BME GTK Quality Strategy
2024 – 2030

Drawn up by:
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Quality Policy Mission Statement of the Faculty

The objective of the quality policy of the Faculty of Economic and Social Sciences is to support the improvement of a quality culture at the university, as part of which all faculty lecturers, researchers, students and staff members are responsible for quality assurance and quality improvement. The Faculty strives to preserve and complement the values pursued at university level in its own operations, and to improve the skills of lecturers, researchers and students required by the labour market. The Faculty places great emphasis on ensuring that its internal culture and operation reflect the values important to the University, and includes the need and opportunity of continuous organisational and individual development. This will enhance the effectiveness and quality of the Faculty's research and development activities and innovation efforts. The Faculty has the objective to play a leading role at both national and international level in the field of economic and social sciences as well as closely related technical disciplines, both in terms of training and research. The Faculty leadership and all staff members of the Faculty are committed to delivering quality education, training, processes and student services. The Faculty leadership strives to ensure that the commitment to quality becomes an internal drive for all staff members, and that all staff members demonstrate a high level of professionalism both in their lives and work, in order to constantly develop and expand their knowledge and skills. The Faculty's quality policy aims to enhance the effectiveness of teaching, research, student services and international engagement, and to achieve continuous and sustainable development driven by professional determination and commitment. In pursuing its strategic objectives, the Faculty pays particular attention to ensuring that the individual development goals of its staff are in line with the objectives of the University and the Faculty.

In order to achieve these objectives, the Faculty

- operates a Faculty Quality Committee in line with the work of the University's Quality Management organisation;
- to which each faculty organisational unit and the Student's Union delegate one member;
- which sets quality objectives and related indicators each year, which are constantly monitored and improved throughout the year;
- carries out its quality development plans in line with the University's quality development objectives and the strategic elements of the Institutional Development Plan.

The main objective of quality assurance is to create regulated and constantly improved processes, which

- involve and engage the Faculty staff, students and external entities concerned in improving the quality of education, research and services;
- make the operation of the Faculty transparent;
- support academic integrity and freedom;
- take actions against fraud and unethical behaviour;
- regularly evaluate and analyze the activities, processes at the Faculty and their effectiveness; furthermore
- protect the citizens of the Faculty (and the University) against all forms of intolerance and discrimination.

In order to achieve these objectives, the Faculty

- regularly measures the expectations, experience and satisfaction of its citizens and partners;
- its organisational units constantly measure and evaluate the effectiveness of their operational processes;

- uses the results of the measurements in improving education, research and student services in a regulated way, striving to constantly enhance the satisfaction of its citizens and partners (in line with PDCA cycle);
- constantly updates the quality policy of the Faculty in line with the standards and directives of the quality assurance of European Higher Education Area.

Faculty Quality Programme

The present Faculty Quality Programme summarises the quality assurance principles, procedures and improvement directions stipulated in the Quality Policy Mission Statement, the Institutional Development Plan, the Quality Improvement Programme and other strategic documents and required to achieve the objectives of the University and the Faculty, in the structure of the Standards and Guidelines in the European Higher Education Area (ESG). Furthermore, it sets specific quality objectives for the current year, in line with the strategic commitments, and target indicators describing them.

In line with the Hungarian and international legal requirements, the guidelines of the international (European) higher education area and the leadership philosophy principles of Total Quality Management (TQM), the quality policy of the Faculty is based on the structure determined by the European Association for Quality Assurance in Higher Education (ENQA).

The Quality Policy Mission Statement is a strategic document expressing the Faculty's quality policy objectives and commitment to quality.

The objective of the Faculty's quality assurance is to strengthen and improve the conditions of quality-oriented operations in line with ESG 2015 standards and guidelines at both organisational and individual level. In the operation of the quality assurance system, particular attention shall be paid to the following principles:

- providing broad participation for all those concerned,
- supporting responsibility of all organisational units and those concerned,
- ensuring an open, continuous and interactive information flow and knowledge sharing between organisational units,
- decision-making based on value based feedback,
- constant monitoring, review and assessment of the processes and the whole system (PDCA cycle),
- simultaneous setting of short-term and long-term objectives.

1.1 Policy for quality assurance

The institutions shall have a public quality assurance policy that is part of the strategic management. This shall be elaborated and implemented by the internal persons concerned [i.e. students, lecturers and non-teaching staff] through adequate structures and processes with the involvement of external persons and entities [i.e. users, employers and partners] concerned.

The Faculty constantly evaluates and improves its quality assurance system with regard to the feedback of those concerned and international trends. The Faculty organises its organisational operation on the basis of the University's and its own quality policy in order to effectively promote the development of a coherent quality culture and to encourage all those concerned to take responsibility for achieving the quality improvement objectives. Furthermore, the Faculty constantly responds to the changes of the social and educational environment, to the different requirements and expectations stemming from the diversity of students and staff and promotes academic integrity and freedom.

The main pillars of a coherent quality assurance system are policies and procedures which determine the framework of the basic (economic, organisational, educational and research) processes at both faculty and university level and ensure that the organisational units' activities are in synchrony. The University leadership shall ensure that those concerned are acquainted with the quality assurance provisions and they use them in their work. On the basis of its operational experience, the Faculty reviews its quality assurance objectives as well as the quality assurance documents and policies in a cyclic order, furthermore, it improves the processes. The Faculty involves the internal persons concerned in the operation and review of the quality assurance system.

As part of the quality management, according to the university schedule, the results of the satisfaction survey of the internal persons concerned are evaluated at both faculty and organisational unit level. We define the quality improvement objectives taking into account the results of these assessments, and use to evaluate organisational practices.

1.2 and 1.9 Design and approval of programmes / Ongoing monitoring and periodic review of programmes

The institutions shall have processes for developing and authorising their training programmes. Training programmes shall be developed to achieve their objectives, including the expected learning outcomes. The qualifications obtainable through the programmes shall be clearly defined and communicated referring to the adequate level of the national qualifications framework and, through that, the qualifications framework of the European Higher Education Area.

The institutions shall constantly monitor and regularly overview their training programmes so that they can achieve their objectives and meet the needs of the students and the society. These assessments shall constantly improve the programmes. Any measures planned or taken as a result must be communicated to all those concerned.

With regard to the fact that the BME is a research university, the Faculty develops its teaching and research processes in line with the objectives of the University, involving the synergy of its own artistic and human capacities so that professionals obtaining economic and social qualifications relating to technics will enter the national labour market with strong skills and abilities, independence and right attitude and they will be able to take responsibilities. The Faculty constantly develops and expands its education portfolio responding to the knowledge needs of the future, monitoring international trends and the effective service of national economic needs in its content renewal, promoting the increase of competitiveness of the University and, beyond that, Hungary.

On the basis of continuous and regular monitoring, assessment, review and modification of training programmes, the Faculty responds to changes, ensuring that by the end of the training programmes, the students will be equipped with up-to-date competences. The Faculty creates a supportive, up-to-date environment for the successful and diverse student development pathways. The regulation of creating and reviewing training programmes is constantly monitored and, in order to achieve the above objectives, it is regularly revised and amended.

1.3 Student-centred learning, teaching and assessment

The institutions shall carry out their training programmes in a way that encourages the students to actively participate in the creation of the learning process. The assessment of the students shall reflect this approach.

In student-centered learning and teaching, we take into account the diversity of students and their needs, providing them with flexible learning paths. Using a diverse pedagogical and methodological

toolkit, we support autonomous ways of acquiring knowledge. Instead of less effective frontal teaching, we urge the introduction and generalisation of educational methodology tools based on individual or teamwork knowledge acquisition and the work of students. We also support students' capacity for self-regulated learning and self-reflection. Responding to the changing and heterogeneous student needs, we stride to address the need to reduce the number of contact classes, particularly for our Masters, Specialisation and PhD programmes.

In the educational assessment, we strive to use varied assessment methods which are shifting from qualitative assessment towards assessment focusing on development. The criteria and methods of the assessment shall be available for all students from the beginning of the learning process.

We provide students with the opportunity to give valuable feedback on the subjects in various ways, even in the form of interaction between students and lecturers and we take into consideration the results in the improvement of the subjects and our processes.

In terms of supporting centered learning from a sustainability perspective, we encourage the electronic management of all course materials and assessments, the reduction of the ecological footprint through block teaching, and the inclusion of areas essential to sustainability in the teaching of different subjects. Particular attention is given to the characteristics of the learning process of special needs and international students.

Apart from traditional learning processes, we provide students with the opportunity to join national and international research through completion of subjects focusing on autonomous scientific work and participation in scientific conferences and working groups.

1.4 Student admission, progression, recognition and certification

Institutions consistently apply their pre-defined and published policies covering the whole student lifecycle, for example on admission, progression, recognition of studies and certification.

The Faculty is committed to ensuring student success, to maintenance and improvement of their mental and physical activity, to healthy lifestyle and reducing drop-out rates; therefore, it constantly reviews its regulations on studies and universalises the monitoring tools to identify and prevent the causes of academic failure and the processes leading to it.

The adaptation to the new admissions system imposes important tasks on the Faculty: implementation of the new national admission processes, setting up and monitoring a proper infrastructure. This is an area of particularly intense environmental change, so we pay particular attention to gathering experience so that we can prepare for the next admissions periods in a "calmer" environment.

We aim to develop a complex system supporting rapid academic progress, where both those at risk of drop-out and those with exceptional potential can receive targeted support. In this context, for example, we ensure that procedures are completed within a reasonable time by continuously reviewing the rules of the redress system. We also ensure the development of the functioning of Credit Transfer Committee of the Faculty and the provision of more easily accessible information for students.

Due to the change of the regulatory environment of credit transfer, we aim to make both students and lecturers familiar with the new opportunities and obligations without overburdening lecturers with too much administrative work.

Through the start of the training programmes' international accreditation processes, the Faculty will further increase its international visibility, attractiveness and competitiveness. Our objective is to increase the number of bachelor's, master's and doctoral programmes offered in English, the number

of international students and expand the range of those who can participate in the mobility programmes. We constantly increase the possibility for students on our Hungarian-language training programmes to take part of their courses in English. We also support Hungarian students' participation in international exchange programmes by improving access to the information they need to make more proper and more informed decisions.

1.5 Lecturers

Institutions shall ensure that their lecturers have the right competences. They shall apply fair and transparent procedures for the recruit and further training of their lecturers.

The key to delivering high quality education are: an adequate level of professional, pedagogical-methodological and digital competences of lecturers, making a balance between teaching and research duties, the mental wellbeing of lecturers, furthermore, openness and establishing the conditions of cooperation both within the university and on international stage. Therefore, we strive to provide transparent and fair processes for the recruitment and employment of lecturers, and working conditions that recognise the importance of education and academic work.

To make education more productive and effective, educational methods shall be selected taking into account the competences we want to develop in students. To this end, the Faculty supports the dissemination of innovative educational solutions, the use of modern technologies and strengthening of the relation between research and education. Furthermore, we constantly seek supports that would be beneficial for enhancing the quality of our lecturers' work. In order to ensure the professional development of our lecturers, we support the departments/centres to set up internal professional and methodological further training systems, to encourage self-training and knowledge sharing; furthermore, we operate a methodological further training system. In this regard, special competences relating to PhD programmes and postgraduate specialist training programmes shall be take into consideration. We pay particular attention to the use of AI systems, taking advantage of the opportunities offered by the diversity of the Faculty.

The operation of the performance assessment system (TÉR) of the lecturers at the Faculty allows heads of departments/heads of centres to develop a differentiated support system to encourage lecturers' dynamic development, to make a balance between teaching and research duties and to make individual development plans. We also value and support the versatility and diversity of our lecturers by giving them the opportunity to contribute to the three pillars of the TÉR (teaching, research and public engagement) with different emphases, as agreed with the heads of the organisational units.

We support initiatives that enhance the wellbeing of the lecturers in all areas of their work, within the framework of the University as an organisation, at faculty and department level. Therefore, we strengthen the relating initiatives at both department and centre level, we support the operation of the Wellbeing Centre at the Faculty, furthermore, we regularly measure the satisfaction of our lecturers.

We give priority to channeling R&D&I activities into educational processes to ensure that our students graduate with the most up-to-date knowledge and highly developed skills. We are continuously increasing the number of researcher qualifications, encouraging our students to obtain PhD degrees and to choose to pursue a career as a researcher.

The core values of the Faculty include openness and increase of versatility, therefore, we support our lecturers to gain experience abroad through short or long periods of visiting fellowship or training at foreign universities or research institutions. We attach great importance to international networking,

and we aim to increase the number of visiting lecturers and researchers from abroad, from post-doctoral level to experienced university professors, for both short and long periods.

1.6 Study support and student services

The institutions shall have adequate sources of financing for their learning and teaching activities and they shall provide their students with adequate and easily accessible learning management conditions and student services.

We strive to constantly develop the versatile system of the student services offered by the University so that our students are able to consider the time spent on their studies as successful as possible, furthermore, we strengthen the forms of support that provide them with community experience even in their learning.

We priorities flexible ways of learning and teaching to support student needs and centered learning. We place great emphasis on talent management, autonomous knowledge acquisition, catch-up opportunities and interdisciplinary knowledge. In line with the sustainability and digitalisation efforts of the Faculty, online e-learning materials are created and continuously reviewed in Moodle (or other) system(s). The elective special course provides the opportunity for outstanding talents to gain deeper knowledge, the good practices of which can be made available to a wider audience in the future.

At university, faculty and our partners level, wide range of scholarship opportunities are available for students. We plan to increase their take-up through providing our students with constant, multi-level and targeted information so that all scholarship opportunities reach the potential student groups.

In providing services to students, we support the development of a broad, comprehensive range of services, drawing on university, faculty and student resources, to support students' academic and scholarly development, community experiences, mental health and other needs that arise during their university studies.

In order to provide a wide range of student services, the Faculty continuously cooperates with the various organisational units of the University (Centre of Physical Education, Centre of Modern Languages, Directorate of Sales and Services, Students' Union) protecting the physical, mental and spiritual health and wellbeing of students.

For first-year students, the transition between high school and university can be particularly difficult, so in order to help them through this period, we implement continuous learning support and motivational exercises tailored to the needs of the students.

1.7 Information management

Institutions should collect, analyse and use relevant information to manage their training programmes and other activities.

The Management of the Faculty's has always paid particular attention to data-driven decision-making, regular process reviews, internal measurement and assessment. As part of our quality assurance system, we regularly review the scope of our analyses. Students, lecturers and other non-teaching staff members are involved in providing data to data collections, and they are also involved in

interpreting analyses and planning developments. Our aim is to give the widest possible publicity to the assessment reports based on the indicators that describe our operations.

The Faculty is committed to taking into consideration the statistics of national and international rankings, admission databases, the graduate tracking system, scientific publication and accreditation sites as well as Neptune and other faculty databases and the related reports on data collections in creating training programmes and making strategic and operative decisions (e.g. EFMD accreditation reports). The Faculty continuously publishes the GTK's rankings in university rankings and other awards and recognitions won by students and lecturers in the Faculty News section. Students can find out more about GTK's training programmes, enrolment figures, results and placements in the Training Information for applicants. The makeup and results of students are continuously recorded and registered by the university administration, both by training programmes and in aggregate form. On the basis of the statements, the Management of the Faculty initiates the modification of the curriculum program and the subject requirements, if needed. We place a great emphasis on the continuous updating and publication of the TDK database at faculty level. The student satisfaction survey and the multidimensional (teaching, scientific, publication and public engagement) assessment of the teaching help monitor the process of teaching, research and third mission activity at the Faculty and its main characteristics.

In order to support of its training programmes and research activities, the Faculty reviews and improves the functioning of the Faculty's information process. It is of fundamental importance that lecturers, researchers and students are informed about, among other things, further training courses, extra-curricular learning opportunities, various forums for knowledge sharing and exchange of experience, two-way mobility opportunities abroad, and applications.

Supporting the work of professional workshops, channeling it into learning materials and promoting it fosters excellence among students, teachers and researchers.

1.8 Public information

The institutions shall publish clear, accurate, objective, up-to-date and easily accessible information on their activities including their training programmes.

With respect to information publicly available, relating to the whole Faculty, overarching organisational units and complying with the University's model, we strive to support the development of uniform structures, to make them easily accessible for those concerned. In terms of sustainability, we continuously review the platforms of information publicly available.

1.10 Cyclical external quality assurance

The institutions shall be subject to external quality assurance regular audits in accordance with the ESG.

In line with the Faculty's principles and values, the Faculty supports the University's regular external quality assurance so that it constantly evaluates and improves its operation, regulations and quality assurance system. Therefore, it is particularly important that the Faculty applies and completes the regular external quality assurance processes taking into account the institutionalised feedback of those concerned at national and international level. The internal persons concerned at the Faculty continuously cooperate with the internal persons concerned at the University and external evaluators. Within the Faculty, training programmes and organisational units, such as departments, centres and institutions, may be those concerned.