

Report on the Fulfilment of the Quality Objectives of the University of Pécs for the 2025 Calendar Year

Dear Senate,

Pursuant to Section 8 (3) e) of the Quality Management Regulation of the University of Pécs: *“the evaluation of the fulfilment of the quality objectives at university level shall be carried out by the Quality Development Committee, and in the case of the faculties and the Clinical Centre by the quality management committee of the respective organisational unit on an annual basis.”*

The deadlines for all quality objectives designated by the University of Pécs for the 2025 calendar year expired on 31 December 2025; therefore, the evaluation of the fulfilment of the quality objectives is required.

Evaluation of the Fulfilment of the Quality Objectives::

1. The review of the Class Visiting System

Background for setting the quality objective (at the time of its designation):

The 2023 report of the Hungarian Higher Education Accreditation Committee found that while class visit as a tool is forward-looking, the exact goals of these observations are not clearly communicated. It is unclear how they are connected to and serve the improvement of the quality and efficiency of the teaching-learning process or what developmental process this procedure is a part of. The process of methodological development for instructors currently reaches only a limited number of them. There are faculty-level best practices that can provide methodological support for instructors in implementing specific training programs within a given field of study. The assessment of faculty-level best practices, conducted between 26 June 2024 and 15 September 2024, identified several such practices across faculties. However, these practices do not extend to the entire university.

General Practices:

Methodological mentoring and support: Seven out of eight faculties provide methodological support for instructors, such as mentoring or methodological discussions.

Organized class visiting systems: In certain faculties (e.g., Faculty of Law, Faculty of Medicine, Faculty of Pharmacy, Faculty of Cultural and Vocational Pedagogy, and teacher training within the Faculty of Humanities), organized class observation systems are in place. Other faculties (e.g., Faculty of Health Sciences) are planning to introduce such systems. The participants in these observations are diverse, including management, institute directors, department heads, and other senior instructors.

Highlighted Best Practices:

ÁOK: A well-developed class observation system focuses on the development of young instructors. In line with curriculum harmonization efforts, instructors teaching related courses also observe each other's classes. The POTEcho application is used to collect student feedback.

KPVK: Regular class observations are conducted by the dean, vice deans, institute directors, and department heads. These aim to assess the quality of teaching and provide methodological support to instructors.

MK: Learning micro-communities have emerged among instructors, fostering stronger collaboration and greater openness to insights into each other's work. Both formal and informal exchanges of opinions are robust, with more open communication on these topics.

The review of the class observation system is part of Action 8 in the Action Plan adopted by the University of Pécs on 28th March 2024.

Quality Objective:

Reviewing the class visiting system, making it transparent, and linking it to the institutional approach to student-centered learning.

Activities undertaken in order to fulfil the quality objective:

As defined at the time of setting the quality objective, the indicator for measuring the quality objective was the review of Rector's Instruction No. 1/2024 on the operation of the Faculty Educational Development Visiting Committee.

In light of the aggregated faculty reports for the academic year 2024/25, the Educational Development Committee – with the participation of the Vice Deans for Education – carried out the review of Rector's Instruction No. 1/2024 at its meetings held on 16 April 2025 and 24 June 2025. In its Resolution No. 5/2025 (07.14.), the Educational Development Committee supported the amendment of Rector's Instruction No. 1/2024 on the operation of the Faculty Educational Development Visiting Committee (Visiting Committee) with 12 votes in favour, 0 against, and 0 abstentions.

The main elements of the amendment were as follows:

- The Committee proposed to simplify the composition and operation of the Visiting Committee.
- It proposed to reduce the number of Visiting Committee members from five to three and to stipulate that, in addition to the Vice Dean for Education and the student delegated by the Student Union, a person invited by the Dean shall participate in the operation of the LB.
- The Educational Development Committee proposed reducing the minimum required number of visits from 10 to 7. In addition to lectures and practical classes, the possibility of visiting examination occasions was also included, and a proposal for an examination visit log was prepared.
- Among the criteria for selecting classes to be visited, data related to course completion, data identified within the mentoring system concerning the given course, and the Feedback results relating to the course were included.
- The Visiting Committee may repeat its visit to the instructor's class in the following academic year if this was formulated in the development proposal following the previous visit.
- At its meeting held on 7 July 2025, the Rector's Leadership Meeting discussed the amendment to the Rector's Instruction proposed by the Educational Development Committee. By Resolution No. 92/2025 (07.17.), it supported the entry into force of Rector's Instruction No. 5/2025 amending Rector's Instruction No. 1/2024 on the operation of the Faculty Educational Development Visiting Committee. Based on the decision of the Rector's Leadership Meeting, the contents of the proposal are public.

Evaluation:

The quality objective has been fulfilled.

2. The review of the performance evaluation system

Background for setting the quality objective (at the time of its designation):

The 2023 report of the Hungarian Higher Education Accreditation Committee proposed recommendations for the development of the performance evaluation system:

„Developing interconnected pedagogical and methodological training programs for instructors aligned with the above-mentioned processes (Section 1.3 of the Accreditation Report on quality assurance and quality improvement processes), identifying faculty-level practices, and institutional-level activities.”

„Extending the three-year period reviewed by the Performance Evaluation System (TÉR) to four years. This extension would effectively address issues in individual career trajectories: Exclude the period of parental leave but consider that one to two years are needed to fully reintegrate into academic circulation after such leave. Take into account that the creation of significant works-such as habilitation theses, academic doctoral dissertations, major monographs, or foreign-language volumes-requires substantial time, during which instructors may not be able to excel equally in all other areas. Allow for balancing out potential downturns caused by personal life challenges, illnesses, or creative crises.”

„Monitoring faculty-level implementation of Feedback (OMHV) and the Performance Evaluation System (TÉR), and providing feedback on actions and their impacts.”

The review of the performance evaluation system is part of Action 9 in the Action Plan adopted by the University of Pécs on 28th March 2024.

Quality Objective:

Developing a faculty module for all faculties, clarifying and accounting for core competencies, integrating ESG considerations, and standardizing the process regulation of leadership tasks.

Activities undertaken in order to fulfil the quality objective:

The regular annual review of the teachers and researchers Performance Evaluation System system took place at the June 2025 meeting of the Senate of the University of Pécs, following extensive consultations with the faculties. Within this framework, the recommendation of the Hungarian Higher Education Accreditation Committee (HAC) concerning the extension of the evaluation period in the performance evaluation system from three to four years was also discussed. A consensus position emerged that, since there had previously been no obstacle at faculty level to the substantive consideration of a longer time horizon, and no significant conflicts in this regard were known, while at the same time the KFSZ applies three-year rolling reference periods in several important areas, the University would retain its previous practice. However, this does not prevent university leaders exercising employer’s rights from also taking into account the longer-term performance of colleagues.

The monitoring of faculty-level implementation is carried out in a supportive and motivating manner rather than in a controlling or approval-oriented way. For the third consecutive year, the University has devoted significant attention and substantial central resources (approximately HUF 300 million annually) to ensuring that outstanding performers receive regular salary supplements even at faculties where sufficient local financial coverage is not generated (e.g. Faculty of Law – ÁJK, Faculty of Music and Visual Arts – MK, Faculty of Sciences – TTK). Nevertheless, performance-based motivation sponsored from faculty resources continues to dominate such payments, given that these are supported by significant

own revenues and efficient organisational operation (e.g. Faculty of Medicine – ÁOK, Faculty of Health Sciences – ETK, Faculty of Engineering and Information Technology – MIK, Faculty of Business and Economics – KTK).

At certain faculties, revenue-generating capacity (partly due to foreign language programmes and partly due to the KFSZ indicator-based financing system) has improved significantly in recent years; however, the development of the faculty-level Performance Evaluation System / Wages system is currently still in an intermediate phase (Faculty of Humanities and Social Sciences – BTK, Faculty of Pharmacy – GYTK, Faculty of Cultural and Vocational Pedagogy – KPVK). Since operational task allocation, in accordance with the applicable regulations, primarily falls within the employer’s authority of the Dean, faculties intend to decide within their own competence on the internal allocation of motivational resources. This is justifiable in cases where the generation of resources also falls within faculty competence; however, similar practices are observed at faculties where this is not the case. The Rector’s leadership pays particular attention to ensuring fair inter-faculty proportions in the allocation of central (supplementary) resources to the faculties.

The proportion of outstanding and well-performing teacher and researcher colleagues shows an improving trend at faculties supported centrally. In the years 2024–2025, the figures were as follows:

	2025		2024	
	Well-performing	Outstanding	Well-performing	Outstanding
ÁJK (Faculty of Law)	25	22	25	20
BTK (Faculty of Humanities and Social Sciences)	130	69	120	86
GYTK (Faculty of Pharmacy)	27	11	27	4
KPVK (Faculty of Cultural and Vocational Pedagogy)	21	11	13	18
MK (Faculty of Music and Visual Arts)	40	23	27	29
TTK (Faculty of Sciences)	59	37	69	31

Table 1. Number of Outstanding and Well-Performing Teaching Staff at Faculties Supported by Central Supplementary Resources (data in persons)

The FATK (Higher Education Data Analytics and Performance Management Centre), which manages the teachers and researchers Performance Evaluation System processes and operates within the organisational framework of the Faculty of Business and Economics, relying on its human and financial resources, submitted its detailed analysis of the data for the academic year 2024/25 to the Rector of the University in December 2025, following the full closure of the data collection and evaluation processes. In addition, an information report is being prepared for the Rector’s Leadership Meeting, which is expected to be presented and discussed on 29 January 2026.

Evaluation:

The Regulation of the University of Pécs on the Performance Evaluation System of Teaching, Research and Instructional Staff (Annex No. 59 to the Organisational and Operational Regulations of the University of Pécs) was amended with effect from 28 August 2025. The review process was conducted in accordance with the established expectations. The follow-up of the amendment is ensured.

The quality objective has been fulfilled.

3. Development of student representation and services

Background for setting the quality objective (at the time of its designation):

Background for setting the quality objective:

The 2023 report of the Hungarian Higher Education Accreditation Committee proposed recommendations for improving student representation and services:

"At the institution, student forums are organized on an ad hoc basis around specific key issues. However, active engagement with the student community needs to be supported in this form as well. Additionally, it is worth introducing student needs assessments and questionnaire surveys conducted at the faculty level to other faculties and central university levels."

"The continuous growth in the number of international students studying at the institution under the Stipendium Hungaricum and Erasmus+ programs highlights the increasing importance of establishing direct representation for international students. Therefore, it is necessary to explore how the international student representation model in place at the Faculty of Medicine (ÁOK), which has the largest international student base, can be expanded to the university level."

The assessment of faculty best practices conducted between June 26 and September 15, 2024, identified several best practices across faculties. However, these practices do not extend to the entire university.

General Practices:

International students typically do not have their own representative organizations (except for ÁOK and GYTK) or participation in student unions (except for ETK). Language barriers often hinder participation. If a non-Hungarian-speaking student becomes a member of a representative body, all meetings would need to be conducted in a foreign language. To address this: At ÁOK, members of the student union (HÖK) speak foreign languages. At ETK, a foreign student fluent in Hungarian handles representation tasks.

Highlighted Best Practices:

ÁOK and GYTK: The interests of international students are represented by the English-German Student Council (EGSC) through a cooperation agreement with the Student Sub-Council (HÖK). The EGSC provides official bilingual representation in the same languages as the educational programs (English and German). All HÖK delegates speak either English or German, ensuring smooth communication. Additionally, HÖK and EGSC offices employ administrative staff proficient in multiple languages to assist as needed.

BTK: Currently, only psychology students have an association that also serves a representative function: the Psychology Students Association, which operates in English.

ETK: International students are included in the faculty-level Student Council (HÖK). International students elect a representative, and the HÖK announces a call for applications for the position of international student liaison. This position is filled by the representative. So far, representatives fluent in Hungarian have been elected, avoiding language issues.

The review of student representation and services is part of Action 11 in the Action Plan adopted by the University of Pécs on March 28, 2024.

Quality Objective:

Developing methods for more active engagement with the student community and establishing effective representation for international students.

Activities undertaken in order to fulfil the quality objective:

In order to increase the number of student forums, several initiatives were undertaken by the University Student Union (EHÖK) during the 2025/2026/I semester. During the indicated semester, student forums were held on two occasions. On the first occasion, the President of the National Conference of Student Self-Governments participated in the forum, while on the second occasion the guest was Balázs Hankó, Minister responsible for Culture and Innovation. Both forums were characterised by significant student participation, and genuine dialogue developed between the students and the invited speakers.

In order to elevate the representation of international students to university level, the foreign affairs strategy of the University Student Union (EHÖK) was renewed, within the framework of which an International Affairs Officer was appointed. The responsibilities of the officer include not only the development and implementation of the strategy but also, as the head of the mentor programme for international students, maintaining daily, active contact with the (also international) mentors of international students, as well as with student organisations of international students. This relationship enables the immediate and effective channeling of emerging problems and questions to the appropriate place and person. In addition, EHÖK identified the communication channels most preferred and most smoothly used by international students and began focusing its communication towards them on these platforms.

Language barriers affecting the representation of international students have also been resolved at university level. At the customer service office of the University Student Union (EHÖK), supervision is provided by students who speak foreign languages.

Evaluation:

The declaration submitted by EHÖK substantiates the fulfilment of the designated quality objective. The organised programmes, the renewed foreign affairs strategy, the appointment of the International Affairs Officer, and the targeted use of communication strategies preferred by students promote the objective of more active engagement with students and the effective representation of international students.

The quality objective has been fulfilled.

4. Successful reaccreditation of the doctoral schools

Background for setting the quality objective (at the time of its designation):

Background for setting the quality objective:

The accreditation of the doctoral schools of the University of Pécs is due in 2025-2026. The doctoral schools involved in the accreditation process are (and their original names in Hungarian):

- Doctoral School of Law (Állam- és Jogtudományi Doktori Iskola)
- Doctoral School of Chemistry (Kémia Doktori Iskola)
- Pharmacology and Pharmaceutical Sciences Doctoral School (Gyógyszertudomány Doktori Iskola)
- Interdisciplinary Medical Sciences Doctoral School (Interdiszciplináris Orvostudományok Doktori Iskola)
- Clinical Medical Sciences Doctoral School (Klinikai Orvostudományok Doktori Iskola)
- Basic Medical Sciences Doctoral School (Elméleti Orvostudományok Doktori Iskola)
- Interdisciplinary Doctoral School (Interdiszciplináris Doktori Iskola)
- Doctoral School of Literary Studies (Irodalomtudományi Doktori Iskola)
- Doctoral School of Business Administration (Gazdálkodástani Doktori Iskola)
- Doctoral School of Regional Development (Regionális Politika és Gazdaságtan Doktori Iskola)
- Doctoral School of Earth Sciences (Földtudományok Doktori Iskola)
- Doctoral School of Biology and Sport Biology (Biológiai és Sportbiológiai Doktori Iskola)
- Marcel Breuer Doctoral School of Architecture (Breuer Marcell Doktori Iskola)
- Doctoral School of Health Sciences (Egészségtudományi Doktori Iskola)
- Clinical Neurosciences Doctoral School (Klinikai Idegtudományi Doktori Iskola)
- Doctoral School of Physics (Fizika Doktori Iskola) (new accreditation process)

Steps of the accreditation process for the doctoral schools (and their final, planned deadlines):

- Preparation of self-evaluation reports (by September 30, 2025)
- Accreditation site visits (by December 31, 2025)
- Issuance of the Hungarian Higher Education Accreditation Committee resolution, marking the end of the accreditation process (by April 30, 2026)

Given that the fulfillment of the quality objective requires specific actions by the doctoral schools of the University of Pécs during the first two steps (preparation of self-evaluation reports and accreditation site visits), the deadline for achieving the quality objective is aligned with the deadline for the accreditation site visits: December 31, 2025.

Quality Objective:

The preparation of the self-evaluation reports by the affected doctoral schools and the effective management of the accreditation site visits, results in successful accreditation for all affected doctoral schools.

Activities undertaken in order to fulfil the quality objective:

In relation to the quality objective, the following events took place:

- Preparation of the doctoral schools for accreditation – consultation with doctoral secretaries (29 May 2025 – on doctoral school regulatory templates). The topic was included on the agenda of the Doctoral Council (EDT) on several occasions; consultations were conducted at the EDT meetings regarding the preparation of the self-evaluation reports (25 February 2025, 29 April 2025, 3 June 2025, 8 July 2025).
- The cluster accreditation self-evaluation reports were submitted to the Hungarian Higher Education Accreditation Committee (HAC) by 30 September 2025.
- The supplements identified during the formal review conducted by the HAC were submitted by 5 November 2025.
- In accordance with the criteria specified by the HAC, the teams participating in the online interviews were established.
- The cluster accreditation online interviews took place between 2–3 December 2025.
- Responses to clarifications following the online interviews and the submission of additional requested data were completed by 9 December 2025.

At present, this is the current status; we are awaiting the opinion of the Hungarian Higher Education Accreditation Committee (HAC) regarding the cluster accreditation and the evaluation of the operation of the doctoral schools.

Evaluation:

The preparation of the self-evaluation reports by the affected doctoral schools and the effective management of the accreditation visits have been completed. However, the accreditation resolution has not yet been issued. Given that at the time of setting the quality objective it was already foreseeable that the resolution would not be issued by 31 December 2025, the quality objective was formulated in a way that allows for its evaluation at a later stage, following the issuance of the resolution. Therefore, the evaluation of this quality objective will take place at a later date.

ELECTRONIC RESOLUTION NO. 19/2026 (05.02.) OF THE SENATE OF THE UNIVERSITY OF PÉCS:

The Senate adopts the report on the evaluation of the fulfilment of the Quality Objectives of the University of Pécs for the 2025 calendar year.

Pécs, 5 February 2026

Dr. Roland Schmuck
Chair of the Quality Development Committee