace safety
- ☐ workplace atmosphere
- ☐ professional advice, support
- ☐ I do not wish to answer to this question
- ☐ I cannot answer this question
- ☐ Other, namely:

Other comments, if any:

2. In which areas have you seen a noticeable positive change in the operation of your own organisational unit? Please mark the three most important of the following!

Please mark your answer with an X. Please mark up to three answers.

- ☐ human resources, professional competence
- ☐ information flow
- ☐ two-way communication
- ☐ motivation of colleagues
- ☐ support for professional development
- ☐ in-house trainings
- ☐ financial recognition
- ☐ infrastructure needed to work
- ☐ working environment, workplace safety
- ☐ workplace atmosphere
- ☐ professional advice, support
- ☐ I do not wish to answer to this question
- ☐ I cannot answer this question
- ☐ Other, namely:

Other comments, if any:

3. Which areas of the University's operation would you definitely change in in the near future? Mark your answer with an X. Please mark the three most important of the following.

Please mark your answer with an X. Please mark up to three answers.

- ☐ human resources, professional competence
- ☐ information flow
- ☐ two-way communication
- ☐ motivation of colleagues
- ☐ support for professional development
- ☐ in-house trainings
- ☐ financial recognition
- ☐ infrastructure needed to work
- ☐ working environment, workplace safety
- ☐ workplace atmosphere
- ☐ professional advice, support
- ☐ I do not wish to answer to this question
- ☐ I cannot answer this question
- ☐ Other, namely:

Other comments, if any:

4. Which areas of the operation of your own organisational unit do you consider most in need of improvement/development? Please mark the three most important of the following.

Please mark your answer with an X. Please mark up to three answers.

- ☐ human resources, professional competence
- ☐ information flow
- ☐ two-way communication
- ☐ motivation of colleagues
- ☐ support for professional development
- ☐ in-house trainings
- ☐ financial recognition
- ☐ infrastructure needed to work
- ☐ working environment, workplace safety
- ☐ workplace atmosphere
- ☐ professional advice, support
- ☐ I do not wish to answer to this question
- ☐ I cannot answer this question
- ☐ Other, namely:

Other comments, if any:

5. To what extent can you feel the University's reformed spirit?

Mark your answer with an X! Please mark only one answer.

- ☐ completely
- ☐ mostly
- ☐ less
- ☐ not at all
- ☐ I do not wish to answer to this question
- ☐ I cannot answer this question

Other comments, if any:

6. Overall, how satisfied are you with your workplace?

Mark your answer with an X! Please mark only one answer.

- ☐ completely
- ☐ mostly
- ☐ less
- ☐ not at all
- ☐ I do not wish to answer to this question
- ☐ I cannot answer this question

Other comments, if any:

Should you have any additional comments or suggestions for solutions to the questions/answers, please write them briefly (max. 350 characters).

.....
.....

Thank you for taking the time to fill in the questionnaire!

Quality Assurance Committee of Károli Gáspár University of the Reformed Church in Hungary

If you have any questions or valuable comments about the questionnaire, or if you have any experience for improvement, please contact the Quality Assurance Manager/person responsible for quality assurance in your organisational unit.

Annex 6: Survey on satisfaction of non-teaching staff**Satisfaction survey for the academic year 20../20.. – for non-teaching staff**

Dear Colleagues,

Measuring satisfaction of the non-teaching/non-research staff is an important part of the University's quality assurance activities. In the following anonym questionnaire, we would like to know what KRE staff think about their workplace, their job and their experiences of their work. Employee feedback is important for the University's Quality Assurance, as it allows us to initiate quality improvement measures. We will ask you for feedback on the effectiveness of these interventions. You are kindly requested to support the Management's work by completing the questionnaire.

Thank you!

Quality Assurance Committee of Károli Gáspár University of the Reformed Church in Hungary

The following questionnaire includes 35 questions in 5 thematic groups. It takes approximately 15 minutes to complete.

How long have you been employed by the University?

- ☐ less than 1 year
- ☐ 1-3 years
- ☐ 4-6 years
- ☐ 7-10 years
- ☐ more than 10 years
- ☐ I do not wish to answer to this question

A. Strategy, quality objectives (3 questions)**1. How clearly does the University announce its future directions to its employees?**

Mark your answer with an X! Please mark only one answer.

- ☐ completely clearly
- ☐ mostly clearly
- ☐ less clearly
- ☐ not at all clearly
- ☐ I do not wish to answer to this question
- ☐ I cannot answer this question

Other comments, if any:

2. To what extent can you identify with the strategic objectives announced by the University?

Mark your answer with an X! Please mark only one answer.

- ☐ completely
- ☐ mostly
- ☐ less

- ☐ not at all
- ☐ I do not wish to answer to this question
- ☐ I cannot answer this question

Other comments, if any:

3. To what extent can you identify with the quality objectives announced by the University for your own organizational unit?

Mark your answer with an X! Please mark only one answer.

- ☐ completely
- ☐ mostly
- ☐ less
- ☐ not at all
- ☐ I do not wish to answer to this question
- ☐ I cannot answer this question

Other comments, if any:

B. Organizational culture, image, information flow (4 questions)

1. How satisfied are you with the organizational culture of the University?

Mark your answer with an X! Please mark only one answer.

- ☐ completely
- ☐ mostly
- ☐ less
- ☐ not at all
- ☐ I do not wish to answer to this question
- ☐ I cannot answer this question

Other comments, if any:

2. How satisfied are you with the organizational culture of the Faculty? (Only employees working in faculty positions should answer this question!)

Mark your answer with an X! Please mark only one answer.

- ☐ completely
- ☐ mostly
- ☐ less
- ☐ not at all
- ☐ I do not wish to answer to this question
- ☐ I cannot answer this question

Other comments, if any:

3. How satisfied are you with the organizational culture and working atmosphere in your immediate work environment?

Mark your answer with an X! Please mark only one answer.

- ☐ completely
- ☐ mostly
- ☐ less
- ☐ not at all

☐ I do not wish to answer to this question

☐ I cannot answer this question

Other comments, if any:

4. ~~How satisfied are you with the University's external communication (e.g. website, advertisements, news, articles, posters, social media etc.)?~~

~~Mark your answer with an X! Please mark only one answer.~~

~~☐ completely~~

~~☐ mostly~~

~~☐ less~~

~~☐ not at all~~

~~☐ I do not wish to answer to this question~~

~~☐ I cannot answer this question~~

~~Other comments, if any:~~

~~Supplementary question: Do you follow social media? Mark one answer.~~

~~☐ I follow it on a daily basis~~

~~☐ mostly~~

~~☐ not really~~

~~☐ not at all~~

~~☐ I do not wish to answer to this question~~

~~☐ I cannot answer this question~~

~~☐ Other comments, if any:~~

C. Information flow, processes, procedures (8 questions)

1. How satisfied are you with the flow of information within the University?

Mark your answer with an X! Please mark only one answer.

☐ completely

☐ mostly

☐ not really

☐ not at all

☐ I do not wish to answer to this question

☐ I cannot answer this question

Other comments, if any:

2. How satisfied are you with the cooperation and commination between your faculty and the central organisational units? (Only employees working in faculty positions should answer this question.)

Mark your answer with an X! Please mark only one answer.

☐ completely

☐ mostly

☐ not really

☐ not at all

☐ I do not wish to answer to this question

☐ I cannot answer this question

Other comments, if any:

3. How satisfied are you with the cooperation and communication between the faculties and your central organisational unit? (Only employees working in central organisational units should answer this question.)

Mark your answer with an X! Please mark only one answer.

- ☐ completely
- ☐ mostly
- ☐ not really
- ☐ not at all
- ☐ I do not wish to answer to this question
- ☐ I cannot answer this question

Other comments, if any:

4. Do you get the information you need to carry out your tasks from your immediate superiors?

Mark your answer with an X! Please mark only one answer.

- ☐ completely
- ☐ mostly
- ☐ not really
- ☐ not at all
- ☐ I do not wish to answer to this question
- ☐ I cannot answer this question

Other comments, if any:

5. Do you get the information you need to carry out your tasks from the organisational units you cooperate with?

Mark your answer with an X! Please mark only one answer.

- ☐ completely
- ☐ mostly
- ☐ not really
- ☐ not at all
- ☐ I do not wish to answer to this question
- ☐ I cannot answer this question

Other comments, if any:

6. How satisfied are you with the up-to-dateness of the rules and regulations you need to carry out your tasks?

Mark your answer with an X! Please mark only one answer.

- ☐ completely
- ☐ mostly
- ☐ not really
- ☐ not at all
- ☐ I do not wish to answer to this question
- ☐ I cannot answer this question

Other comments, if any:

7. How satisfied are you with the practical applicability of the rules and regulations you need to carry out your tasks?

Mark your answer with an X! Please mark only one answer.

- ☐ completely
 - ☐ mostly
 - ☐ not really
 - ☐ not at all
 - ☐ I do not wish to answer to this question
 - ☐ I cannot answer this question
- Other comments, if any:

8. How clear and well-defined are the processes and procedures for carrying out your work?

Mark your answer with an X! Please mark only one answer.

- ☐ completely
 - ☐ mostly
 - ☐ not really
 - ☐ not at all
 - ☐ I do not wish to answer to this question
 - ☐ I cannot answer this question
- Other comments, if any:

D. Motivation, professional development, performance evaluation (11 questions)

1. How does the Faculty/Institution support and help your individual and professional development?

Mark your answer with an X! Please mark only one answer.

- ☐ completely
 - ☐ mostly
 - ☐ not really
 - ☐ not at all
 - ☐ I do not wish to answer to this question
 - ☐ I cannot answer this question
- Other comments, if any:

2. To what extent does the Faculty/Institution support and promote your individual, professional and/or other initiations and innovative ideas?

Mark your answer with an X! Please mark only one answer.

- ☐ completely
 - ☐ mostly
 - ☐ not really
 - ☐ not at all
 - ☐ I do not wish to answer to this question
 - ☐ I cannot answer this question
- Other comments, if any:

3. Do you think the motivation system in your position is adequate?

Mark your answer with an X! Please mark only one answer.

- ☐ completely
- ☐ mostly

- ☐ not really
- ☐ not at all
- ☐ I do not wish to answer to this question
- ☐ I cannot answer this question
- Other comments, if any:

4. Do you perceive differentiated performance evaluation?

Mark your answer with an X! Please mark only one answer.

- ☐ completely
- ☐ mostly
- ☐ not really
- ☐ not at all
- ☐ I do not wish to answer to this question
- ☐ I cannot answer this question
- Other comments, if any:

5. Are you satisfied with the differentiated performance evaluation criteria?

Mark your answer with an X! Please mark only one answer.

- ☐ completely
- ☐ mostly
- ☐ not really
- ☐ not at all
- ☐ I do not wish to answer to this question
- ☐ I cannot answer this question
- Other comments, if any:

6. Are you satisfied with the transparency of the differentiated performance evaluation process?

Mark your answer with an X! Please mark only one answer.

- ☐ completely
- ☐ mostly
- ☐ not really
- ☐ not at all
- ☐ I do not wish to answer to this question
- ☐ I cannot answer this question
- Other comments, if any:

7. How proportionate do you think your salary is to the work you do?

Mark your answer with an X! Please mark only one answer.

- ☐ completely
- ☐ mostly
- ☐ partly
- ☐ not at all
- ☐ I do not wish to answer to this question
- ☐ I cannot answer this question
- Other comments, if any:

8. How well defined are the professional expectations for non-teaching staff?

Mark your answer with an X! Please mark only one answer.

- ☐ completely
- ☐ mostly
- ☐ partly
- ☐ not at all
- ☐ I do not wish to answer to this question
- ☐ I cannot answer this question

Other comments, if any:

9. How often do you feel that you also carry out work that is not directly related to your duties defined in your job description?

Mark your answer with an X! Please mark only one answer.

- ☐ often
- ☐ occasionally
- ☐ rarely
- ☐ never
- ☐ I do not wish to answer to this question
- ☐ I cannot answer this question

Other comments, if any:

10. How stressful and exhausting do you find your work?

Mark your answer with an X! Please mark only one answer.

- ☐ completely
- ☐ mostly
- ☐ partly
- ☐ not at all
- ☐ I do not wish to answer to this question
- ☐ I cannot answer this question

Other comments, if any:

11. Which are the strongest stress factors for you in your job? Please mark the top 5, numbering from 1 to 5.

- ☐ insufficient/uncleared expectations
- ☐ lack of regular/periodic feedback
- ☐ conflicting interests, work requested from more than one superior at the same time
- ☐ short deadline for certain tasks
- ☐ hard-to-meet requirements for certain tasks
- ☐ simultaneous management of several work processes, defining priorities
- ☐ unclear responsibilities
- ☐ inadequate working conditions
- ☐ lack of tools to work effectively
- ☐ lack of two-way communication and information
- ☐ overload
- ☐ underload (occasional lack of work)
- ☐ conflicts with colleagues, teachers, managers
- ☐ unsatisfactory relationship with a superior or subordinate, or no relationship at all
- ☐ overtime
- ☐ constant readiness
- ☐ work-life balance
- ☐ organising work efficiently

☐ leave from work

Other comments, if any:

E. Infrastructure, equipment (3 questions)

1. How good are the infrastructural conditions for your work?

Mark your answer with an X! Please mark only one answer.

☐ completely

☐ mostly

☐ partly

☐ not at all

☐ I do not wish to answer to this question

☐ I cannot answer this question

Other comments, if any:

1. How satisfied are you with the tools you need for your daily work?

Mark your answer with an X! Please mark only one answer.

☐ completely (all tools are available)

☐ mostly (not enough tools)

☐ partly (certain tools need improvement)

☐ not at all

☐ I do not wish to answer to this question

☐ I cannot answer this question

Other comments, if any:

3. How effective and efficient do you think the home office is in your own work? Please answer the question only if you worked in home office during the pandemic.

Mark your answer with an X! Please mark only one answer.

☐ completely

☐ mostly

☐ partly

☐ not at all

☐ I do not wish to answer to this question

☐ I cannot answer this question

Other comments, if any:

F. Trends, processes (6 questions)

1. In which areas have you seen a noticeable positive change in the University's operation over the past year? Mark the three most important of the following.

Please mark your answer with an X. Please mark up to three answers.

☐ human resources, professional competence

☐ information flow

☐ two-way communication

☐ motivation of colleagues

- ☐ support for professional development
- ☐ in-house trainings
- ☐ financial recognition
- ☐ infrastructure needed to work
- ☐ working environment, workplace safety
- ☐ workplace atmosphere
- ☐ professional advice, support
- ☐ I do not wish to answer to this question
- ☐ I cannot answer this question
- ☐ Other, namely:

Other comments, if any:

2. In which areas have you seen a noticeable positive change in the operation of your own organisational unit? Please mark the three most important of the following!

Please mark your answer with an X. Please mark up to three answers.

- ☐ human resources, professional competence
- ☐ information flow
- ☐ two-way communication
- ☐ motivation of colleagues
- ☐ support for professional development
- ☐ in-house trainings
- ☐ financial recognition
- ☐ infrastructure needed to work
- ☐ working environment, workplace safety
- ☐ workplace atmosphere
- ☐ professional advice, support
- ☐ I do not wish to answer to this question
- ☐ I cannot answer this question
- ☐ Other, namely:

Other comments, if any:

3. Which areas of the University's operation do you consider most in need of improvement/development? Mark your answer with an X. Please mark the three most important of the following.

Please mark your answer with an X. Please mark up to three answers.

- ☐ human resources, professional competence
- ☐ information flow
- ☐ two-way communication
- ☐ motivation of colleagues
- ☐ support for professional development
- ☐ in-house trainings
- ☐ financial recognition
- ☐ infrastructure needed to work
- ☐ working environment, workplace safety
- ☐ workplace atmosphere
- ☐ professional advice, support
- ☐ I do not wish to answer to this question
- ☐ I cannot answer this question

☐ Other, namely:

Other comments, if any:

4. Which areas of the operation of your own organisational unit do you consider most in need of improvement/development? Please mark the three most important of the following.

Please mark your answer with an X. Please mark up to three answers.

- ☐ human resources, professional competence
- ☐ information flow
- ☐ two-way communication
- ☐ motivation of colleagues
- ☐ support for professional development
- ☐ in-house trainings
- ☐ financial recognition
- ☐ infrastructure needed to work
- ☐ working environment, workplace safety
- ☐ workplace atmosphere
- ☐ professional advice, support
- ☐ I do not wish to answer to this question
- ☐ I cannot answer this question
- ☐ Other, namely:

Other comments, if any:

5. To what extent can you feel the University's reformed spirit?

Mark your answer with an X! Please mark only one answer.

- ☐ completely
- ☐ mostly
- ☐ less
- ☐ not at all
- ☐ I do not wish to answer to this question
- ☐ I cannot answer this question

Other comments, if any:

6. Overall, how satisfied are you with your workplace?

Mark your answer with an X! Please mark only one answer.

- ☐ completely
- ☐ mostly
- ☐ less
- ☐ not at all
- ☐ I do not wish to answer to this question
- ☐ I cannot answer this question

Other comments, if any:

Should you have any additional comments or suggestions for solutions to the questions/answers, please write them briefly (max. 350 characters),

.....

Thank you for taking the time to fill in the questionnaire!

Quality Assurance Committee of Károli Gáspár University of the Reformed Church in Hungary

If you have any questions or valuable comments about the questionnaire, or if you have any experience for improvement, please contact the Quality Assurance Manager/person responsible for quality assurance in your organisational unit.

Annex 7:⁶²**Survey on student satisfaction on the performance of the teaching staff**

Please answer the following questions before completing the questionnaire.

1. How many lectures/seminars did you attend during the semester?

- a) I did not attend any of them
- b) less than half of them
- c) at least three quarters of them but not all
- d) all of them

For answers a) and b), please answer the following questions.

2. What was the reason you missed the classes?

- a) I did not find the class useful, it did not give me new knowledge
- b) I thought I would be able to complete the course without attending the classes
- c) other

1. Teacher's evaluation in lectures

Please indicate your satisfaction with the teacher's work on a 1-5-scale, with 1 being the least satisfied and 5 being the most satisfied.

The option 'I cannot/do not wish to answer' is not taken into account in the teacher's evaluation.

Questions (evaluation criteria)	1	2	3	4	5	I cannot/do not wish to answer
Overall, how satisfied were you with the teacher's preparation and classroom work? (<i>General, summary evaluation</i>)						
How well defined were the requirements for completing the subject? (<i>Assessment of the fulfilment of the requirements</i>)						
How effectively did the teacher use the available time? (<i>Evaluation of the use of the time – lesson and semester timeframe</i>)						
How easily could the material presented by the teacher be followed and used for note-taking? (<i>Evaluation of followability, note-taking</i>)						
To what extent was the lecturer's presentation illustrative and professionally convincing? (<i>Evaluation of illustration</i>)						
To what extent did the lecture and the compulsory teaching material contribute to the understanding of the course material? (<i>Assessment of the usefulness of the teaching material</i>)						
To what extent was the teacher helpful in answering professional questions and solving professional problems during the semester? (<i>Evaluation of helpfulness in classes</i>)						
To what extent was the instructor available during the semester outside of contact hours? (office hours/consultation/e-mail etc.) (<i>Evaluation of availability outside of contact hours</i>)						
To what extent was the teacher's professional commitment, dedication and persuasiveness evident? (<i>Evaluation of commitment</i>)						
To what extent has the course helped your professional and personal development? (<i>Evaluation of the impact</i>)						

⁶² Amended by Resolution No. FT-13/2025 (III.20) of the Maintenance Board, effective from 20 March 2025.

2. Teacher's evaluation in seminars

Please indicate your satisfaction with the teacher's work on a 1-5-scale, with 1 being the least satisfied and 5 being the most satisfied.

Questions (evaluation criteria)	1	2	3	4	5	I cannot/do not wish to answer
Overall, how satisfied were you with the teacher's preparation and classroom work? (<i>General, summary evaluation</i>)						
How well defined were the requirements for completing the subject? (<i>Assessment of the fulfilment of the requirements</i>)						
How effectively did the teacher use the available time? (<i>Evaluation of the use of the time – lesson and semester timeframe</i>)						
How interactive were the seminar sessions? (<i>Evaluation of interactivity</i>)						
To what extent did the seminar exercises, assignments and homework help in acquiring practical knowledge and competences? (<i>Evaluation of the usability of the curriculum</i>)						
To what extent was the teacher helpful in answering professional questions and solving professional problems during the semester? (<i>Evaluation of helpfulness in classes</i>)						
To what extent was the instructor available during the semester outside of contact hours? (office hours/consultation/e-mail etc.) (<i>Evaluation of availability outside of contact hours</i>)						
How effective and transparent was the assessment method used by the teacher? (<i>Evaluation of the assessment method</i>)						
To what extent was the teacher's professional commitment, dedication and persuasiveness evident? (<i>Evaluation of commitment</i>)						
To what extent has the course helped your professional and personal development? (<i>Evaluation of the impact</i>)						

Textual evaluation:

1. What did you find the best about the teacher's work? (Max. 1000 characters)

.....

2. What would you suggest to change about the teacher's work? (Max. 1000 characters)

.....

3. What other comments or suggestions do you have about the teacher's work? (Max. 1000 characters)

.....

3. Question about the motivation and activity of the student:

	maximum	a great deal	not too much and not too little	very little	I cannot/I do not want to answer
Please evaluate how much energy you have invested in this course in order to acquire the knowledge offered by the course.					

⁶³Annex 8: Survey on student satisfaction on the performance of the teaching staff for blended learning courses (Faculty of Pedagogy)

Faculty of Pedagogy – Student feedback on the performance of the teaching staff related to blended learning courses in teacher training resulting in Examination in Pedagogy

1. Evaluate how suitable the course material is for independent learning?

Please mark your answer with an X. Please mark only one answer.

- ☐ 5
- ☐ 4
- ☐ 3
- ☐ 2
- ☐ 1

2. Evaluate how logically the course material is structured, how easy it is to follow and take notes?

Please mark your answer with an X. Please mark only one answer.

- ☐ 5
- ☐ 4
- ☐ 3
- ☐ 2
- ☐ 1

3. Evaluate the teacher's help in meeting the requirements!

Please mark your answer with an X. Please mark only one answer.

- ☐ 5
- ☐ 4
- ☐ 3
- ☐ 2
- ☐ 1

4. Evaluate the compulsory and recommended literature assigned to the course in terms of its relevance!

Please mark your answer with an X. Please mark only one answer.

- ☐ 5
- ☐ 4
- ☐ 3
- ☐ 2
- ☐ 1

5. Evaluate the clarity of the requirements!

Please mark your answer with an X. Please mark only one answer.

- ☐ 5
- ☐ 4
- ☐ 3
- ☐ 2
- ☐ 1

⁶³ Amended by Resolution No. FT-13/2025 (III.20) of the Maintenance Board, effective from 20 March 2025.

6. How has the course helped you to improve your professional knowledge?

Please mark your answer with an X. Please mark only one answer.

- ☐ 5
- ☐ 4
- ☐ 3
- ☐ 2
- ☐ 1

Annex 9:

General criteria for the evaluation of scientific research**(1) Evaluation criteria for academic research work of the teaching staff:**

- a) individual scientific progress, academic qualification obtained;
- b) publications (monograph, textbook, study, journal article, scientific paper, scientific lecture, conference presentation, etc.);
- c) research group membership, activities;
- d) practical results;
- e) discipline-developing research activities;
- f) basic and fundamental research activities;
- g) applied research activities;
- h) research activities with successful applications;
- i) scientific public activities, science organization, conference organization;
- j) national and international relations;
- k) membership in scientific societies and other professional organisations;
- l) scientific recognition;
- m) expertise, consultancy;
- n) supervisory work in Scientific Students' Associations conferences;
- o) jury membership;
- p) popularisation of science;
- q) activities to maintain professional visibility and increase dissemination (e.g. maintenance of tutor's data sheet/website, the Hungarian Scientific Bibliography, inclusion in relevant databases, etc.)
- r) leading student workshops and contributing to other strategic objectives.

Taking into account the above criteria and the characteristics of the disciplines, the faculties decide on the quality and performance evaluation forms and the required performance indicators at their own discretion.

(2) Evaluation criteria for the scientific activities of research groups

- a) fulfilment or partial fulfilment of the undertaking;
- b) possible changes in the direction of research;
- c) the possible need to reallocate budget items;
- d) individual scientific progress;
- e) publications (monograph, textbook, study, journal article, scientific paper, scientific lecture, conference presentation, etc.);
- f) practical results;
- g) discipline-developing research activities;
- h) basic and fundamental research activities;
- i) applied research activities;
- j) scientific public activities, science organization, conference organization;
- k) national and international relations;
- l) scientific recognition;
- m) possible cooperation between institutes and faculties;
- n) ensuring the supply of young professionals and the involvement of students in research
- o) activities to maintain professional visibility and increase dissemination (e.g. maintenance of tutor's data sheet/website, the Hungarian Scientific Bibliography, inclusion in relevant databases, etc.)
- p) popularisation of science;
- q) expertise, consultancy.

Annex 10⁶⁴:

Protocol template for the establishment and launch of programmes

The reason for establishing and launching the new programme:

- a) programme planned in the programme development strategy
- b) programme to be established and launched to meet the needs of the maintainer or a partner
- c) programme to be established and launched, founded or started to meet a new market demand

Activities prior to the establishment and launch, foundation or start of a programme:

- 1) Review of the programme development strategy.
- 2) Getting to know the maintainer or partner institution aspects
- 3) Carrying out a market analysis (benchmarking) with the involvement of the Director-General of Education.
- 4) Examining the fit with institutional and faculty strategy.
- 5) Examining the fit with programmes offered by other faculties of the University.
- 6) Examining the fit with other programmes already running at the faculty, looking for synergies.
- 7) Assessing the human resources needs of the programme in terms of lecturers in charge of the subject and lecturers involved, and comparing this with the human resources available at the faculty (estimating the number of new employees required).
- 8) Estimating the expected number of students on the basis of the market analysis.
- 9) Determining the amount of the tuition fee that can be calculated according to market conditions.
- 10) Taking into account the level of state funding.
- 11) Preparation of the preliminary calculation concerning the profitability of the programme, based on the costs incurred (in particular the costs of teaching staff, education administration, IT, etc.) and the expected income from students.
- 12) In the absence of profitability, what are the (non-economic) considerations and arguments for the establishment and launch, creation or start of the programme.

In the case of a positive decision on the establishment and/or launch of the programme:

- 13) The faculty management shall ask the institute or department that starts the programme to prepare the documentation for the establishment and/or launch of the programme under the coordination of the programme supervisor (person in charge of the training).
 - a) in the case of bachelor and master programmes and higher education vocational trainings, according to the legislation in force and the regulations adopted and published by the Educational Authority and the independent national expert body established for the purposes of the external evaluation of the quality of educational, academic, research and artistic activities performed in higher education and the internal quality assurance systems operated by higher education institutions, and the provision of expert services in the procedures related to higher education institutions;
 - b) in the case of the establishment of postgraduate specialisation programmes, the documentation for the establishment of the programme (programme and outcome requirements) in the form required by the legislation in force and the Educational Authority; in the case of the launch of a postgraduate specialisation programme the programme guide, sample curriculum and course descriptions according to the legislation in force and the requirements of the Educational Authority;

⁶⁴ Amended by Resolution No. FT-24/2022. (XII.14.) of the Maintenance Board, effective from 14 December.

- c) in the case of the establishment and/or launch of a new specialisation, the sample curriculum and course descriptions;
 - d) in the case of the establishment of in-service teacher training, the foundation document in accordance with the requirements of the Teacher Training Accreditation System, in the case of the launch of in-service teacher training, the registration document;
 - e) the documentation for the establishment of a doctoral school.
- 14) The faculty management shall set the deadline for the preparation of the documentation of the programme referred to in point 13) and for its submission to the Faculty Council, Rector's College and Senate.
- 15) The documentation referred to in point 13) shall be checked by the Vice-Dean responsible for education and quality assurance for compliance with legal requirements, in particular the programme and outcome requirements, as well as for compliance with additional content, human resources and formal requirements. On matters beyond the faculty's competence, he/she consults the Director-General of Education.
- 16) The reviewed documentation will be submitted to the Faculty Quality Assurance Committee, and then to the University Quality Assurance Committee for comments. The proposals of the committees shall be incorporated by the programme supervisor (the person responsible for the training) in the documentation for the establishment, launch, foundation or setting-up of the programme.
- 17) The documentation of the new programme will be reviewed by the faculty management meeting, and with their approval it will be submitted to the Faculty Council for a vote.
- 18) Upon a favourable decision of the Faculty Council, the documentation of the new programme will be sent to the Director-General of Education for review. The Director-General of Education will discuss the proposed modifications with the faculty management, who, after consulting with the programme supervisor, will finalize the documentation for the establishment, launch, foundation, start-up with the Director-General for Education.
- 19) In the case of establishing a doctoral school, the University Doctoral and Habilitation Council will give its opinion on the final documentation.
- 20) In the case of a new programme, following the Rector's College preliminary opinion, the Senate shall decide on
- a) the establishment and/or launch of a bachelor, master programme or higher education vocational training,
 - b) the establishment and/or launch of a new specialisation,
 - c) the creation and/or start of an in-service teacher training,
 - d) the establishment of a doctoral school,
- and on the person responsible for the programme and the tuition fee.
- 21) Following the Senate's supporting decision, the Director-General of Education will ensure that
- a) the establishment and/or launch of a bachelor, master programme or higher education vocational training,
 - b) the establishment and/or launch of a new specialisation,
 - c) the creation and/or start of an in-service teacher training,
 - d) the establishment of a doctoral school,
- is notified to the Educational Authority.
- 22) After the registration of the start of the programmes listed in point 21)
- a) the Faculty will announce the new programme among the programmes offered for the following academic year;
 - b) the Faculty will assess the possibilities to advertise the new programme and start to organise them (open days, Educatio Exhibition, university information publication, brochures, partner schools, website, social media platforms, Reformed Pedagogical Institute, promotion among professional organisations; in case of foreign language programmes,

information of foreign partners and international advertising possibilities explored by the Directorate of International Relations).

Annex 11:

Programme review template

bachelor/master/single-cycle long programmes/postgraduate specialisation programmes

- I. Professional concept of the programme
- II. Sample curriculum for the programme
- III. Compliance of the programme with the programme and outcome requirements
 - III. 1 Compliance of fields of knowledge and credits
 - III. 2 The required professional outcome competences and the fields of knowledge and subject to acquire them
- IV. Description of the internship (if any) and the places where the internship is held
- V. Description of the staffing conditions for the programme
- VI. Evaluation of the forms of assessment and examination used
- VII. Data series and analyses showing changes in student numbers
- VIII. Specific measures taken to support student progression in accordance with the programme's profile
- IX. Measures taken to improve the learning environment and student support services
- X. Changes based on student feedback on the performance of the teaching staff, graduate tracking system results and feedback from the labour market
- XI. Integrating scientific results into the programme
- XII. Talent management system
- XIII. Quality improvement proposals
- XIV. Summary findings

Annex 12⁶⁵:

Template for ESG-based self-assessment
bachelor programme/master programme/single-cycle long programme

ESG 1.1 Policy for quality assurance

1. Data and accreditation compliance of the programme supervisor

ESG 1.2 and 1.9 Actions related to the training programmes

- Current sample curriculum of the programme (or link)
- Curriculum development: developing new courses, offering courses in foreign languages
- Results of graduate tracking surveys

ESG 1.3 Student-centred learning, teaching and assessment

- Description and evaluation of pedagogical methods used in the programme
- Description and evaluation of the traditional and alternative means of assessment
- Publicity, transparency and clarity of assessment methods and criteria
- Procedures to ensure flexible learning pathways
- Mentoring and tutoring opportunities in the programme
- Student legal remedy, complaint handling procedures and cases (complaint, action, outcome)

ESG 1.4 Student admission, progression, recognition and certification

- Admission and enrolment data (first place applications, threshold scores, etc.) and their analysis
- Drop-out rate (types and data)
- Exam results of compulsory courses
- Final exam results
- Number of graduates in the given year
- New internship places

ESG 1.5 Teaching staff

- Number, qualification and status of teachers
- Degrees awarded, promotions in the given year
- Publication activity of the teaching staff in the given year
- Scientific applications won by teachers in the given year
- Scientific awards won by teachers in the given year
- Student feedback on the performance of the teaching staff (Hungarian abbr. OMVH), individual and average results for both semesters
- Teachers' workload, number of thesis supervision
- Participation in in-house and external trainings
- Evaluation of teaching performance by the programme supervisor
- Quality improvement proposals (if any)

ESG 1.6 Learning resources and student support

- Programme satisfaction survey results (if relevant)
- Talent management results
- Students participating in mobility programmes

⁶⁵ Amended by Resolution No. FT-13/2025 (III.20) of the Maintenance Board, effective from 20 March 2025.

- Providing language learning opportunities
- Career counselling

ESG 1.7 and ESG 1.8 Information Management, Public Information

- Availability of the study guide
- Programme-relevant content on departmental, institute and university websites

ESG III. Research processes

- Presentation of the programme-related activities of professional workshops, research groups, workshop reports (including student workshops!)
- Publication activities of the teaching staff (link to the Hungarian Science Bibliography [MTMT])
- Scientific applications won by the teaching staff in the given year
- Exploitation of research and development results (results integrated into education)
- Visits and lectures of the teaching staff abroad
- Outstanding educational and research activities in a narrow field of expertise (if relevant)
- New national and international partnerships

II. Quality improvement proposals for the next year in relation to the programme

Quality improvement proposal	Responsible	Participants	Deadline	Expected results (indicators)
1.				
2.				
3.				
etc.				

Annex 13⁶⁶:

Questionnaire for students graduating from the Faculty of Pedagogy

Dear Students,

The Faculty of Pedagogy periodically surveys its students to ask for their feedback on the standard of education, the quality of the training programme and their experiences. It takes a short time to complete the questionnaire. Your anonymous opinion and honesty are important to us. Please help the work of our faculty with your answers! Thank you for your cooperation!

1. Training location:

- Nagykovács
- Budapest
- Kecskemét

2. Work schedule:

- full-time
- part-time (correspondence)

3. What kind of training did you attend at the Faculty of Pedagogy?

- bachelor
- master
- postgraduate specialisation programme

Questions for students choosing the bachelor programme

4. Study programme:

- Primary School Teaching BA
- Kindergarten Education BA
- Infant and Early Childhood Education BA
- Community Coordination BA
- Reformed Community Coordination BA
- Reformed Cantor BA
- Reformed Catechist BA

5. Are you currently employed?

- Yes, I work full-time
- Yes, I work part-time job (e.g. also student work)
- Currently not working

9. If you currently have a job, do you work in a position that corresponds to the qualification you obtained at the Faculty of Pedagogy?

- yes
- no

⁶⁶Amended by Resolution No. FT-13/2025 (III.20) of the Maintenance Board, effective from 20 March 2025.

10. What are your plans after graduation? (you can select more than one)

1. Further studies in higher education in a master programme appropriate to my qualification
2. Further studies in higher education in another bachelor programme
3. Further studies in higher education in another master programme
4. Pursuing studies other than higher education
5. Finding and working in a job that corresponds to my qualification
6. Finding and working in another job
7. Having a child and staying at home
8. Other, namely: _____

Please consider and indicate on a 1-5-scale (not at all – completely) to what extent you agree with the following statements:

8. Most of the theoretical knowledge (lectures, seminars, readings) acquired during my studies at the Faculty of Pedagogy has been useful for my carrier.

1	2	2	4	5
---	---	---	---	---

9. Most of the practical knowledge acquired during my studies at the Faculty of Pedagogy has been useful for my carrier.

1	2	2	4	5
---	---	---	---	---

10. What were the strengths of the training?

11. What were the weaknesses of the training?

Questions for students choosing a master programme or postgraduate specialisation programme

4. What kind of training did you attend at the Faculty of Pedagogy?

- master programme
- postgraduate specialisation programme

5. Do you need a diploma from the Faculty of Pedagogy to perform your duties in your current job?

- yes
- no

6. Do you plan to attend additional trainings at the Faculty of Pedagogy? (you can select more than one)

- Yes, I want to attend a master programme.
- Yes, I want to attend a postgraduate specialisation programme.
- I do not want to get my next degree at the Faculty of Pedagogy.
- I have no plans to get another degree in the future.

Please consider and indicate on a 1-5-scale (not at all – completely) to what extent you agree with the following statements:

7. Most of the theoretical knowledge (lectures, seminars, readings) acquired during my studies at the Faculty of Pedagogy has been useful for my carrier.

1	2	2	4	5
---	---	---	---	---

9. Most of the practical knowledge acquired during my studies at the Faculty of Pedagogy has been useful for my carrier.

1	2	2	4	5
---	---	---	---	---

10. What were the strengths of the training?

11. What were the weaknesses of the training?

Annex 14⁶⁷:

⁶⁷ Deleted by Resolution No. FT-13/2025 (III.20) of the Maintenance Board, effective from 20 March 2025.