

Corvinus University of
Budapest
Institutional Accreditation
Site-visit Team Report

Annex to Decision No 2024/6/X





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I. Accreditation proposal

<p>Corvinus University of Budapest</p>	<p>DECISION NO. 2024/6/X</p> <p>Accreditation of the institution is valid until 31 December 2029 with regard to the recommendations made in the report, the MAB requests follow-up report from the institution by 30 June 2027</p>
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Explanation of the accreditation proposal

Based on the self-evaluation and the site visit, it can be concluded that Corvinus University of Budapest operates a uniform university-wide quality assurance system based on the ESG (Standards and Guidelines for Quality Assurance in the European Higher Education Area).

The quality assurance and development processes of the institution are planned, its planning, monitoring, measurement, and evaluation procedures are regular. The relationship between management processes and quality assurance processes is strong, the management of education is adequate, the management of research is good, its direction fits into the institutional strategy.

Supporting processes (e.g., financial, management, IT, facility management and infrastructure) provide a good background for educational and research activities.

On this basis, the institution can be accredited for a period 5 years, until 31st December 2029 with a written follow-up report submitted by 30th June 2027.

II. Key Evidence of the Accreditation Proposal

The Budapest Corvinus University has a strategic understanding of its internal quality assurance system. The institution's established procedures and processes reflect its implementation at a systemic level. The institution has recognized the importance of organizational self-assessment for unified operation and strategic-level renewal. The commitment of leadership to the continuous development of the organization is noteworthy. To further develop the quality management system, it is necessary to coordinate processes and manage documented information.

Key Strengths:

- A comprehensive quality management system that is present and interpreted at all operational levels of the organization.
- Leadership commitment to quality enhancement.
- Continuous strategic-level harmonization of organizational units and overall, the university.
- Complementary quality assessments conducted by external parties.

Main Areas for Development:



- Engagement of more employees into the internal training system.
- Making public information more available and transparent.
- A more transparent information about the Student's Union work and the system of allocation of scholarships.
- Enhancing the engagement of international students into University's life and their representation in Students' Union.

III. General overview of the higher education institution

Corvinus University of Budapest (hereinafter referred as CUB) is a medium-sized higher education institution with a focus on economic and social sciences, that was established in 1920. At the time of the evaluation, the University has a total number of employees 1050, of whom, 543 are academic staff, 507 are non-academics. The governing bodies of the University are the Senate, Presidency, University Doctoral Council and Senate Committees. The University is located in two campuses – in the historic Közgáz Campus (also the seat of Rector's Office) and in the new Gellert campus, opened in 2024.

In 2019, the University has been transformed from a state-run university to a university, that is run by a Public Trust Funds Performing a Public Function (*Maecenas Universitatis Corvini Foundation*). As a result of the model change, the University has undergone a comprehensive transformation process in the 2020 – 2023 period. The main objectives of the structural reform were to increase the quality of teaching and learning, to enhance research output, both in terms of quality and quantity, and to optimize the internal structure of the University. As result, a novel matrix structure of the management process was introduced, which integrates disciplinary units (eleven institutes) with the unified operational structure based on study levels (undergraduate, graduate and postgraduate programs). The number of study programs was decreased, and their structure revised towards multi-disciplinarity and step-by-step specialization from undergraduate to graduate level. As of 2024, the University runs 7 undergraduate and 18 graduate programs. Besides keeping the leader position at domestic market of highly skilled specialists in business, economics and social sciences, –CUB has set a strategic goal to become more international, while aspiring to establish itself as a regional leader. This goal manifests itself in growing number of courses and programs in English, as well as in the internationalisation of the student body. About half of the courses are taught in English, international students compose about 20% of the student body.

IV. Quality assessment

IV/1. Enforcement of the PDCA principle

CUB adheres to the PDCA (Plan-Do-Check-Act) principle as a fundamental aspect of its quality management system. This cyclical process ensures continuous improvement in the institution's operations, policies, and educational outcomes.

CUB demonstrates strong planning capabilities to align its operations with strategic goals. The Assurance of Learning (AoL) system, which supports AACSB international accreditation, exemplifies these planning efforts. Initiated before 2017 and updated continuously, this system aims to measure student achievements against expected learning outcomes. By 2019, standardized measurements were

implemented across all university programs, ensuring consistent evaluation of educational effectiveness. Additionally, the Corvinus Teaching Excellence (CTE) system was developed to promote a culture of quality education and continuous improvement among faculty, driving the institution's strategic vision forward.

Implementation of Goals and Policies

The university describes the implementation of its goals and guidelines through structured procedures and quality improvement initiatives. The CTE system includes regular feedback mechanisms, such as the weekly student feedback via the MyVoice system and professional classroom visits. These processes allow continuous evaluation and enhancement of teaching practices based on diverse data sources collected throughout the semester. Furthermore, the introduction of the Performance Development Scheme aligns individual performance targets with the institution's strategic objectives, promoting a qualitative approach to performance management.

Use of Quality Control Tools

CUB employs various quality control tools to ensure compliance with its operational purposes. These tools include indicators, organizational reports, and feedback systems. The university's Centre for Quality Enhancement, and Methodology (hereinafter referred to as CEQEM) is charged with overseeing and coordinating the quality development activities and contributes to the management of available data- oversees the collection of feedback and the operation of the PDCA cycle. Regular evaluations, such as student feedback systems, graduate questionnaires, and statistical data on enrolment, graduation, and drop-out rates, are integral to this process.

The Quality Assurance and Quality Improvement Strategy for Training Programmes incorporates a cyclical, data-driven reporting exercise. Program supervisors submit annual reports to the Dean, utilizing data provided by the CEQEM Quality Improvement Team and Education Management. This comprehensive data collection ensures that decisions regarding curriculum development and course offerings are well-informed and aligned with both internal standards and external market needs.

Corrective Procedures for Deviations

CUB has established procedures to correct any deviations from its intended operational purposes. The university's Training Development Committees play a crucial role in this aspect. These committees are responsible for rethinking courses based on learning outcomes, redesigning learning activities, and reviewing competence matrices and curricula. Recommendations for improvements are addressed to the Dean based on evaluations generated by various review processes and feedback from stakeholders.

For example, the evaluation of measurement results from the AoL system highlighted the need for significant improvements in measurement tools, leading to adjustments and enhancements in subsequent cycles. One example is the realization that the existing rubrics for assessing critical thinking skills were too generic and varied significantly across different programs. This led to the development of standardized, detailed rubrics that provided clear criteria and consistent benchmarks for evaluating critical thinking, ensuring uniformity and reliability across all academic departments. Another example is the feedback received on the tools used to measure collaborative and teamwork skills. The initial surveys and peer evaluation forms were found to be insufficient in capturing the nuances of team dynamics and individual contributions. As a result, the university introduced more

sophisticated, multidimensional assessment tools, including peer feedback platforms and reflective journals, which provided a more comprehensive evaluation of students' collaborative abilities and informed more targeted improvements in teamwork-related curriculum components. Furthermore, the university's general procedure for the regular evaluation of courses, as outlined in the Quality Manual, ensures that program leaders can propose improvements based on a range of data collections and surveys, thus maintaining a dynamic and responsive educational environment.

IV/2. Extent of use of certain methods

While CUB maintains the core principles of the PDCA cycle uniformly across the institution, the specific methods and practices vary to accommodate the unique needs and contexts of different departments and functions. This heterogeneity is justifiable and beneficial, as it enhances the relevance, effectiveness, and adaptability of the continuous improvement processes, ultimately contributing to the university's overall mission and strategic goals.

One example is in the Bachelor of Business Administration and Management, where the PDCA cycle is implemented with a focus on industry alignment and practical skills. The "Plan" phase involves regular consultations with industry partners to update the curriculum based on current market trends. During the "Do" phase, students engage in hands-on projects and internships. The "Check" phase includes assessments based on real-world scenarios and feedback from industry professionals, and the "Act" phase involves integrating this feedback into curriculum improvements, ensuring that graduates possess relevant skills for the business sector.

In the Department of International Relations, the PDCA cycle emphasizes research excellence and interdisciplinary studies. In the "Plan" phase, faculty members develop research agendas that address global and societal issues. The "Do" phase focuses on collaborative research projects that cross traditional disciplinary boundaries. The "Check" phase involves peer reviews and publication in international journals, while the "Act" phase sees the incorporation of research findings into teaching materials and public policy recommendations, thus continuously enhancing both academic and societal impact.

Particularly disciplinary differences should be considered. Different academic disciplines and research areas have unique requirements. Within a defined framework, tailoring the PDCA practices to suit these specific needs ensures more relevant and effective improvements. This customization allows each department to address its unique challenges and leverage its strengths.

IV/3. Dissemination of good practices

According to the Self-Assessment, the dissemination of good practices is integral to maintaining and enhancing the quality of education, research, and institutional governance at the university. CUB has established structured procedures to identify good practices across its operations. These procedures involve continuous evaluation, feedback mechanisms, and collaborative efforts among different departments.

1. Education:

- The university's AoL system plays a pivotal role in identifying good practices in education. By measuring student achievements against expected learning outcomes, the system highlights effective teaching methodologies and curricular designs. Regular reviews and updates to the



AoL system ensure that identified good practices are documented and shared across all programs.

- The CTE system is another key component, focusing on continuous improvement in teaching. Feedback from students, collected through systems like MyVoice, and professional classroom visits, helps in identifying and promoting effective teaching strategies and practices.

CUB employs a robust research management framework to identify and disseminate good practices in research. This includes regular evaluation of research outputs, funding acquisition strategies, and interdisciplinary collaborations. The Research Excellence Framework (REF) and internal audits help in recognizing successful research practices, which are then shared through workshops, seminars, and publications.

The university's science management practices are evaluated through metrics such as research impact, innovation, and engagement with industry partners. Best practices in these areas are identified through continuous monitoring and external evaluations. Institutional services, including the university's third mission activities (community engagement and societal impact), are assessed for their effectiveness and efficiency. Successful initiatives are documented and shared through institutional reports and staff meetings.

Good practices in institutional governance are identified through regular audits, performance reviews, and stakeholder feedback. The university's governance framework emphasizes transparency, accountability, and strategic alignment with institutional goals. Best practices in governance are disseminated through policy documents, governance meetings, and training sessions. One example is the annual performance reviews of university departments. These reviews assess the effectiveness of each department's governance structure, decision-making processes, and strategic alignment with the university's goals. For instance, the review might reveal that a particular department excels in stakeholder engagement due to its frequent and structured meetings with industry advisors and alumni. This best practice is then documented and shared across other departments, encouraging them to adopt similar stakeholder engagement strategies.

Another example is the feedback-driven improvement in financial governance practices. Regular audits of the university's financial management systems may uncover efficient budget allocation and cost-saving measures implemented by one faculty. These practices are highlighted in audit reports and recommended for adoption by other faculties to enhance their financial efficiency. Additionally, feedback from internal stakeholders, such as faculty and administrative staff, about the transparency and accessibility of financial reports can lead to the implementation of clearer and more detailed financial reporting standards, thereby improving overall financial governance at the university.

The dissemination of identified good practices at the University is facilitated through various channels to ensure widespread adoption and continuous improvement.

2. Internal Dissemination:

- Workshops and Seminars at different levels: Regular workshops and seminars are organized to share best practices across departments and faculties. These sessions provide a platform for faculty and staff to learn from successful initiatives and apply them in their contexts.



- **Publications and Reports:** The university publishes annual reports, case studies, and newsletters highlighting good practices in education, research, and governance. These publications are accessible to all staff and serve as valuable resources for continuous improvement.
- **Training Programs:** Tailored training programs are conducted to inform faculty and staff about best practices in their respective fields. These programs are designed based on the identified needs and gaps, ensuring relevant and practical learning.
- **Intranet and Online Platforms:** The university's intranet and online platforms are utilized to disseminate good practices. These digital resources provide easy access to guidelines, success stories, and best practice documents.

3. External Dissemination and Inter-Institutional Learning

- **Conferences and Symposia:** Faculty and researchers are encouraged to present their work and share best practices at national and international conferences. This not only promotes the university's achievements but also fosters learning from other institutions.
- **Collaborative Projects and Partnerships:** CUB actively participates in inter-institutional collaborations and projects. These partnerships enable the exchange of good practices and innovations in education, research, and governance.
- **Membership in Professional Networks:** The university is a member of various professional networks and consortia. Participation in these networks facilitates the sharing of good practices and learning from peer institutions. For example, the university's involvement in the European University Association (EUA) provides valuable opportunities for benchmarking and adopting best practices.
- **Publication in Academic Journals:** Institute members are encouraged to publish their research findings in reputable academic journals. This not only contributes to the academic community but also enhances the university's reputation as a leader in education and research.

4. Inter-Institutional Learning Collaborations

CUB places significant emphasis on inter-institutional learning collaborations to enhance its practices and standards. These collaborations include:

- **Joint Research Initiatives:** The university collaborates with other institutions on joint research projects, facilitating the exchange of methodologies and best practices. These collaborations often result in co-authored publications and shared resources.
- **Exchange Programs:** Faculty and student exchange programs with partner universities allow for the exchanges of ideas and practices. These programs provide exposure to different educational and research environments, enriching the participants' experiences and bringing back valuable insights to Corvinus.
- **Benchmarking Exercises:** The university engages in benchmarking exercises with peer institutions to identify strengths and areas for improvement. These exercises involve comparing performance indicators, processes, and outcomes to adopt best practices from leading institutions.

IV/4. Data-driven improvements

By leveraging both quantitative and qualitative tools, the university continuously evaluates its performance and initiates improvements based on these insights. Reporting back to stakeholders on the outcomes of these evaluations is seen as one element of maintaining transparency and fostering a culture of continuous enhancement.

Quantitative tools are extensively used to measure and analyse various aspects of the university's operations:

- **Student Performance Metrics:** The AoL system uses standardized tests and assessments to quantitatively measure student performance against expected learning outcomes. These metrics help identify areas where curriculum adjustments are needed.
- **Research Output Analysis:** Metrics such as publication counts, citation indices, and research funding levels provide a clear picture of the university's research productivity and impact. Regular analysis of these metrics helps in setting research priorities and identifying successful research practices.
- **Operational Efficiency:** Quantitative data on enrolment rates, graduation rates, and drop-out rates are monitored to assess and improve institutional effectiveness. Statistical analysis of these data points informs decisions on resource allocation and student support services.

Qualitative tools complement quantitative data by providing deeper insights into experiences and perceptions:

- **Student and department Feedback:** Tools like the MyVoice and My View feedback system collect qualitative feedback from students on their learning experiences. Similarly, faculty feedback on teaching practices and institutional support is gathered through surveys and focus groups.
- **Graduate Questionnaires:** Surveys of alumni provide qualitative data on the relevance and impact of their education, offering insights into long-term educational outcomes and areas for improvement.
- **Peer Reviews and Audits:** Qualitative evaluations through peer reviews and external audits help in assessing academic programs and research initiatives from a holistic perspective.

CUB actively initiates improvements based on data-driven evaluations:

- **Curriculum Development:** Results from the AoL system and student feedback lead to regular updates and enhancements in the curriculum. Courses and programs are redesigned to better meet learning objectives and industry requirements.
- **Faculty Development:** Based on feedback and performance metrics, tailored professional development programs are created for faculty to enhance their teaching methodologies and research capabilities.
- **Operational Reforms:** Analysis of operational data results in reforms aimed at improving administrative processes, student services, and overall institutional efficiency. For instance, changes in enrolment processes and support services are implemented to enhance student retention and satisfaction.

Transparency and stakeholder engagement are vital components of the university's improvement strategy:

- Annual Reports: Comprehensive annual reports are published, detailing the outcomes of various evaluations and the subsequent improvements made. These reports are shared with faculty, students, alumni, and external stakeholders.
- Stakeholder Meetings: Regular meetings with stakeholders, including faculty, students, industry partners, and governing bodies, are held to discuss the results of recent evaluations and the impact of implemented changes.
- Newsletters and Updates: Periodic newsletters and updates highlight key developments and improvements, keeping the university community informed and engaged.

ESG 1.1 Policy for quality assurance

The quality assurance policy of the university is the result and reflection of some very fundamental institutional changes the organisation was subject to. Corvinus describes that the implementation of the design and implementation of its internal quality assurance is jointly supervised by the rector, the president, and the chancellor while a number of key documents outline the different areas covered by the policy.

Particularly the institutional development plan, the performance and development regulations, and the academic career model come out together with the quality manual, that forms the quality policy framework are described to follow the same logic to complement and reinforce each other.

The current strategic plan of Corvinus dates back from 2020/2021 and is coming to an end in 2024 with the new plan already designed. The site visit team found confirmation that different stakeholders were involved at different levels in the design of this document. The site visit team found confirmation for the annual follow up of the progress achieved during these years through published report that cover the years 2021 and 2022 in the intranet of the university.

It became obvious to the members of the site-visit committee that the current strategic is still very much shaped from the change process the institution underwent following a redesign of several bachelor's degrees and the structural realignment of institutes and deanships. The site visit team found critical reflection of its institutional achievement as well as a strategic prioritisation of relevant issues for teaching and learning, such as the integration of horizontal skills such as problem solving, critical thinking and communication in the renewal of the curricula. Interviews with the different stakeholders including programme leaders and students confirmed the relevance of these competencies not only in the design of the programmes but also for its implementation.

The CEQEM consists of three different working groups focusing on 1) quality improvement, 2) methodology, and 3) e-learning development and support.

As described until 2020/2021 the university used so-called 'open-door' events to facilitate exchange and present achievements with regards to questions and good practises of quality to all interested citizens of the university. This was to support it with forums on quality improvements which brought together different actors. Since 2021 this structure was replaced by town hall events which are open



for the university community to discuss current issues as well as strategic directions of the institutions, enabling different viewpoints to be expressed and considered. Furthermore, the site visit team learned during its interviews very consistently that the new management structure of the institution has increased internal dialogue and facilitated exchange as it has a reduced silo-thinking and encouraged people to make use of synergies.

The site-visit committee was also informed during the interviews that the institution operates an equal opportunities committee, as well as an ethics and disciplinary committee and discussed their practical work, availability and access for those in need of their services as well as the extent to which these committees are known by the citizens of the university.

The quality system also covers the key area of teaching and learning and collects student opinions in different ways through different systems such as MyVoice and MyView. In the interviews the site visit team also learned that students generally use these channels to give the opinion however they also appreciate the open-door approach of directly addressing issues with those who are involved. The level of graduate involvement showed a certain diversity depending on perspective and time of graduation.

The site visit team found a well-established and defined quality assurance policy that is implemented on different levels by interacting bodies under the involvement of mostly all relevant stakeholders. Discussions indicated that indeed the practised approach manages to balance a bottom-up approach involving the required actors, while also assuring the achievement of goals and priorities defined at the top level of the university. It is undoubtedly clear that the institution successfully implemented larger structural changes that also led to an adaptation of the quality policy.

The site-visit committee also found the implemented procedures overall fit for purpose and also designed in the way that they might enable the institution to develop its own quality culture in the future. To that extent the new identity of Corvinus might still take some time to fully demonstrate its footprint, not only into the individual processes, but also within a demonstrated institutional quality culture. The committee believes that the implemented adjustments of the last years clearly contribute to this, as consistently the site visit team learned that communication and cooperation amongst academics has been facilitated enabling innovation. The committee expresses its hopes that this increased communication it would also be transferred to a larger extent to the administrative bodies of the university.

The site visit team notes the comprehensive nature of the implemented system, which was explained orally during the interviews and later reconfirmed through a review of the provided documents and policies. Considering the fact that the quality of the process and policies were not so obvious based on the publicly available documentation as well as the presentation in the self-assessment it might be wise to upgrade the university's approach towards public information and transparency.

While the implementation of the strategy of the university is well monitored by annual progress reports and key performance indicators, the site visit team considers that CUB has not yet capitalized its full potential when defining its commitment to quality and excellency. When further developing its strategic approach to communication and public information, the university might consider defining a distinguishing feature or unique characteristic of the institution that will not only support recruitment, but also provide guidance for communication, public information and development of institutional culture.

In this regard it also became obvious to the panel of experts that the involvement of the labour market and employer side is not missing but happens quite differently at different levels of the university. Particularly the new structure of the university might facilitate to take a more unified approach of assured involvement of the labour market in defined procedures.

Finally, the site visit team was satisfied to hear that the university already identified increasing its involvement and cooperation with alumni. This is very much in line with the impressions of the site visit team during the interviews, painting quite a diverse picture from survey in some fields, active outreach in other areas, to a lack of involvement in other areas. Consequently, it will be important to create a more structured approach to the work with alumni and graduates to fully implement their perspectives into the quality assurance system of the university.

Recommendations and suggestions for further improvement

- The university should assure internal and external transparency about the quality of its procedures and work.
- The university is encouraged to improve its existing involvement of graduate and alumni and its quality assurance procedures.
- The university should consider a more structured exchange and involvement of/with the labour market.
- To better capitalise the impact of the structural change the university should increase the transparency about its unique features / value proposition.

ESG 1.2 and 1.9 Design and approval training programmes; on-going monitoring and periodic review of programmes

The institution has gone through a structural change in the last few years, with the aim to become a regional leader in the field and to improve its overall international ranking. It has replaced the former academic-education-based faculty organisation with the current three deans assigned to managing different levels of education, which is unique in Hungary's higher education system. The Organisational and Operational Procedures Regulations in the new structure, which form part of the Organisational and Operational Rules, set out the responsibilities of the deans as managers of their education programme portfolio, thus providing the formal organisational level for initiating new training programmes. The same regulation also names the Study Programme Leaders, known in everyday practice as Programme Directors, who are primarily responsible for the smooth running and continuous development of their BSc/BA or MSc/MA programmes. Programme Leaders are required to report annually in writing to senior management. These reports are not made publicly available since there are no rules explicitly requiring their publication.

Over the five years under review, the number of study programmes, both at the bachelor and the master level, offered by the institution has steadily decreased. As confirmed to the site visit team during the on-site interview with the university leadership team, this decision was made by the institution itself with the objective to optimise the number of students per teacher, a change in the institution's strategy aiming to reduce student-teacher ratio, which in turn is expected to further

increase student learning, but also reduce staff teaching workload, and allow them to place more time for quality development of the study programmes they are involved with, but also more time for research.

The streamlining of programmes took place after the change of model, essentially based on a top-down approach that considered not only internal student feedback, but also the information on the recent developments in the field and the state of the labour market, also the challenges of regional competition and the signals from the members of the institution.

It was clear from the self-assessment and during the on-site visit that the institution uses several formal and informal measures for the quality assurance of the study programmes, involving Students, Lecturers, Course Leaders, the Study Programme Leaders and the Dean. It was also confirmed during the on-site visit, with the students that participated in the interview with the site visit team, that the latter,), also have formal representation in the Senate.

The institution gathers feedback from external stakeholders through specific courses, final exam board memberships, and employers of current and already graduated students. However, it could be helpful to put a higher emphasis on ensuring that these types of signals from the external stakeholders to be collected in a more organized, systematic and periodical manner. This would make it easier to look at trends over time and evaluate/compare progress, thus aiding in continuous improvement of the programmes and their contents.

During the on-site evaluation, multiple members of the panels positively acknowledged the recent adjustments, effectively resolving earlier instances of topic overlap among some subjects and enhancing collaborative efforts among the different institutes. Obviously, it is necessary to note here that since there has been turnover during the transition of the institution to the new model of operation, the summary provided by internal stakeholders may not be free of selection bias.

The matrix organization is reported to cause no organizational friction during these changes. The clear custodians of programme development are the programme directors. The institute directors are primarily responsible for the HR functions at their level and for the quality of the teaching, research and administrative tasks of their subordinates in their areas of expertise. The increasing number of international faculty and the separate 3-year academic career tracks could further help to improve educational quality.

The student and alumni panel also gave feedback on the institution's emphasis on developing students' critical thinking skills. The assurance of the learning process is facilitated by identifying key competencies to be acquired in each academic programme, respectively.

Peer visits from colleagues teaching in similar fields can be highlighted as good practice. The appropriate specialist academic staff have been recruited for the new programmes.

The Study and Examination Regulations make only general provisions for determining credit values for each subject. In the self-assessment, this point is simply referred to as "principles for policy development" but no further specification is provided. Recognition of informal knowledge and work experience is also provided for in these regulations, but no real evidence or practice of this was found during the on-site visit.



The educational programmes and syllabuses are partially visible from the outside, even though their full public availability is a legal obligation in Hungary. This makes it difficult for external stakeholders, particularly admission seekers, to become familiar with the tasks and obligations that await them. This was also highlighted by some students in their meeting the site visit team had with a group of students during the on-site visit: students complained that they could not know the syllabus of the optional subjects in advance and on time, although the site-visit committee learnt these requirements are being presented in certain secondary schools during the institution's enrolment campaign.

Recommendations and suggestions for further improvement

- It is essential for the institution to comply with the requirement of full external transparency, to make publicly available all the necessary information regarding the study programmes and topics.
- Formalised, periodic involvement of external stakeholders in delivering ESG Standards 1.2 and 1.9 is strongly recommended.
- It would certainly be useful to clearly communicate the validation processes to both internal and external stakeholders, if necessary, through concrete, but of course, anonymous examples.

ESG 1.3 Student-centred learning, teaching and assessment

The institution is distinguished by its interdisciplinary study programmes, flexible research approach and emphasis on internationalisation. New study programs are designed to be more comprehensive and are updated to address the current needs of the labour market. The institution's policy, which outlines the framework for meeting these standards, is detailed in the 2024 Quality Manual. The implementation of student-centred teaching and learning is evident by considering the diversity of students and their needs, allowing for some degree of flexible learning pathways. CUB provides academic faculty with optional training as part of the CEQEM, which covers a variety of pedagogical methods, up-to-date approaches to teaching, testing and assessments. It is worth encouraging more teachers to take part in these workshops, such as including participation in training and workshops in the annual staff evaluation. Different positive practices do exist regarding student-centred learning, including the flip classroom methodology or courses launched in a mirror classroom. During the panel discussions with students, it was emphasised that the value of the student-teacher relationship is highly appreciated, so the students feel respected, and satisfied since teachers have time for them.

The institution has appropriate procedures for dealing with student complaints, but not all students from the panel were aware of them. Thus, it is worth it for the institution to find a more efficient way(s) to disseminate this information. A formal procedure for students appeals is also in place but the institution shall pay more attention to remind the students about the possibility and availability of this official procedure.

Regarding the competency assessment: according to the university's admission regulation, an entry competency assessment is carried out. During the studies, the University also pays attention to measure the student's competencies. It is important to emphasise that it is also necessary for the

institution to know how the students have developed their competences since they entered the institution.

The 'Study and Examination Regulations' document is the main source of information regarding the rules of studies and how students can find a solution to different study related questions and problems quoted in some examples below. The Study and Examination Regulations also indicates where to address the different study related questions, requests, and who has the authority to deal with each student's requests.

Individual study schedules are possible and subject to a particular CORVINUS regulation (the Study and Examination Regulations). Within the framework of the academic credit system, the students develop their individual study schedule, individual curriculum on the basis of the recommended curriculum published by the University via the Neptun system (Study and Examination Regulations – p. 54).

A preferential study schedule may be requested in relation to a subject/subjects, which has/have been taken by the student for the given semester in Neptun and may be authorised to students pursuing their studies in a daytime programme if the student fulfils at least one of the prerequisites listed in the Rules (carries out scientific work, is an outstanding national and/or international athlete, has received an invitation to take courses at a higher education institution abroad, completes a practice period abroad, has social and/or medical grounds deserving special consideration, pursues a simultaneous daytime programme at another study programme of the University or at another Hungarian higher education institution) (Study and Examination Regulations, p. 117). The criteria for assessment, the methods employed, and the marking standards are published in advance.

The regulations for assessment consider mitigating circumstances. Students, depending on the nature of the problem can approach the student centre service, programme supervisors, coordinators, or the dean for appropriate support. There are additional classes provided online, individual counselling, face to face meetings, showing the possible paths and other kind of support.

Assessment procedures are appropriately stated in the Study and Examination Regulations. The criteria for being admitted to examinations, the examination requirements, the modalities of evaluation of student performance, the system in which students' knowledge is to be assessed, are laid down in the subject syllabus for each subject (Study and Examination Regulations, p. 74). It is important to ensure that students are given proper feedback along with the published grades. During the panel interviews, students reported a willingness to hear reflections/feedback from teachers after classes about their performance.

Students can anonymously submit their views/comments about the course quality, or about the method of the content delivery during the semester, furthermore at the end of the course, via the My Voice app. During the institution visit, the site-visit committee heard from both students and lecturers that comments from student surveys are considered and implemented whenever possible, and that programme directors suggest changes and improvements in their annual reports, based on feedback from surveys, class inspections – peer reviews and conversations with lecturers. Lecturers can see result of student surveys after classes, considering their options, they may introduce some modifications related to the course such as much explanation of topics or update case studies.



Considering the student feedback – as the site-visit committee was informed during the site visit – lecturers can change the method of the delivery of the content of the course, one of the good examples that site-visit committee noted during the interviews.

It is important to point out to the fact that the students have various types of channels to give their feedback to the University, still the survey completion rate remains low and as the site visit team was informed the students preferred a previous method of surveys which let them pre-register for their courses during the course registration as long as they completed the survey. Probably more students may have been motivated to give feedback in the previous semesters. It would be beneficial for the University to find a solution how to involve more students into giving feedback and filling-in the surveys.

CUB pays special attention to talented students by providing them a unique programme. This additional programme is dedicated for the best students, encouraging them to participate in additional activities and involve them in the research groups, although the recently created programme for talented students is still in progress. Based on the Corvinus Talent Programme document, the full start of the programme is expected from September 2024 (Corvinus Talent Programme p.8).

According to the self-assessment, the institution created a new committee for diverse management of talented students: the institution provides some special trainings for teachers how to support special talented students. The university has also created the Navigator career support system, which helps students to plan their individual career path and launch their professional careers.

Teachers can also take non-obligatory special training for students with difficulties. It can serve as a better approach and understanding towards those students who have special needs during their studies at the University.

Recommendations and suggestions for further improvement

- It is important to find the best method of encouragement that helps involve more lecturers to continuously participate in training workshops, covering a variety of pedagogical methods and up-to-date approaches to teaching, testing, and assessment.
- Based on the information the panel received from students during the site visit, it would be beneficial to further promote an approach that not only assigns grades but also provides feedback and guidance on the learning process.
- It is also worth finding ways to raise awareness among students about the complaint procedures.
- Drawing from the feedback the panel received from students during the site visit, it would be worth considering offering a greater variety of specialisations in the master's study programmes.

ESG 1.4 Student admission, progression, recognition and certification

CUB consistently apply pre-defined and published regulations covering all phases of the student 'life cycle' – student admission, progression, recognition and certification due to Admission Regulation and Study and Examination Regulations. Study and Examination Regulations and Doctoral (PhD) Regulation contain the relevant procedures and requirements regarding the following areas specified

in the standard: tracking the progress of students, performing academic administration, specifying and recognizing credits, preparing the thesis or diploma thesis, obtaining the final certificate (absolutorium), postgraduate education, doctoral training, and the final exam. However, candidates for studies do not have access to full course syllabuses on the University's website, but only individual training programme descriptions.

The University's Admission Regulations clearly sets the rules and procedures of admissions procedures. It also indicates that the person in charge of admissions which is the Vice Rector for Education (p. 9). Besides the Vice Rector for Education, different bodies and persons are involved into the admissions process with different powers. To highlight an example, for the oral examination, the university sets up Admission Committees. A committee consists of at least 2 persons, the delegated members are university staff members, but external lecturers, doctoral students may be also invited into a committee such as the Student Union' delegated member who studies at master level. (p.11).

The pre-study requirements are defined for the subjects of the bachelor's degree programmes. Introduction to the institution and the programmes is provided among others by sending a package of useful information in advance or organizing a week O. Institutional practice for recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal (through training outside the school system but in an organised form) and informal learning (outside the school system, through practical experience) is ensured. This also applies to students on mobility. Appropriate recognition procedures rely on Credit Transfer Committees.

Based on the Study and Examination Regulations, the Institution establishes different kinds of Credit Transfer Committees which deal with credit transfer applications. The procedure related to credit recognition – dedicated to applicants for master studies – are publicly available on the Universities website. Moreover, the Study and Examination Regulation includes the policies related to recognition of informal knowledge and work experience (p.65).

The requirements of the thesis submission are clearly defined in the Study and Examination Regulations (p.93). From the first steps such as the topic selection, continuing the necessary consultations with the supervisor until the final step of the submission of the thesis, the regulative document provides a detailed guidance for the thesis writer students. According to the University's website the University Library also provides support and guidance for thesis writers under the Writing Center – Training sessions menu.

Provisions regarding the absolutorium (final exam certification) also available in the Study and Examination Regulations (p.90).

The curriculum is composed of compulsory, compulsory elective and free elective subjects as well as criterion requirements (Study and Examination Regulation (P.16). During the on-site panel interviews, students stated that they were satisfied with the range of choice of elective subjects, however, they noted that the system for registering for classes often crashes and is not user-friendly. In addition, they pointed out that elective subjects, which have a minimum limit of required registration, can disappear from the elective list in case of lack of sufficient registration, even though the syllabus seemed to be interesting, and noted that they should be available for a longer period. Flexible learning pathways are available at the University which ensure that groups of students with special situations are provided with an appropriate education.



Student status might be suspended due to childbirth, accident, illness or any other unexpected cause, without any fault on the part of the student. Students who are justifiably absent from classes due to childbirth, accident, hospital treatment, urgent official matters or to fulfill civic duties may apply for the opportunity to make up for missed activities. Mobility abroad is ensured by the introduction of a mobility window for several courses.

Several preparatory analyses of student progress and attrition have been conducted at the University, but there are not generally accepted, regularly produced progress and attrition reports.

Recommendations and suggestions for further improvement

- It is worth considering improving the class registration system to make it more reliable and user-friendly.
- Elective subjects should be available for a longer period so that students, whose course dates did not suit them in a given semester, could sign up for them.

ESG 1.5 Teaching staff

The change in the university model and strategy has also brought a new phase in the appreciation and recognition of academics. In addition to the self-assessment, the institution provided a significant amount of data on its teaching staff, for which previous surveys were available. A major element of the new strategy has been to reduce the teaching workload by limiting the number of students admitted. It is encouraging to see the inclusion of foreign lecturers as the full-time staff, and the use of the main European academic job market platforms such as 'econjobmarket.org' in the hiring process. The institution, does however, highlight itself that their foreign academic staff share is below international benchmarks, and more needs to be done in this aspect. The academic age structure is balanced, with a significant male majority.

The new academic career model introduces three career paths (i) a teaching-centred, ii) a research-centred, and iii) a balanced one: teaching and research combined) proved to be successful based on the indicators that were available at the site visit and in the self-assessment. The new recruitment, promotional and appraisal policies also seemed to be in place, with new committees such a Council of Heads of Institutes and the HR committee created to support the progress of policies. The site-visit committee were satisfied with the model and its clear criteria. The statistics provided by the institution show a manageable distribution of the three paths across different academic positions, as well as the flexibility academics have to move between these paths if they excel in any of them.

The regulations provide the possibility of a creative leave (sabbatical) for lecturers and researchers every seven years for a maximum of six months. However, only anecdotal evidence existed at the time of the site visit about the number of staff taking up this opportunity.

There are several examples of a successful strategic human resource management activity within the institution. One of them is the possibility that any time the HEI introduced new bachelor or master programmes, it was able to hire full-time teaching and research specialists for the previously uncovered subjects or disciplines. The other example is the increasing number of the highest quality (SJR D1, Q1, Q2) publications with the authorship of the colleagues.



During the on-site interview with the heads of institutes, the site visit team learnt that this new system provided more incentives for the staff to publish in good journals and is expected in the future to further increase the quality of teaching and publications.

The University has a well-managed support system for teaching and research excellence, a successful research support system, a wide training of trainers' system and possibilities for consulting for staff in case of stress or other mental challenges.

The institution uses the Student Satisfaction Survey at the end of each semester, and the channels of feedback and reaction exist and are exploited for improvement. Employee satisfaction surveys are less frequent. The ACM and performance measurement system might give a possibility for measuring this aspect as well. Without proper knowledge of the details of the model and the system, any further conclusions would only be pure guesswork, 70 educators sent back the standard questionnaire of MAB requesting information about their teaching activity. Almost all of them had a PhD degree, and most of them were full-time employees. The mode of teaching hours was 5-10 hours, preparing for classes 5-10 hours per week, respectively. Many of them were at least aware of almost most of the listed modern teaching methods, and many of them used at least one of these methods. This confirms the committee's impressions that the HEI encourages these methods and gives some hints to everyone involved that frequently organised pedagogical training sessions might remain in high demand in the future, too. CORVINUS's CEQEM can meet these needs. Peer visits of teaching staff in each other's classes can be considered a best practice. Processes for improving the quality of teaching are well regulated, and analyses, surveys and feedback provide meaningful support for regular quality improvement activities in this area.

Suggestions for further improvement

- The current strategy suggests that the university take further steps to increase the proportion of foreign academic staff.
- The previous proposal also partly justifies the need to make the non-monetary details of the employment requirements system externally transparent, but this is certainly justified from the point of view of domestic stakeholders, too. The university is advised to develop this field.
- The panel suggests further incentives to further encourage academic staff to excel in research and teaching and publish in even higher quality journals would further help the institution to achieve its long-term goals. Examples may be to continue to hire top academics – both national and international, further encouraging co-authorship and research visits with top academics in prestigious institutions.

ESG 1.6 Learning resources and student support

The institution has established a multi-channel system of student services and support. The primary channel of communication is the MyCorvinus app; for official academic matters students can access information via the online Neptun system. Students go to the Student Services with general issues and to the study programme coordinator with any academic problems. Students who met the site-visit committee were overall satisfied with the existing system.

Academic and non-academic support services are available for all students, both individually and in groups, in Hungarian and English. MyCorvinus app includes Do it Online! platform where students can find the most important student services and book time for face-to-face consultations. MyCorvinus Navigator is another platform that helps students plan their university years and their career.

Mental health has deserved special attention since COVID pandemic, and the number of psychologists employed by the University has increased from four to ten. Students may attend one individual counselling session once per academic year, free of charge. Students who met the site visit team expressed high satisfaction with the mental health and counselling services.

Special educational needs are addressed with care, and students choose whether to inform staff. For students with disabilities, the University provides appropriate preparation and testing, following the Disabled Students' Equal Opportunities Policy (SAR, p. 25). The new Gellert campus lacks visual impairment access, as observed during the visit. The site visit team recommends ensuring disability access across the campus. Discrimination is rare, according to the self-assessment and interviews, and a committee is in place to handle such cases, with an example shared with the site visit team. Considering the other campus of the institute, the facilities are sufficient for students and employees.

To help first-year students integrate, the Onboarding Week is organised. This is a multi-activity process (supported by relevant website page, including an online curriculum in English and Hungarian on Personal and Study Skills) to facilitate the preparation of students entering their first year to the academic and social life at Corvinus. The integration of Hungarian and foreign students is supported by mentoring programmes, such as the ESN Tandem programme, the HÖÖK mentoring programme, or the *Stipendium Hungaricum* mentors in the dormitories. (SAR, 43). Student Union is organising multiple social events, festivals and sport activities to facilitate integration of freshmen into the University community.

A comprehensive survey on the effectiveness of communication with students is carried out in the first quarter of each year. In addition, data on the number of visits to the various online sites is analysed on an ongoing basis (SAR). The University requests student feedback in the end of study courses via 'MyView' survey platform. Several staff members mentioned using survey data in elaboration of their lecture courses or study programs. Another interface - 'My Voice' - provides students an opportunity to provide instant feedback to teachers regarding classes and course lectures. Both feedback systems are voluntary, and the response rate is low.

The IT infrastructure is up-to-date and fit for study and research purposes of the Institution. The SAR lists several innovative labs (FinLab; SAP Next-GenLab, LeanLab, Makerspace) and the site-visit committee was convinced during the on-site visit in Gellert campus that innovative teaching methods (teamwork, hands-on creation) are applied in these modern labs. As a rule, labs are accessible for students' individual or group work also beyond regular classes. The University uses Moodle as the main teaching software.

The University has a library with capacity and services fully in line with the study profile and needs. Access to compulsory and recommended literature is increasingly provided through digital platforms, all major international academic online databases are accessible, the MERSZ database contains the majority of the textbooks used at the University. As part of the learning support services, the library offers specific training in writing essays, individual and group consultations.



Student organizations like the Student Self-Government (HÖK) and Doctoral Self-Government (DÖK) have formal roles in university governance, though no international students have yet served on their boards. From 2023/24, international students can run for the student union, with two candidates already standing. Senate meetings are now in English to support integration, and student representatives hold four seats with veto power, though it has never been used due to proactive involvement. The university provides resources like free premises and financial support, including a scholarship scheme covering study costs, social aid, and extracurricular activities (SAR, p. 6). Some students praised the scholarships, while others found the regulations unclear. It was also mentioned that the activities of the HÖK are not well known among both domestic and international students.

Corvinus hosts over 40 student organizations offering knowledge and experience in areas like economics, social sciences, arts, event organization, and community building (SAR, p.50). While the SAR highlights events promoting active citizenship, interviews reveal low attendance and limited recognition of these organizations by students and alumni. The Gellert campus also features collaborative teaching spaces, tech labs, numerous community rooms, a sports centre, and a park.

The University has four dormitories with 1081 places in total (SAR, p.49); the newest one in Gellert campus can accommodate 180 people (SAR, p.5). Despite significant supply, there is a continuous oversubscription at the start of the academic year. (SAR, p.49). Cost of living in dormitory is favourable for the students, but in the near future, low level of student contributions may make it difficult to maintain the dormitories and pushes the move towards market-based rates (SAR, p.50).

University's strategy to build upon online support systems works well, it is fast, convenient and has the potential to reduce administrative overload. Students are well aware of different channels of student support and use them to a different extent. Yet, using different tools and entry points makes the system fragmented, may confuse users and eventually reduce its efficiency.

Students and alumni have positive attitude towards the University, it's community and their studies. Likewise, the recent structural reform was seen as bringing positive effects to academic life (more interdisciplinary co-operation, more choices of courses and teamwork, more readiness to learn from experiences).

Recommendations and suggestions for further improvement

- It is recommended to consistently focus on developing the ICT skills of academic staff in mastering educational technology and software (e.g., Moodle, Teams).
- The panel recommends adjusting all buildings to meet the needs of students with disabilities.
- The panel suggests encouraging the Student Union to more actively reach out to the entire student body, both domestic and international. It is important to ensure that the rules and regulations for awarding scholarships are transparent and regarded as fair by all.
- The panel suggests continuing developing online student support systems while considering reduction of the quantity of platforms and improvement of the content and architecture of interfaces (including the University's website).

ESG 1.7 Information management

The university is collecting data from the following sources for evaluating academic human resources pool: institutional performance evaluation tables, central data reports covering teaching, research, service, internationalisation, and resource acquisition (such as grant targets and achievements), compared to IDP targets. And finally, data sources for talent management programmes: statistics on demonstrator activity, statistics on TDK and OTDK, statistics on national and international case competitions, and statistics on vocational colleges.

Performance measurement indicators used to assess quality objectives and improvements are set out in the IDP 2021-24. There are tables for each year, in which the numbers are planned for study programme development indicators: New undergraduate and master study programmes to be launched, renewed undergraduate, master and executive study programmes to be launched, and number of students in short (adult training) courses. Objectives for methodological renewal indicators: Developed e-learning/ blended learning curricula, number of mirrored classroom courses, proportion of renewed courses using digital methods within renewed study programmes, and number of colleagues participating in educational methodology training.

The institution presented a case, when set indicators were not met: the recruitment of international academics did not proceed at the pace expected by the university, so a new recruitment support process was developed, and the university started advertising on new recruitment platforms. Some improvement has been noticed, but they are still lagging in this internationalization process.

The institution is using the central application data for admission (felvi.hu) to determine the number of students admitted to the first year of the current academic year. Comparison is being made using the admission statistics from previous years. The application data generated in the admission procedure itself are transferred by the department conducting the admission procedure to the Education Management, which is responsible for summarising and recording the data, before the admission decision is taken. The numbers of student applications decreased, but the management explained in the interviews with the site-visit committee that it happened deliberately, as they wanted to reduce student-teacher ratio, to improve learning, but also lower workload, etc. Students' academic and graduation data are stored in the Neptun system, data is being used for various statistics and analyses.

Dropout data is being registered in the Neptun system and the institution's management carried out an analysis to identify typical causes and patterns.

The institution is using different tools to detect the student satisfaction and gather their feedback. MyVoice questionnaires provide direct, instantaneous impressions of the subject and the teacher, which can be used to improve the subject and the teacher's effectiveness. While student feedback on the teaching work is provided by the MyView questionnaires at the end of each course. Results are evaluated and used in the development of the subject and course. The on-site Interviews proved that there are too many tools used for gathering impact and students sometimes get confused about the proper use of each of them.

Students can access all institution's applications (Neptun, Moodle, Do it Online!, MyView, MyVoice) through MyCorvinus application, in Hungarian and English. MyCorvinus application, institution's website, and their social media represent internal information systems and communication platforms,



which allows the flow of information to both students and staff. The main point of information is the Student Space with its digital displays. The Peer Network is a network of student referrers who act as a bridge between students and their colleagues in Student Services. In this way, it is possible to involve internal and external stakeholders in the collection, analysis and subsequent action planning of data.

The Intranet offers access to organizational information and documents essential for employees' daily tasks, including updates on their status. It also provides news and event details from the University. Additionally, colleagues can create profile pages to showcase important information.

To ensure data and information security, staff can telework using a secure access distributed private network (VPN) connection. All logins, including those for wireless network access, require authentication to prevent unauthorized individuals from accessing drives or network areas containing sensitive data.

Gathering data from different groups of stakeholders is sporadic, employers and graduates are being asked about the skills graduates need on the labour market, and potential ideas for the study programmes' improvements only occasionally. The process is not formalised.

On the question where a newly appointed staff member would get the information and learn about quality assurance policy and practice, the expert committee received the answer that it will be possible through self-learning. Incoming faculty will have the opportunity to learn what are institutions QA perspectives, in a more structured system from September.

Feedback about decisions regarding student questions, comments and suggestions should be more interactive. It is not enough to only inform the student council and student representatives in different bodies, it is necessary to discuss and present changes to wider public. The same goes for informing different institution's stakeholders, information should be presented in organized manner, not just made available to interested.

Recommendations

- It is recommended to establish a process for continuous and systematic information gathering from employers, graduates and other external stakeholders.
- It is recommended to organize presentations and discussions, share information about changes that have been made with wider audiences and relevant stakeholders.
- It is recommended to prepare an analysis of students' progress and failure from the next academic year, and to publish them regularly.

ESG 1.8 Public information

Managing and updating the website is primarily the responsibility of the Communications team. Unlike the previous practice where editorial responsibilities were spread across various units, colleagues must now submit a form to Communications to request content updates. This process ensures better control and consistency of presentation. Additional design guidelines can be found in the Design Elements section of the website. The information that can be found on the page of each institute is quite different and does not offer a uniform appearance, which is probably the result of previous organization and recent transformation.

Corvinus Communications oversees the subpages managed by each department. If any content deviates from editorial guidelines, Communications notifies the page editor and request necessary changes. Upon request, Communications will also assist in making these changes.

The University's strategy, rules, and regulations are accessible on the website. Corvinus' international institutional accreditations are regularly highlighted in the boilerplate of each press release. Achievements in higher education rankings are communicated to the public through press releases, which are also available to the University community via the website, app, and social media platforms.

Prospective students can explore various sub-pages with detailed admission information. The website also provides specific details for each degree program. Undergraduate students can access an admission brochure both online and in printed form. For further inquiries, applicants can email felvi.corvinus@uni-corvinus.hu. Information is reviewed and approved annually by the Education Committee.

Upon the remark that there is no information on the website regarding the details of syllabuses and courses, the experts team received the following answer: the representatives of the institute participated on the site visit are aware that the syllabuses are not available, but a dedicated staff works on a digital project in the background and the syllabuses will be uploaded to this new digital platform. In most cases, the program directors send the syllabuses to the prospective students or enrolled students, but this is not a feasible way to proceed. The University aims to reorganize the syllabuses a bit. It is organized to often visit high schools where the University is introduced and its programs, the institute also have an open day, etc. Corvinus is using multiple ways to reach the students, reaching interns is more challenging.

Employees are being informed about the accreditation procedures through the Intranet and via personal communication with relevant parties, such as during institute meetings. Once the accreditation process reaches a stage suitable for public dissemination, the information is published on the University's website and through a press release. Public announcements are always made with the accrediting body's prior approval and typically only in cases of successful accreditation. There is no dedicated page on the website concerning the quality assurance (QA), easily accessible and displaying the QA reports, self-evaluation reports, etc.

Recommendations

- It is recommended to speed up the process of website renewal and make sure that the syllabus details are available.
- It is recommended to include a sub-page to the website on quality assurance, displaying entire self-evaluation reports, accreditation decisions and other QA documents.
- It is recommended to provide access to full course syllabus on the University's website, not just individual training program descriptions.

ESG 1.10 Cyclical external quality assurance

CUB describes its participation and successful alignment with the standards of different external quality assurance providers, among them AACSB (Association to Advance Collegiate Schools of Business), AMBA (Association of MBAs), or EAPAA (European Association for Public Administration

Accreditation). In its management structure, the responsibility for the coordination of these activities lies with the international relations and equitation unit.

Depending on the external accreditation provider and its methodology the focus of this might be on a programme or institutional level. During the on-site interviews with the site visit team, the different management and administration levels as well as academic staff were well aware of the successes in international external accreditation. However, there was little knowledge about institutional benefits beyond the individual cases.

Based on the provided documentation, and on the positive outcomes of different external accreditation activities of the university, this well reflects the capacity and quality of Corvinus. Undoubtedly, the relevance of these international certifications contributes to and builds up the reputation of Corvinus.

As Corvinus successfully performed well with different accreditation bodies, it should be recognized that these different procedures focus different programmes / parts of the institution. It might be worth considering the several individual outcomes and analyse if there is learning opportunities beyond the individual case and look for opportunities of institutional learning. The fact that a particular unit oversees the coordination of these activities might be a beneficial precondition enabling such institutional enhancements. The fact that different external accreditation bodies also bring different focus to the table creates opportunity when bringing this together and develop options for intra institutional exchange and learning.

Recommendations

- It is worth considering building on individual accreditation / certification outcomes, CUB should develop ways of institutional learning, creating synergies beyond the respective accreditation procedure.

V. Scientific activities of the institution / field of training

The recent structural change in the university aims at increasing the quality and quantity of research, thus improving its regional and wider international ranking of the institution, but also fostering innovation that would be useful for the local and regional business environment. Research and innovation objectives are set out in the Institutional Development Plan, where the main focus is on encouraging research excellence, but also innovation through its R&D activities that would not only advance knowledge, but also aid the development of the local economy. These are very strong ambitions and achieving them requires strong incentives for the academic staff to publish in the very top field journals, but also open the hiring process to international competition, inviting academics with very high potential.

During the on-site interviews, the site-visit committee learnt that the new structure was already showing its positive impact in this context, with new hires publishing in very good international journals. Examples of these publications, which were given to the site-visit committee during the on-site visit, were Journal of Economic Behaviour and Organisation, Journal of Money, Credit and Banking. These are good field journals, but to reach the long-term objective, the institution should aim to publish in higher ranking journals in the field. The site visit team was also satisfied to hear from

the institute directors but also lecturers that faculty had support from the institution to succeed with their scientific work, such as going to conferences etc, but more and stronger incentives could help to encourage staff to reach the publications to the very best journals, but they are on the right path.

Evidence provided to the site-visit committee by the institution suggests that there is progress in terms of grant awards, especially international grants.

In terms of quantity and quality of the institutions' publications, there is evidence of a clear improvement since the institution's structure change. Data supplied by the institution show that in 2022, there were 190 Q1 papers, and 67 Q2 papers, and 70AIP+ 150 papers. These are the highest numbers since 2018. If we compare the 2022 figures to the year before, we see that the number of Q1 papers increased by 28.4 % in 2022 compared to 2021, the number of Q2 papers increased by 36.7% compared to 2021, and 70AIP+ increased by 47%, compared to a year before. The Hungarian Scientific Bibliography (MTMT2) shows a decline in publications in recent years, but this has clearly been accompanied by improved quality. If these changes would be consistent over time, that would be very encouraging in terms of achieving the institution's long-term ambition of research excellence.

There are regulations in place to encourage students to participate in research. Through the Student Research Conference (TDK), both national and international students have the opportunity to develop their research interests/skills. TDK is linked with different parts of the institution (research centres, departments, etc) to facilitate students' participation in research, but TDK also takes independent initiatives, one of which is the TDK Mosaic conference, for students interested in science. Talented students are also supported through financial and non-financial incentives, such as Public and Academic Scholarships for TDK placement, Best paper awards, etc. Data from the institution show that there is a stable number of students participating in an institutional conference: this number was 337 in 2022, but 372 in the year before; the number of TDK award winners was 155 in 2022, and 165 in 2021. However, these numbers for both participation in conferences and the TDK awards in 2022 are higher than for the 2018-2020 period, although lower than 2021.

Other steps are taken to foster the research environment and improve incentives for top quality research. One is Corvinus Research Excellence Award. Corvinus Research Seminar is another important approach as it will help internationalise the institution by inviting top researchers in the field to present their research and encourage potential collaborations in the future. However, it is not clear whether this research seminar is run at the institutional or the department/institute level.

Regarding the infrastructure, the institution has created the Finance Laboratory (FinLab), which aids research and teaching, which was also visited briefly by a sub-group of the site visit team. We also visited the library's infrastructure and were satisfied with it and impressed by the building – it had lots of space for the students to work, rooms for meetings, and all the other amenities needed when studying in the library.

With regard to international research links, staff in the institution have collaborated with international academics, and have produced 10 joint publications in the last 5 years with academics from 23 foreign institutions.

There have also been joint grant activities with foreign institutions. There are 18 consortium partners, with which the institution has been involved in at least two consortia, although no details are provided on how much grants are achieved with each of these institutions. However, it is clear that some

collaborations are with some of the best institutions in Europe. The self-assessment also provided a list of several of the universities with which the institution is associated and considers them as its most important European research partners, such as Erasmus University Rotterdam, Vrije Universiteit Amsterdam, Maastricht and LSE. The HEI also has several regional partners.

Recommendations

- It is recommended that the institution increase the number of top-quality international researchers to further improve the quality of research to achieve its long-term objectives
- It is recommended that the institution continues to strengthen the quality of research produced by the employed staff by further incentivising them to publish in the very top journals.

Members of the site-visit committee:

Chair	Prof. Shqiponja Telhaj
Members:	Dr. László Erdey
	Assoc. Prof. Armand Faganel
	Natalia Greniewska
	Ronny Heintze
	Dr. Péter Levente Lakatos
	Prof. Anu Toots

The site visit took place on May 21-22, 2024.