Self Evaluation Report Two (SER 2)

for the

European Association of Establishments for Veterinary Education

Budapest
December 2013
Szent István University (Gödöllő, 30 km East of Budapest)

Large Animal Clinic and Commercial Farm (Üllő, 30 km South-East of Budapest)
Self Evaluation Report Two (SER 2)

for the

European Association of Establishments for Veterinary Education

Budapest
December 2013
# SELF EVALUATION REPORT TWO, BUDAPEST

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<tr>
<td>CRPT</td>
<td>Centre of Research and Postgraduate Training</td>
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<td>EAEVE</td>
<td>European Association of Establishments for Veterinary Education</td>
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<td>ECTS</td>
<td>European Credit Transfer and Accumulation System</td>
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<td>ENQA</td>
<td>European Association for Quality Assurance in Higher Education</td>
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<td>ESG</td>
<td>Standards and Guidelines for Quality Assurance in the European Higher Education Area</td>
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<td>FVSBB</td>
<td>Faculty of Veterinary Science, Budapest</td>
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<td>HAC</td>
<td>Hungarian Accreditation Committee</td>
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<tr>
<td>HVCH</td>
<td>Hungarian Veterinary Chamber</td>
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<tr>
<td>LAC</td>
<td>Large Animal Clinic</td>
</tr>
<tr>
<td>Neptun</td>
<td>Electronic Study Management System</td>
</tr>
<tr>
<td>SAC</td>
<td>Small Animal Clinic</td>
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<tr>
<td>SZIU</td>
<td>Szent István University</td>
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INTRODUCTION

STATUS OF THE FACULTY, DESCRIPTION OF ITS ORGANISATION

The Faculty of Veterinary Science Budapest (FVSB) is the only institution of veterinary education and a prominent centre of veterinary research in Hungary. The roots of the institution date back to 1787, when the first department teaching veterinary medicine in Hungary was established at the Faculty of Medicine of the University of Pest. The institution developed continuously, and then in 1851 it separated from the medical faculty. In 1906, the college was granted the right to issue a veterinary doctor’s diploma to its graduates. In 1934, a new university of technical and economic sciences was established in Budapest, and the college was integrated into it as a department. For a short time after 1945, the institution operated as a faculty of the Hungarian Agricultural University, and then in 1952 it regained its status as an independent veterinary school. Subsequently, in recognition of its achievements in veterinary education and research, the institution was promoted to university status under the name of University of Veterinary Science in 1962. Since 1 January 2000, it has been operating as the Faculty of Veterinary Science of the Szent István University (SZIU). Despite operating under various names and in different organisational forms, throughout its existence the institution has uncompromisingly pursued its mission to provide high-level academic education, foster excellence in research and clinical services, and promote internationality.

The Faculty’s task for the first 100 years of operation was to lay the foundations of veterinary education in Hungary, by relying on the international experience and developing the entire curriculum of education in Hungarian language. Since then, the veterinary school of Budapest has been home to a number of outstanding teachers such as Marek, Hutýra, Aujeszky, Manninger, Mócsy, Kotlán and Bartha who all had a major impact on veterinary medicine also on an international scale.

Since 1989, in addition to its Hungarian language education, the Faculty has been offering training in German (first four semesters) and English (entire programme, started in 1992) as well. Its training programmes attract an increasing number of students from abroad: currently, the Faculty boasts almost 700 students from all parts of the world in its international programmes. Thus, thanks to its rich heritage, its unrelenting efforts at continuous improvement and its international visibility, the Faculty of Veterinary Science has established itself as the only trilingual veterinary academic educational institution in Europe.

The Faculty’s strong commitment to quality is reflected not only in its continuously evolving internal quality assurance system but also in its outstanding performance at external evaluations: the Faculty has been audited and approved by EAEVE twice, first in 1995 and then again in 2004. Additionally, in 2006 and then in 2011–2012 the Faculty was audited and accredited nationally by the Hungarian Accreditation Committee, a full member of European Association for Quality Assurance in Higher Education (ENQA). In 2009 the Faculty decided to make preparations for the ISO certification of its quality management system. Major documents were elaborated already in 2011. After years of preparations and two years of systematic work FVSB succeeded to pass the audit performed by an independent company, CertUnion (http://certunion.com/home/) in 2012. According to the certificate (Annex 0.1), the Faculty of Veterinary Science, Szent István University has introduced and applies a quality management system which satisfies the requirements of MSZ EN ISO 9001:20091 in the field of education, research, small pet veterinary medicine, large animal veterinary medicine, diagnostic and laboratory services, and library

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services. In 2013 the FVSB was awarded with the title ‘Research Faculty’ for the period 2013–2016, and a budget was allocated for maintaining and increasing the research output. Out of 183 faculties from all over Hungary, the Faculty was among the four faculties honoured with this title on the basis of the Government Decree 24/2013 (II.5.) on national academic excellence.

In addition to the teaching of large and small animal medicine, our institution lays special emphasis on different areas of veterinary public health, including zoonoses, animal health and biosecurity, animals as sentinels of environmental hazards, and particularly food safety and its official control. Recognising the importance of protecting the living environment, the Faculty conducts biology BSc and biology MSc training as well.

Because of the central location of the campus in downtown Budapest, the teaching of large animal medicine was relocated to Üllő, about 30 kilometres from Budapest, where the new Large Animal Clinic was opened in an ideal rural environment in 2001. Daily transportation of students to that site is provided for. The historical campus, which was established in 1881, continues to accommodate the Faculty administration, the units providing theoretical and practical education and conducting research, as well as the Small Animal Clinic which has been modernised and expanded, utilising the space gained by the transfer of the former Large Animal Clinic. There is a third, also historic site at Hungária Boulevard, which houses the Department of Microbiology and Infectious Diseases. All sites of the Faculty are equally well equipped with state-of-the-art diagnostic and therapeutic equipment that enable us to raise the standard of teaching and research continuously.

Our Faculty provides full-time training in the framework of an integrated, one-tier programme (Doctor of Veterinary Medicine), a bachelor programme (Biology BSc) and a master programme (Biology MSc). Veterinary training is conducted in Hungarian and English language; in the first and second year a German-language programme is offered as well. The PhD School of Veterinary Sciences is entirely linked with our Faculty, but many specialists of the Faculty also play a decisive role in the work of the PhD Schools of Biology, Environmental, and Animal Sciences of Szent István University either as regular members or as teachers.

The organisational structure of the Faculty and the specification of the committees supporting the operation are presented in Annex 0.2.a, 0.2.b and 0.3.

THE FRAMEWORK OF QUALITY ASSURANCE IN HUNGARIAN HIGHER EDUCATION

Since the democratic transformation of Hungary, major milestones have occurred in Hungarian higher education, which are illustrated by Figure 0.1. The operation of a quality management system is required of Hungarian higher education institutions by relevant legal regulations. The basic principles of this quality assurance system are determined by the National Higher Education Act (Act CCIV 2011), while its operation is regulated by the decrees of the Ministry of Human Resources. This legal framework regulates the methods of the management of institutions of higher education, important elements of their operation, the order of issuing diplomas, the possibilities of approval and modification of education programmes, the integration and superposition of teaching processes, etc. This legal and regulatory environment determines the areas of institutional autonomy and the operation of organisations authorised to perform quality audits, certifications and accreditations. In Hungary, the Hungarian Accreditation Committee (HAC), a full member of the European Association for Quality Assurance in Higher Education (ENQA) (cf. http://www.mab.hu), is the exclusively responsible board for auditing and accreditation.
The Act on Higher Education adopted in 2005 contained numerous articles dealing with quality, quality assurance and quality audit, certification and accreditation systems which are reinforced in the National Higher Education Act of 2011 (Act CCIV 2011). Prompted by the provisions of the Act of 2005, most higher education institutions, including the Faculty of Veterinary Science, began to design and develop their quality management systems. This included internal regulation and regular internal assessment, continuous upgrading and the preparation of annual quality development programmes.

The Act prescribed the accreditation of institutions by external quality assessment performed by independent, objective quality auditing bodies. At the Faculty, the external audits are performed in a 5-year cycle by the Hungarian Accreditation Committee based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG). Compliance with these standards results in an accreditation.

Regarding the internal quality management system of the institutions, three typical approaches have become widespread:

- self-assessment of EFQM² type, developed for higher education,
- the MSZ EN ISO 9001:2009 quality management system focusing on processes and qualified by an independent auditing organisation, and
- the management-oriented system focusing on quality, utilising the ENQA ESG based assessment.

BEGINNINGS OF QUALITY ASSURANCE AT THE FACULTY OF VETERINARY SCIENCE BUDAPEST

For the quality audit performed by the Hungarian Accreditation Committee in 2012, the Faculty had prepared a self-assessment report in accordance with the provisions of the European standards. The document encompasses the quality-relevant activities in education, research and human resource development conducted by the Faculty, critically analyses the operation of the Faculty, presents its achievements and explores its potential problems (SWOT analysis). The audit was rounded out by an on-site visitation, lasting for two days. During the audit, the

² European Foundation of Quality Management
Hungarian Accreditation Committee chiefly examined the regulations that had been put in place for the approval, monitoring and regular internal quality assessment of the training programmes. The most important elements of this analysis and the assessment report can be found on the Committee’s website at http://www.mab.hu/web/tir/jelentesek/SZIE_120928_jelentesH.pdf.

The assessment procedures defined by EAEVE have a very broad scope. Each EAEVE assessment procedure encompasses a whole set of detailed and specific procedures, all regulated by law, by the University Organisational and Operational Regulations and related rules, by quality procedures or other Standard Operating Procedures (SOPs). A high level of legal regulation is characteristic of Hungary. (A list of the most significant acts and decrees can be found in Annex 0.4.) The central administration of Szent István University assumes the responsibility for the adaptation of laws to the University, issuing proper regulation in the field of education, human resources management, finances, information handling, etc. These are all communicated on the internal website (intranet) of the SZIU.

The management of unexpected events has also been regulated by law, as well as university-level and local directives. The general and Faculty-specific hazards and risks which may cause unexpected or even catastrophic events must be handled rapidly and efficiently. The Faculty employs a part-time occupational health and safety expert who is responsible for
- the elaboration of occupational health and safety regulations and procedures, based upon law and specific regulations and for making these public,
- the regular monitoring of the implementation of preventive measures all over the campuses,
- the instruction and training of employees,
- monitoring the regular update of instructions by department health and safety assistants, and
- checking if new employees and students are properly informed and trained in handling such situations at admission, and at situations requiring specific knowledge or skills (e.g. when starting laboratory practices, hands-on pathology practices, etc.).

The Faculty has a set of safety and emergency regulations and plans, published on the intranet, including:
- Occupational health and safety regulations (2003, modified in 2007, supplemented in 2011) which also covers procedures for different hazards, the rules for the use of protective clothing and equipment, the medical check required for a permit to work at a certain workplace, etc.;
- Fire protection regulations (2011, modified in 2012);
- Regulations for catastrophes and emergencies (2012);
- Waste management regulations (2003);
- Regulations for handling hazardous substances (2003) (The Faculty also has the permit of the National Public Health and Medical Officer Service for handling hazardous substances in relation to its operation);
- Regulations regarding security and the protection of property (2013);
- Risk assessment (2013);
- Chemical hazards assessment (2013);
- Biological hazards assessment (2013);
- Pandemic action plan (2009).

The Faculty has elaborated specific quality management procedures for the processes which are unique for its operation. The visualisation of a given assessment procedure using just one single flowchart would undermine the complexity of the quality management system, whereas the provision of all existing SOPs (16 quality management procedures and other SOPs) goes beyond the scope of the Self Evaluation Report. However, to facilitate the experts’ preparation and to fulfil EAEVE requirements the Faculty has mapped the 16 quality management procedures of its MSZ EN ISO 9001:2009 quality management system onto EAEVE’s assessment procedures (Table 0.1.) and prepared a one-page summary of each in English (cf. Annexes 0.5.0–16).
Similarly, the relation of ESG (HAC) requirements and EAEVE Assessment Procedures is presented in Annex 0.6.

Table 0.1. Concordance of quality management procedures and assessment procedures

<table>
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<tr>
<th>TITLE OF THE PROCESS</th>
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<th>ASSESSMENT PROCEDURES (AP) COVERED IN THE PROCESS</th>
<th>ANNEX</th>
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<tr>
<td>ME-01 Responsibility of the management</td>
<td>Mission, strategy, objectives, organisation, levels of decision making, planning of processes, management information system, management review, follow-up of developments</td>
<td>AP 1</td>
<td>0.5.01</td>
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<tr>
<td>ME-02 Framework of the quality management system</td>
<td>Documentation system, handling of prescriptive and descriptive documents and legal regulations</td>
<td>AP 1</td>
<td>0.5.02</td>
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<tr>
<td>ME-03 Partner focus in education, research and other services</td>
<td>Identification of partners, definition of the requirements of stakeholders (interested parties), elaboration of promises at university/faculty level, publicity, communication with partners, international relations</td>
<td>AP 4, 12</td>
<td>0.5.03</td>
</tr>
<tr>
<td>ME-04 Planning the training processes</td>
<td>Training structure, planning of programmes, preparation, revision and development of curricula, international programmes</td>
<td>AP 2, 3, 6, 7, 9</td>
<td>0.5.04</td>
</tr>
<tr>
<td>ME-05 Basic educational processes</td>
<td>Planning of semesters, processes related to the organisation of semesters, student evaluation</td>
<td>AP 2, 3, 6, 7</td>
<td>0.5.05</td>
</tr>
<tr>
<td>ME-06 Postgraduate training processes</td>
<td>Planning, follow-up, development and marketing of postgraduate and other training processes</td>
<td>AP 9</td>
<td>0.5.06</td>
</tr>
<tr>
<td>ME-07 Value-added services for students</td>
<td>Scientific Students’ Association, mobility, hostel, development of talented, and care for handicapped students</td>
<td>AP 4, 6, 11</td>
<td>0.5.07</td>
</tr>
<tr>
<td>ME-08 Research, research support, science organisation</td>
<td>Research support, research projects, publication, conference organisation</td>
<td>AP 7, 10</td>
<td>0.5.08</td>
</tr>
<tr>
<td>TITLE OF THE PROCESS</td>
<td>CONTENT OF THE PROCESSES IN KEYWORDS</td>
<td>ASSESSMENT PROCEDURES (AP) COVERED IN THE PROCESS</td>
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<td><strong>ME-09 Regulation of clinical processes</strong></td>
<td>Identification of partner groups and their requirements in relation to clinical work. Planning, organisation, implementation, and monitoring of clinical practices. Clinical research processes. Regulation of clinical therapeutic processes, operation of the outpatient and special consultations, provision of resources, provision of laboratory services and resources. Assessment of clinical services</td>
<td>AP 8</td>
<td>0.5.09</td>
</tr>
<tr>
<td><strong>ME-10 Effective data and information handling, publicity</strong></td>
<td>Regulation of data necessary for processes, provision of effective information technology background, regulation of compulsory statistical data submission. Reception of external information and provision of necessary feedback. Forms and channels of external communication, authorisation, currency</td>
<td>AP 2, 3, 5, 6, 12</td>
<td>0.5.10</td>
</tr>
<tr>
<td><strong>ME-11 Processes related to applications and regulation of complex projects</strong></td>
<td>Application processes, projects</td>
<td>AP 10</td>
<td>0.5.11</td>
</tr>
<tr>
<td><strong>ME-12 Provision and development of material resources and conditions</strong></td>
<td>Financial planning, provision and maintenance of resources, economic processes, applications, control of measuring equipment</td>
<td>AP 8</td>
<td>0.5.12</td>
</tr>
<tr>
<td><strong>ME-13 Provision and development of human resources, internal communication</strong></td>
<td>Requirements corresponding to jobs, selection and evaluation of invited lecturers, evaluation of staff members, measurement of staff satisfaction, motivation system, internal communication</td>
<td>AP 5</td>
<td>0.5.13</td>
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<tr>
<td><strong>ME-14 Measurement, analysis and development</strong></td>
<td>Forum for operation-related remarks, handling students’ complaints, handling nonconformities, preventive and corrective actions, audits, indicators, measuring the satisfaction of students, lecturers and other partners, graduate career tracking. Meeting the requirements of the Hungarian Accreditation Committee, accreditation</td>
<td>AP 1, 5, 6, 11</td>
<td>0.5.14</td>
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<tr>
<td>TITLE OF THE PROCESS</td>
<td>CONTENT OF THE PROCESSES IN KEYWORDS</td>
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<td>ME-15 Co-operation with the Union of Students, support of the Union of Students</td>
<td>Communication of events requiring student support at University or Faculty level. Support of student groups by the Union of Students. Occasional support of students or programmes of students. Collection and publication of information related to the Union of Students. Participation of students in Faculty decision making. Handling students’ complaints and developmental propositions</td>
<td>AP 5</td>
<td>0.5.15</td>
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<tr>
<td>ME-16 Regulation of library, archival and museum services</td>
<td>Identification of partners and their needs concerning library, archival and museum services. Planning, organisation, implementation and monitoring of library, archival and museum services</td>
<td>AP 6</td>
<td>0.5.16</td>
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Chapter 1 POLICY STATEMENT (AP 1)

Please address the following points:
- the relationship between teaching and research so that research education and research quality can be distinguished
- Faculty’s strategy for quality and standards
- organisation of the quality assurance system
- responsibilities of organisational units and individuals for the assurance of quality
- involvement of students in quality assurance
- ways in which the policy is implemented, monitored and revised

1.1 PRINCIPLES OF ESTABLISHING THE QUALITY ASSURANCE SYSTEM AT THE FACULTY OF VETERINARY SCIENCE

The quality management system of the Faculty of Veterinary Science, Szent István University (FVSB) was markedly influenced by the organisational culture, professional values and historical traditions of the institution. Especially since the enactment of the previous Act on Higher Education in 2005, the Faculty has been working steadily and assiduously on the implementation and development of a quality assurance system. The development of the quality management system complying with the MSZ EN ISO 9001:2009 standard has been traceable since 2009. In essence, this quality management system is based on an adapted version of the standard that suits the special demands of a veterinary training institution. The MSZ EN ISO 9001:2009 approach is a process-oriented one, and is based on a number of quality management principles including a strong student and stakeholder focus, the motivation and implication of top management, the process approach, and continual improvement. Checking that the system works is a vital part of MSZ EN ISO 9001:2009. As such, the Faculty performs annual internal audits to see how its quality management system is working on the basis of previously defined quality indicators. Although this is not obligatory, the Faculty invited an independent ISO certification body, clients and other stakeholders to participate in auditing its quality system by means of surveys and organised feedback annually.

In its self-assessment, the Faculty additionally adheres to the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) as required by ENQA and the Hungarian Accreditation Committee. According to the most important strategic objectives, operation encompasses three core and two operating processes (the support and the management process). The core or main processes reflect the Faculty’s primary mission:
- education,
- research, and
- public (clinical, diagnostic, laboratory, library) services.

Figure 1.1 illustrates that the system operates as a so-called modular system, utilising multiple quality management approaches. The framework of the quality management system is constituted by the MSZ EN ISO 9001:2009 system, which ensures that the quality policy and strategy of the organisation, the documented regulation of the core processes and the identification of the persons responsible for them are up-to-date, and that the annual quality system audit is carried out. The system contains (organisational) elements based on self-assessment, when the measurement of efficiency and performances is based on quality indicators. The Faculty has adapted the logic of the internal assessments (data collection and audits) to the external expectations (accreditation), in order to ensure that the assessments and data collections are carried out in a uniform and efficient manner. Through the continuous review of the methods and by taking into consideration the
opinion of the parties concerned, the Faculty aims at achieving an organisational culture based on total quality management (TQM).

Figure 1.1. **The most important areas of regulation (core and supporting processes) with their effects taken into account during the regulation, and with the ‘modular’ quality management system tailored from the different quality cultures (symbolic rectangles)**

In recent years, the Faculty of Veterinary Science has based its quality system on the internal and external quality assessments enumerated in *Table 1.1*.

**Table 1.1. Internal and external quality assessments**

<table>
<thead>
<tr>
<th>TIME</th>
<th>TYPE OF REVIEW</th>
<th>AREA REVIEWED</th>
<th>RESULT OF THE REVIEW</th>
<th>REMARK</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>Self-assessment (Self-assessment Report)</td>
<td>According to the expectations of the EAEVE</td>
<td>Internal developments</td>
<td>Continuation of the accreditation conducted in 1995</td>
</tr>
<tr>
<td>2004</td>
<td>International evaluation by the EAEVE</td>
<td>According to the expectations of the EAEVE</td>
<td>Identification of two category 1 deficiencies</td>
<td>The deficiencies were rectified, which was confirmed by the revisit in 2006</td>
</tr>
<tr>
<td>2006</td>
<td>National institution accreditation by the Hungarian Accreditation Committee (HAC)</td>
<td>According to HAC criteria in the area of education, research and conditions of study</td>
<td>SZIU and the Faculty were found to fulfil the requirements with ‘A’ qualification, and received accredited status valid until 2012</td>
<td>Recommended in 20 areas (together with the parallel accreditation)</td>
</tr>
<tr>
<td>TIME</td>
<td>TYPE OF REVIEW</td>
<td>AREA REVIEWED</td>
<td>RESULT OF THE REVIEW</td>
<td>REMARK</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>2006</td>
<td>National degree programme (parallel) accreditation by the Hungarian Accreditation Committee (HAC)</td>
<td>According to HAC criteria in the area of education, research and conditions of study</td>
<td>The training programme was found to be conforming to the requirements with ‘A’ qualifications, and received accredited status valid until 2012</td>
<td>Recommended in 20 areas (together with accreditation of the institution)</td>
</tr>
<tr>
<td>2009</td>
<td>Start of the implementation of the MSZ EN ISO 9001:2009 system</td>
<td>Higher education and clinical services, research, services provided to students</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>2009</td>
<td>Hungarian Accreditation Committee – accreditation of the PhD school</td>
<td>PhD School of Veterinary Sciences</td>
<td>Approved</td>
<td>Approval is valid till 2014</td>
</tr>
<tr>
<td>2012</td>
<td>National institution accreditation by the Hungarian Accreditation Committee (HAC)</td>
<td>Expectations according to the ESG and ENQA guidelines and HAC criteria in research</td>
<td>SIZ and the Faculty were found to be conforming to the requirements with ‘A’ qualification, and received accredited status valid until 2017</td>
<td>–</td>
</tr>
<tr>
<td>2012</td>
<td>Internal audit in the framework of the MSZ EN ISO 9001:2009 system</td>
<td>Higher education and clinical services, research, services provided to students</td>
<td>5 deviations, 16 ‘good practices recommended for adoption’</td>
<td>Evaluated in the framework of a management review</td>
</tr>
<tr>
<td>2012</td>
<td>Certifying audit according to MSZ EN ISO 9001:2009 by an independent quality certification organisation</td>
<td>Higher education and clinical services, research, services provided to students</td>
<td>Certification, no deviations, some development recommendations</td>
<td>Quality auditing and certifying organisation: CERT-Union Ltd. (National Accreditation Board reg. no.: NAB-4-0 108/2011)</td>
</tr>
<tr>
<td>2013</td>
<td>Research Faculty title</td>
<td>Education, research, development and innovation</td>
<td>The Faculty received the title ‘Research Faculty’</td>
<td>Requirements were published by the Ministry of Human Resources, and the corresponding self-evaluation (application) was submitted on the basis of which the title was achieved for four years</td>
</tr>
<tr>
<td>2013</td>
<td>Internal audit in the framework of the MSZ EN ISO 9001:2009 system</td>
<td>Higher education and clinical services, research, services provided for students</td>
<td>2 nonconformities, 13 ‘good practices recommended for adoption’</td>
<td>Evaluated in the framework of a management review</td>
</tr>
</tbody>
</table>
The table above illustrates the dedication of the Faculty to quality. On the one hand, since 2006 the Faculty has been accredited nationally by the Hungarian Accreditation Committee, a quality assurance agency in the field of higher education that meets all ENQA membership criteria and is a full member of ENQA. This accreditation was confirmed in a re-audit in 2012. On the other hand, after years of preparation, the Faculty has successfully implemented the MSZ EN ISO 9001:2009 system, as shown by its certification, issued by an external, independent quality auditing and certifying organisation with international accreditation in April 2012 (cf. Annex 0.1).

Further key strategic elements of the Faculty’s quality system are the external assessments it is subjected to. As the FVSB is part of Szent István University, and receives funds from the State, the maintainer, the Ministry of Human Resources, annually reviews the performance of the Faculty whilst taking into account national socio-political interests and economic responsibility. This assessment is based on the annual reports of the Faculty. The content, scope of data and format of these reports are determined and specified by the Ministry of Human Resources, the Hungarian State Treasury, the Hungarian Central Statistical Office, and other national organisations. The most important areas addressed are:

- training output,
- supply of the labour market with specialists,
- services for students,
- research + development and innovation,
- the economic management of the organisation,
- operation of the institution within the frames specified by the National Higher Education Act,
- high standard and transparency of the educational processes,
- supply of personnel and teachers on a high standard, as well as
- provision of facilities and material resources.

Data gathering for the day-to-day operation of the Faculty as well as for the purposes of report making are supported by office management and administration systems run by Szent István University: labour and personnel management systems (Nexon, KIR3), electronic filing and document handling system (Kontroller2), business management system (EOS/TÜSZ), tender registration system (PAJA), central electronic mailing system (webmail). There are also portals enhancing the administration of studies and knowledge transfer: the Electronic Study Management System (Neptun), and the e-learning system (Moodle). When designing the co-ordinated operation of the individual systems, the designers paid attention to the expectations regarding personality rights as required by Act CXII of 2001 on Information Sovereignty and Freedom of Information. Necessary periodical changes and developments are managed by the Informatics Centre of Szent István University. On behalf of the Faculty, the local systems’ administrators supervise the running of these software packages in co-operation with their colleagues at the Gödöllő centre.

The areas addressed by the external reviews are reflected by internal organisational objectives, according to which the Faculty wishes to keep its stable operation, its students’, employees’ and stakeholders’ satisfaction and the quality of its education, research and public services as well as
its infrastructure on the highest possible level. These management objectives can be attained in the framework of internal regulations and quality assessments.

The established quality management system focuses on ensuring the proper harmony of the internal and external regulations and quality assessments (*Figure 1.2.*). This harmony makes the review unambiguous and efficient by the use of identical data and evaluations. Wherever this was possible, an integrated order of the organisation’s objectives, the regulations and the assessment indicators was developed, with its elements built on one another.

<table>
<thead>
<tr>
<th>OBJECTIVES</th>
<th>Plans for actions, improvements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Process</td>
<td>Internal review</td>
</tr>
<tr>
<td>Controls</td>
<td>Criteria</td>
</tr>
<tr>
<td>Organisational culture</td>
<td>Surveys, monitoring</td>
</tr>
<tr>
<td>Performance according to stakeholders requirements</td>
<td>Self-assessment, internal audit</td>
</tr>
<tr>
<td>Management objectives of the organization</td>
<td>External quality review</td>
</tr>
</tbody>
</table>

Figure 1.2. *Co-ordination of social tasks with the institution’s own objectives and the operation necessary for their attainment*

### 1.2 STRATEGIC GOALS OF THE FACULTY OF VETERINARY SCIENCE

The mission and strategic goals of Szent István University and the Faculty of Veterinary Science are co-ordinated and take into account the Faculty’s characteristics and traditions.

‘*Within the mission adopted by the University, high-level theoretical and practical education, scientific research and intellectual creative activity constitute an integrated entity.*’ ([http://szie.hu/kueldetesnyilatkozat](http://szie.hu/kueldetesnyilatkozat)). The objective of the University is to expand and update the scientific knowledge in the areas cultivated by it, through high-standard training and research activity. As a teaching and researching university, Szent István University wishes to gain international recognition through enriching the results achieved by Hungarian and universal science, and nourishes intensive relations with the stakeholders of economic life. In order to attain this objective, the University lays particular emphasis on the development of human resources. When selecting its areas of research, it is a particularly important consideration that the selected field should be useful in the education of students and conform to the demands of the labour market.

The mission of the Faculty of Veterinary Science ([http://www.univet.hu/en/the-faculty/quality-management/](http://www.univet.hu/en/the-faculty/quality-management/)) (*Annex 1.1*) is adapted to that of Szent István University, and contributes to the
implementation of training, research and scientific services with its unique features. The Faculty’s mission statement contains elements relying on the unique characteristics of the University and the Faculty.

The mission of the Faculty of Veterinary Science is to conduct a competitive and flexible veterinary training that meets international standards and is adapted to the changing economic and social environment, and to prepare its students for the high-level performance of tasks presented by a knowledge-based society. The vision of the Faculty is to play a leading role in the disciplines cultivated by the Faculty’s institutes and departments, as well as in meeting the domestic and international demand for veterinarians, in the service of society, while maintaining the University’s previous course of development and nurturing its intellectuality and traditions. Its objective is to train intellectuals with attitudes conforming to the European standards who are open and susceptible to the issues of other disciplines, culture and society, are able to form a well-considered and progressive opinion about such questions, and are characterised by a willingness to actively participate in solving the issues of public life.

The theoretical and practical curriculum enables graduates to apply the acquired theoretical and practical knowledge in a well-founded manner, as well as to utilise and develop further the new achievements of science in the field of agriculture, animal production, patient care, veterinary administration, environmental science, environmental protection and animal welfare, food production, technical education and research, as well as to apply and develop further the new results of science.

The Faculty wishes to play an important part in knowledge transfer based on research and education activity throughout society.

The Faculty has formulated its objectives so that they can be deduced from its mission, and that the direction of activities could be interpreted on the level of all employees (Figure 1.3). Accordingly, already the deployment of objectives is realised on multiple levels. The mission is stated in a declaration-like manner in the respective Quality Policies of SZIU and the FVSB, which are built on each other.

The Quality Policy of the Faculty serves as a declaration of the commitment of the Faculty’s management to quality, and it is also a means of providing a framework for the quality objectives of the Faculty. The management of the Faculty reviews the Quality Policy at least once a year. The valid Quality Policy is published, displayed in several places at the institution, and it is also made available on the Faculty’s website (cf. http://www.univet.hu/en/the-faculty/quality-management/, Annex 1.2).

Beside the goals in the field of quality management, the Quality Policy of the Faculty reflects the commitment of the management to quality, to the encouragement of student participation, and to the improvement of research education. The title ‘Research Faculty’ was attained by excellence in veterinary research. However, there is a dynamic relation between research and education, since the achievements in the forefront of research are transferred to education as the majority of the research staff participate in training. As it is described in Chapters 4, 5 and 8, students are also introduced into research methodology, they are required to accomplish several different types of projects during their studies, and must finally summarise and prove their competences in independent research (under the guidance of a tutor, and often as members of research teams) in their thesis, or a study submitted to the conference of the Scientific Students’ Association of the FVSB. We can boast of an increasing number of undergraduate students annually who win awards at the national conference of the Scientific Students’ Association.

Our policy is also a lighthouse for our quality-related activities. SZIU prepares its Institution Development Plans for four- or five-year periods in which the long-term plans of each faculty are summarised. Last year the Ministry of Human Resources asked for the elaboration of these plans which were prepared and submitted in the spring of 2012. One of the annexes of the Institution
Development Plan was prepared by the Faculty and was submitted as an application for the title ‘Research Faculty’. On the basis of this application, the FVSB was qualified a ‘Research Faculty’.

Keeping in harmony with the ideas formulated in the Institution Development Plan, but also feeling the need to break these down to Faculty level actions and projects, the management of the Faculty has prepared its strategy document for the period 2014–2017 which is available for students and the staff on the intranet. It is based on a thorough SWOT analysis of the present situation, it incorporates efforts for maintaining and improving education and research, and ensures the dynamic development of the Faculty.

During the regulation of the most important processes, first the Faculty’s goals linked with the given process are defined. The monitoring of the achievement of the process objectives is ensured by the fact that, besides verbal phrases, we use so-called quality indicators (indicators defined in the field of quality management) (Table 1.2) suitable for evaluating the relationship of the target values to the actual values.

The elements of the quality management system, the foundations of which are laid down in the Quality Manual (http://intra.univet.hu/minosegiranyitas/documents/, Annex 1.3), ensure that quality objectives are set regularly and on a case-by-case basis for the problems observed as well as for the developments. These objectives have become part of the quality management system in the form of the Annual Quality Development Plan (http://intra.univet.hu/minosegiranyitas/documents/, Annex 1.4) and of the planned developments defined in the form of projects.

![Figure 1.3. Structure of the Faculty’s system of objectives consisting of elements built on one another](image)

In 2011 for the first time, the Faculty introduced quality indicators the use of which are regulated by the quality management procedure ME-14 Measurement, analysis and development (Annex 0.5.14). There are one-two-three indicators for a procedure which reflect essential features of the process, thus they are suitable indicators of change. As a matter of fact, the scope of indicators may change over the years if it turns out that they are unsuitable for drawing trends or there are other, more expressive measures.

Indicators are calculated every January when the Faculty has to submit different statistical data to authorities, and when the annual report is prepared. Expected and desirable values for the indicators are set by the Quality Management Committee and are included in the annual quality development plan which is accepted by the Faculty Council.
If the actual values do not meet the expectations, the causes of the difference are identified by the procedure owners and responsible vice deans and those involved in the process. Indicators are also dealt with in the annual management review. Conclusions are drawn and action plans are made if necessary (also included in the quality development plan).

Excel worksheets have been prepared by the quality management co-ordinator for each indicator where indicators are defined, data gathered, calculations made, and diagrams generated for the visualisation of trends.

Table 1.2. Quality indicators used at the FVSB at present

<table>
<thead>
<tr>
<th>NO.</th>
<th>NAME OF PROCEDURE</th>
<th>SERIAL NUMBER OF INDICATOR</th>
<th>SPECIFICATION OF INDICATOR, INFORMATION PROVIDED BY INDICATOR</th>
<th>RESPONSIBLE PERSON</th>
</tr>
</thead>
<tbody>
<tr>
<td>ME-01</td>
<td>Responsibility of the management</td>
<td>ÁOTK4</td>
<td>Data on the number of students (Hungarian-, English- and German-language training)</td>
<td>Director of the Finance Department</td>
</tr>
<tr>
<td>ME-03</td>
<td>Partner focus in education, research and other services</td>
<td>ÁOTK7</td>
<td>Number of documented international relations</td>
<td>Vice Dean for International Relations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ÁOTK8</td>
<td>Number of domestic co-operations</td>
<td>Vice Deans</td>
</tr>
<tr>
<td>ME-04</td>
<td>Planning training processes</td>
<td>ÁOTK9</td>
<td>Number of (a) veterinary expert training courses (b) continuing education courses started/planned</td>
<td>Vice Dean for Research and Postgraduate Training</td>
</tr>
<tr>
<td>ME-05</td>
<td>Basic educational processes</td>
<td>ÁOTK12</td>
<td>Teachers’ workload in education (09) (Contact lesson)</td>
<td>Vice Dean for Study Affairs</td>
</tr>
<tr>
<td>ME-06</td>
<td>Postgraduate training processes</td>
<td>ÁOTK14</td>
<td>Number of students participating in postgraduate education/year</td>
<td>Vice Dean for Research and Postgraduate Training</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ÁOTK15</td>
<td>Proportion of students completing postgraduate education/students registered</td>
<td>Vice Dean for Research and Postgraduate Training</td>
</tr>
<tr>
<td>ME-07</td>
<td>Value-added services for students</td>
<td>ÁOTK16</td>
<td>Student mobility (number of students involved in outward and inward mobility)</td>
<td>Vice Dean for International Relations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ÁOTK17</td>
<td>Number of external parties offering Scientific Students’ Associations awards</td>
<td>President of the Scientific Students’ Association</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ÁOTK18</td>
<td>Graduate Career Tracking indices</td>
<td>SZIU Graduate Career Tracking centre</td>
</tr>
<tr>
<td>NO.</td>
<td>NAME OF PROCEDURE</td>
<td>SERIAL NUMBER OF INDICATOR</td>
<td>SPECIFICATION OF INDICATOR, INFORMATION PROVIDED BY INDICATOR</td>
<td>RESPONSIBLE PERSON</td>
</tr>
<tr>
<td>------</td>
<td>--------------------------------------------------------</td>
<td>----------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>ME-08</td>
<td>Research, research support, science organisation</td>
<td>ÁOTK21</td>
<td>Number of employees participating in scientific and technical meetings</td>
<td>Vice Dean for Research and Postgraduate Training</td>
</tr>
<tr>
<td>ME-09</td>
<td>Regulation of clinical processes</td>
<td>ÁOTK23</td>
<td>Customer satisfaction</td>
<td>Head of Clinic / Quality Officer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ÁOTK24</td>
<td>Monthly patient flow</td>
<td>Head of Clinic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ÁOTK 25</td>
<td>Clinical complaints</td>
<td>Head of Clinic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ÁOTK26</td>
<td>Monthly financial balance by division</td>
<td>Head of Clinic</td>
</tr>
<tr>
<td>ME-10</td>
<td>Efficient data and information handling, publicity</td>
<td>ÁOTK27</td>
<td>Efficiency of information supply</td>
<td>Faculty Secretary</td>
</tr>
<tr>
<td>ME-13</td>
<td>Provision and development of human resources, internal communication</td>
<td>ÁOTK36</td>
<td>Average age of teachers and researchers</td>
<td>Faculty Secretary, Human Resources Officer</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ÁOTK39</td>
<td>Impact Factor / academic staff</td>
<td>Library Director</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ÁOTK41</td>
<td>Teachers obtaining scientific qualifications as the Faculty’s own graduates</td>
<td>Vice Dean for Research and Postgraduate Training</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ÁOTK42</td>
<td>Teacher mobility</td>
<td>Vice Dean for International Relations</td>
</tr>
<tr>
<td>ME-14</td>
<td>Measurement, analysis and development</td>
<td>ÁOTK46</td>
<td>Number of students participating in the evaluation of teachers by students</td>
<td>Vice Dean for Study Affairs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ÁOTK48</td>
<td>Admission to student hostel (ratio of students admitted to those requesting admission)</td>
<td>Director of Student Hostel</td>
</tr>
<tr>
<td>ME-16</td>
<td>Regulation of library, archival and museum services</td>
<td>ÁOTK51</td>
<td>Attendance: number of visitors/month</td>
<td>Library Director</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ÁOTK52</td>
<td>Number of website visits</td>
<td>Library Director</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ÁOTK53</td>
<td>Upload level of scientific works by Faculty staff to the Hungarian National Scientific Bibliography</td>
<td>Library Director</td>
</tr>
</tbody>
</table>
1.3 THE QUALITY MANAGEMENT SYSTEM AND PROCESSES OF THE FACULTY OF VETERINARY SCIENCE

1.3.1 Linkage of the Faculty’s quality management system with that of the University

The Faculty’s quality management system is an independently audited and certified system that extends to all processes typical of higher education. At the same time, because of the characteristics of organisational structure, its operation and regulations are closely integrated into the quality management system of the University demonstrated by Figure 1.3. Typically, integrated processes are implemented (i.e. the processes of the faculties are harmonised and centralised regulation is provided) in the area of

- decision-making (decisions at University level, establishment of programmes/courses, human resources and economic management),
- creation of regulations,
- management of information technology services,
- internal financing, business management, grant applications submitted by the institution, and
- administrative processes related to employment.

Therefore, during its operation the Faculty complies with the university-level directives, and has limited autonomy in the areas subject to central decision-making. However, the Faculty is allowed to formulate, within the uniform rules valid for the whole University, sub-regulations that correspond to its unique characteristics, and to operate according to these sub-regulations. Thus, the specifically regulated areas include

- the quality regulation of the clinical activities,
- the library,
- the foreign language training,

and the specific operation of the Faculty in terms of any of the regulated processes. As the quality accreditation and certification according to MSZ EN ISO 9001:2009 of the Faculty has been done independently of the University’s other faculties, the quality management system can be presented comprehensively also on Faculty level.

Regulation of the Faculty’s processes is conducted on multiple levels. The external expectations (legal regulations, modes of operation expected by the Ministry of Human Resources), and processes expected by the University are included in the regulations of the Faculty. These are of prescriptive nature, and they typically contain the elements of the regulation which are often designated as ‘hard’ (process) elements by quality management terminology, as opposed to the ‘soft’ elements (organisational culture). The quality management system has three objectives:

- to present the processes in an unambiguous manner to those concerned, by clearly stating the persons responsible, the method of implementation and the documentation requirements,
- to generate commitment in the stakeholders having a potential impact on the process through feedback, thus ensuring the necessary organisational culture, and
- to ensure continuous development by measuring the internal characteristics of processes and maintaining the mechanisms of development.

The Faculty’s quality management system has been developed by a process-centred approach. The interrelationships and linkages of the processes are illustrated in Figure 1.4.
The principles considered during the development of the Faculty’s quality management system were:

- partner focus (including students), observance of the demands of stakeholders concerned,
- efficient operation during the implementation of education, research and service-provision processes,
- awareness of continuous development through self-assessment and feedback: through the development evaluation programmes incorporated into the processes and linked with the output results (Figure 1.5),
- operation in harmony with the objectives is ensured by the management’s awareness and commitment,
- compliance with the relevant rules of law in the Faculty’s processes.
Figure 1.5. Operational logic of the quality management system (processes, objectives, results, feedback, inputs)

In April 2012, the FVSB was certified according to MSZ EN ISO 9001:2009. Prior to that, the Faculty had laid down the basic principles of quality operation in a Quality Manual. The Faculty declared it as a strategic issue to elaborate a process-centred regulation conforming to the requirements of the MSZ EN ISO 9001:2009 standard and to obtain the certification for the system elaborated.

1.3.2 Involvement of students in quality management

The representatives of the Union of Students participate in the work of the consulting and operative bodies of the Faculty and the University, in a proportional number specified by the relevant regulations. Participation of the students in the institutional decision-making process in conformity with the expectations of the National Higher Education Act is ensured by the University’s Organisational and Operational Regulations. Quality procedure ME-15 Co-operation with the Union of Students, support of the Union of Students (Annex 0.5.15) of the quality management system regulates the forms of maintaining relations between the management and the students, the forms of providing case-by-case and regular support to the students, as well as the steps of their planning and implementation. Within the system, it is a requirement to document the planning, implementation and evaluation steps of activities conducted by the Union of Students. The current undergraduates and earlier graduates participate in the evaluation of the University activities and processes regularly in an organised manner (e.g. evaluation of lecturers by students, Graduate Career Tracking).

1.3.3 The organisation of quality management

Currently the organisation, co-ordination and control of quality tasks are conducted in the framework of an organisation operating on the following three levels:
Table 1.3 Levels of the quality organisation

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>ORGANISATION</th>
<th>OFFICER IN CHARGE OF DIRECTION</th>
<th>OPERATIVE OFFICER</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>Accreditation and Quality Committee</td>
<td>Vice Rector for Study Affairs</td>
<td>Head of the University Quality Management Centre</td>
</tr>
<tr>
<td>Faculty</td>
<td>Faculty Quality Management Committee</td>
<td>Dean</td>
<td>Chairman of the Faculty Quality Management Committee</td>
</tr>
<tr>
<td>Institute/Department</td>
<td>Institute/Department</td>
<td>Head of Institute/Department</td>
<td>Department/Institute Quality Management Assistant</td>
</tr>
</tbody>
</table>

The three levels are built upon one another and operate under the technical supervision of the Vice Rector for Study Affairs.

The activities of the University Quality Management Centre are specified by the University’s Organisational and Operational Regulations, while those of the Faculty’s Quality Management Committees are laid down in the Faculty’s Organisational and Operational Regulations. The duties of the Institute/Department Quality Management Assistant are set forth in the regulations and rules of procedure of the different institutes and departments. The University Quality Management Centre is an independent organisational unit supervised by the Rector and, through the Rector, by the Vice Rector for Study Affairs (Figure 1.6).

Figure 1.6. Structure of the quality management organisation
At the Faculty of Veterinary Science, the Dean is the officer responsible for quality management. The Chairman of the Faculty Quality Management Committee is the Vice Dean for Study Affairs who is the operative director of quality management activities conducted at the Faculty, and is assisted in his work by two quality management co-ordinators.

Each department and organisational unit has quality management assistants who support the processes of system operation and system development. The quality management documents are co-ordinated and form an integrated system with the University’s regulations. In harmony with the University’s development plans, development plans are also made at Faculty level. The latter specify the structure of the institutional programmes and the Faculty’s characteristics.

The documents of the quality management system are public and monitored on a continuous basis. They are accessible at the website, the intranet of the Faculty and a Moodle-based work environment which ensures that the actual regulations are always available to all employees. Employee initiation is done at the Faculty’s training courses as well as at meetings for academic and support staff. The setting of objectives is based on the quality indicators of the given areas, determined on annual basis. Annual evaluation of objective attainment is done by reviewing the fulfilment of the indicators by the Faculty Quality Management Committee, the Faculty Council, and at the management review. At the Faculty, an internal audit is conducted at least once a year. The results of that audit are overviewed at a management review with the participation of department heads; the results of the latter are adopted by the Faculty Council.

The objective of the management review is the flawless operation and development of the system. The areas to be developed and the tasks and actions are specified, together with identification of the persons responsible, at the Faculty’s evaluating discussions (Annual Quality Management Plan, Human Resources Management Plan, corrective and preventive actions for nonconformities) and at evaluating discussions held on institute/department level (minutes of institute/department meetings). The operation of the system with a view to quality management is recorded in the quality management documents (cf. Quality Manual: Annex 1.3, ME-01: Annex 0.5.01, ME-02: Annex 0.5.02).

1.3.4 Documentation of the quality management system

The Faculty’s quality management system integrates the existing regulations of the University and the Faculty, as well as the processes of the quality management system.

The elements of the operational documentation system of Szent István University are constituted by the different institutional documents, drawn up in conformity with the requirements laid down in the relevant rules of law (Institute Development Plan, University Organisational and Operational Regulations, R+D+I Strategy and Regulations, Rules of Procedure, etc.). These documents specify the institutional objectives and directions, and some documents even define the conditions and circumstances of carrying out specific tasks.

The currently valid documents, which are available on the University’s intranet, specifically regulating the University’s quality assurance activity comprise the following items:

- Mission Statement,
- Quality Development Plan,
- Appendix 6 of the University’s Organisational and Operational Regulations: Regulations of the Quality Management System of the University

The quality management documentation system of the Faculty of Veterinary Science consists of the following (Figure 1.7):

- Quality Policy,
- Quality Manual,
- Quality Management Procedures,
- Quality Management Directives,
- Quality management records (certificates, records, files).

The documents of the system refer to the regulations and contain the processes and procedures that lead to the attainment of objectives specified in the quality policy.

The drawing up and updating of the different documents and the tasks related to them are regulated by procedure ME-02 Framework of the quality management system (Annex 0.5.02).

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![Figure 1.7. Structure of the quality management documentation system](image)

The Quality Manual presents the concept and general mode of operation of the system. It identifies the Faculty processes, the implementation of which is regulated by the 16 procedures. The list of procedures and the short presentation of the regulated area are displayed in the introduction (Table 0.1). The procedures have been developed on the basis of the process model of institutes of higher education, with the regulation of the critical activities.

The quality management procedures describe the planning of processes, the main regulation system of their implementation, the sequence of activities, the points of decision-making, the persons responsible for the activities and decisions, the points and criteria of evaluation of the outcome of processes, as well as the feedback and interventional tasks. For easy intelligibility and transparency, the procedures have been drawn up in tabulated form, keeping the content characteristics of flow charts but expanding them with the possibility to provide explanations.

The quality management procedures are uniform in form and content and their changes are traceable. The procedures are reviewed at regular intervals by the procedure managers/owners. During the review, the procedures are modified according to the changes made. The regulations and procedures are available to all those concerned at the website (intranet).

The quality management system is operating efficiently at the Faculty. All employees fulfilling any position in quality management have a letter of commission which clearly specifies their tasks and responsibilities. All organisational units draw up their plans regarding the specific fields of activity (e.g. education, research, employee development, provision of services, infrastructural development, etc.). This plan is harmonised in the Faculty’s Annual Quality Development Plan (Annex 1.4). The attainment of objectives set in the plan is specified in departmental action plans.
All departments have their own rules of procedure defining the main rules of the department’s operation, the rules of electing departmental forums and committees, the specific education, research and postgraduate training tasks as well as the administrative and management tasks of the department, with the specification of responsibilities and scopes of authority.

The lecturers, researchers and other employees are provided with job descriptions specifying the responsibilities, tasks and authority belonging to their positions held, while the quality management tasks are defined in the quality procedures and special commission documents issued by the dean.

1.3.5 **Interventions made on the basis of measurements and assessments, and the practice of evaluating their efficiency**

The critical processes that are recurring and subject to specific expectations are defined by the Faculty in a prescriptive manner. These prescriptions are made public on a wide scale, in a form adapted to the given problem. The possible forms of publication are: university regulations or supplementation thereof on Faculty level, institute or department level rules of procedure; procedures, quality management directives, management instructions; decisions made at management forums, determining the order of operation; job descriptions; forms, questionnaires; information technology surfaces.

The quality management feedback on the activities is either built in the system or operated as part of the management’s toolset. Feedbacks are given in characteristic phases such as problem identification, measurement, analysis, and intervention (**Figure 1.8**).

![Figure 1.8. General process of the development of training](image)

During the continuous monitoring, measurement and development of its quality management system as well as training, research, service-provision and operating processes, the Faculty employs the methods shown in **Table 1.4**.
Table 1.4 Methods used for the monitoring of quality in different fields

<table>
<thead>
<tr>
<th>METHOD</th>
<th>OBJECTIVE OF THE REVIEW/EVALUATION</th>
<th>ORGANS AND PERSONS CONCERNED BY THE REVIEW</th>
<th>EXTENT OF THE REVIEW</th>
<th>TYPICAL FREQUENCY</th>
<th>REGULATION OF APPLICATION OF THE METHOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality or performance indicators(^3)</td>
<td>Ensuring the efficiency of processes and identification of points where intervention and development are needed</td>
<td>Persons responsible for the process, management, Faculty Quality Management Committee</td>
<td>All processes of the Management Information System and data of the computerised systems used for management of the institution (Neptun study management system, Office Management Regulations, etc.)</td>
<td>Continuously or at a frequency determined for the given indicator (most frequently in an annual cycle, adapted to semesters)</td>
<td>ME-14 Measurement, analysis and development</td>
</tr>
<tr>
<td>Management review, maintenance and updating of the mission, the quality policy and strategy</td>
<td>Evaluation of the attainment and efficiency of strategic objectives, marking out the possibilities of improving the operation</td>
<td>The management</td>
<td>Areas specified in the MSZ EN ISO 9001:2009 standard, the entire area of operation of the Management Information System</td>
<td>Annual</td>
<td>ME-01 Responsibility of the management</td>
</tr>
<tr>
<td>External (certifying, supervisory) audits</td>
<td>Demonstration of the fulfilment of criteria specified in the MSZ EN ISO 9001:2009 standard</td>
<td>Persons responsible for the processes and auditors of the certifying organisation</td>
<td>All procedures of the organisational units sampled</td>
<td>Annual</td>
<td>Accredited regulation of the certifying organisation</td>
</tr>
<tr>
<td>Internal audits</td>
<td>Fulfilment of the expectations specified in the MSZ EN ISO 9001:2009 standard, evaluation of concordance between the prescriptions and the practical operation, identification of areas to be developed</td>
<td>Persons responsible for the processes and internal auditors</td>
<td>All procedures, possibly in all organisational units</td>
<td>Annual</td>
<td>ME-14 Measurement, analysis and development</td>
</tr>
<tr>
<td>Hungarian Accreditation Committee (HAC) institution accreditation (self-assessment + site inspection)</td>
<td>Demonstration of fulfilment of the minimum requirements specified in laws, regulations and HAC resolutions, stimulation of efficient operation and quality development, evaluation according to the ESG principles.</td>
<td>Persons responsible for the processes</td>
<td>All procedures</td>
<td>Once in every 5 years</td>
<td>HAC Self-assessment Guidelines</td>
</tr>
</tbody>
</table>

\(^3\)The indicators are listed in Table 1.2
<table>
<thead>
<tr>
<th>METHOD</th>
<th>OBJECTIVE OF THE REVIEW/EVALUATION</th>
<th>ORGANS AND PERSONS CONCERNED BY THE REVIEW</th>
<th>EXTENT OF THE REVIEW</th>
<th>TYPICAL FREQUENCY</th>
<th>REGULATION OF APPLICATION OF THE METHOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>HAC parallel (programme/specialty) accreditation (self-assessment + site inspection)</td>
<td>The objective of the parallel evaluation of programmes (specialties) is to carry out a detailed evaluation containing comparative elements in order to maintain and improve their quality, and to inform the general public about the quality of training programmes evaluated</td>
<td>Management, person responsible for the programme, person responsible for the subject, employees supporting the training programme</td>
<td>All basic training programmes conducted in the evaluated area or branch of training according to the deed of foundation, cooperation between the training programmes, as well as the master training courses or one-tier training programmes which already have graduated students</td>
<td>Once in every 5–7 years</td>
<td>HAC guidelines for special fields</td>
</tr>
<tr>
<td>International accreditation (self-assessment + site inspection)</td>
<td>Demonstration of the fulfilment of criteria specified for the operation of the profession-specific and the quality management system</td>
<td>Persons responsible for the processes, an independent, cross-border technical organisation</td>
<td>All procedures</td>
<td>Once in every 9 years</td>
<td>EAEVE accreditation requirements</td>
</tr>
<tr>
<td>Evaluation and report to the maintaining organisation and the authorities</td>
<td>Budgetary report, reporting of statistical data</td>
<td>Persons responsible for the processes</td>
<td>In the areas of relations with the maintaining organisation</td>
<td>Annual or incidental</td>
<td>Prescriptions of the maintaining organisation, economic management regulations of the University</td>
</tr>
<tr>
<td>Integrated preliminary, subsequent and management control activity (FEUVE)</td>
<td>Regularity, financial and performance controls and information technology system controls</td>
<td>Persons responsible for the processes</td>
<td>The entire process of operation</td>
<td>On a continuous basis</td>
<td>FEUVE regulations</td>
</tr>
<tr>
<td>Internal control activity</td>
<td>Ensuring regular, economical, efficient and profitable management of the University’s funds and the national wealth made available to the University</td>
<td>Persons responsible for the processes, Internal Control Directorate</td>
<td>The entire process of operation</td>
<td>According to the control plan</td>
<td>Internal Control Manual</td>
</tr>
<tr>
<td>Self-assessment</td>
<td>Assessment of status in the period between accreditations, information report for the public</td>
<td>The management, persons responsible for the processes</td>
<td>Training, clinical, education, research and support processes</td>
<td>Annual</td>
<td>ME-14 Measurement, analysis and development</td>
</tr>
</tbody>
</table>

4 An economic management system required and regulated by the Government Decree No. 249/2000
<table>
<thead>
<tr>
<th>METHOD</th>
<th>OBJECTIVE OF THE REVIEW/EVALUATION</th>
<th>ORGANS AND PERSONS CONCERNED BY THE REVIEW</th>
<th>EXTENT OF THE REVIEW</th>
<th>TYPICAL FREQUENCY</th>
<th>REGULATION OF APPLICATION OF THE METHOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation and report to the University’s management</td>
<td>Summary evaluation of the training, research, clinical and supportive processes of the Faculty according to a system of criteria defined by the University</td>
<td>The Faculty’s responsible process specialists, heads of organisational units, Senate</td>
<td>All processes of the Management Information System</td>
<td>Annual or incidental</td>
<td>ME-01 Responsibility of the management, University Organisational and Operational Regulations</td>
</tr>
<tr>
<td>Student evaluation (online questionnaire surveys)</td>
<td>Evaluation of the work of teachers, the education methods and the curriculum, identification of points where intervention and development are needed</td>
<td>All current students, Faculty Quality Management Committee</td>
<td>All lecturers actively participating in teaching in the given year (including the external lecturers)</td>
<td>By semester</td>
<td>ME-14 Measurement, analysis and development, evaluation of lecturers by students</td>
</tr>
<tr>
<td>Employee satisfaction (questionnaire survey)</td>
<td>Survey of opinions about the job, the motivation and the direction of tasks by the management, the infrastructure of the work, the internal communication and the professional/technical development, identification of points where improvement is needed on the basis of the results</td>
<td>Faculty employees, management, Faculty Quality Management Committee</td>
<td>Lecturers of the Faculty, employees supporting the education activities and clinical employees</td>
<td>Annual</td>
<td>ME-13 Provision and development of human resources, internal communication</td>
</tr>
<tr>
<td>Satisfaction of clinical clients (questionnaire survey)</td>
<td>Survey of animal owners’ opinions about the clinical services, identification of points where improvement is needed on the basis of the results</td>
<td>Employees and management of the clinics</td>
<td>All animal owners making use of clinical services, in connection with the service elements utilised</td>
<td>–</td>
<td>ME-09 Regulation of clinical processes</td>
</tr>
<tr>
<td>Incidental surveys (e.g. satisfaction with library services) (questionnaire survey)</td>
<td>Survey of opinions about the relevant services, identification of points where improvement is needed on the basis of the results</td>
<td>–</td>
<td>–</td>
<td>Incidental (linked with specific development or regular complaints)</td>
<td>ME-14 Measurement, analysis and development</td>
</tr>
<tr>
<td>METHOD</td>
<td>OBJECTIVE OF THE REVIEW/EVALUATION</td>
<td>ORGANS AND PERSONS CONCERNED BY THE REVIEW</td>
<td>EXTENT OF THE REVIEW</td>
<td>TYPICAL FREQUENCY</td>
<td>REGULATION OF APPLICATION OF THE METHOD</td>
</tr>
<tr>
<td>--------</td>
<td>------------------------------------</td>
<td>------------------------------------------</td>
<td>----------------------</td>
<td>-------------------</td>
<td>----------------------------------------</td>
</tr>
<tr>
<td>Graduate Career Tracking survey (online questionnaire survey)</td>
<td>The objective of the survey of graduates is to obtain information on employment finding and to get to know the opinion of the institution’s former students from a perspective of some years, and to develop the training and supporting processes on the basis of the opinions</td>
<td>Career and Alumni Office, employees participating in training development, Union of Students, graduate students (alumni)</td>
<td>Opinion of students that graduated from Hungarian-language training 1, 3 and 5 years ago</td>
<td>Annual</td>
<td>ME-14 Measurement, analysis and development, Rector’s Directive No. 4/2011 on the Graduate Career Tracking rules to be applied at Szent István University</td>
</tr>
<tr>
<td>Survey of student motivation (online questionnaire survey within the frames of the Graduate Career Tracking survey)</td>
<td>The objective of the survey of student motivation is to collect information about the future plans of active students</td>
<td>Career and Alumni Office, employees participating in training development, Student Council</td>
<td>The opinion of all active (current) students participating in the Hungarian-language training</td>
<td>Annual</td>
<td>ME-14 Measurement, analysis and development, Rector’s Directive No. 4/2011 on the Graduate Career Tracking rules to be applied at Szent István University</td>
</tr>
<tr>
<td>Opinion of the final exam committee</td>
<td>Effectiveness of teaching activity from technical point of view</td>
<td>Chairman and members of the final exam committee</td>
<td>All graduating students</td>
<td>By semester, in all committees</td>
<td>ME-14 Measurement, analysis and development</td>
</tr>
<tr>
<td>Idea box of development proposals and comments</td>
<td>Incidental system-level proposals</td>
<td>Any student or employee and the management</td>
<td>Operational problems and development possibilities</td>
<td>Making of proposals on a continuous basis, regular evaluation</td>
<td>–</td>
</tr>
<tr>
<td>Management of incidental problems within the process</td>
<td>Management of comments made by employees or external parties on the Faculty’s operation</td>
<td>Members of management bodies</td>
<td>According to the competence of the given body</td>
<td>According to the frequency of meetings of the management bodies</td>
<td>University Organisational and Operational Rules</td>
</tr>
<tr>
<td>Management of student complaints on a case-by-case basis</td>
<td>Management of students’ problems related to elements of the study programme, the educational processes and the processes supporting them</td>
<td>Student Council, Department of Study Affairs, Vice Dean for Study Affairs, if necessary the Student Appeals Committee</td>
<td>Student complaint</td>
<td>Incidental (case by case)</td>
<td>University Organisational and Operational Regulations 5/B, rules of procedure of the University and Faculty Student Appeal Committees, ME-15 Co-operation with the Union of Students, support of the Union of Students</td>
</tr>
</tbody>
</table>
The data are collected by the organisation or individual responsible for that task, who analyses and utilises the information related to the management of the study programme and other important activities (e.g. resident programmes, postgraduate education, research, and preparation for research/education), and the developments are made on the basis of that analysis. In connection with the developments, the levels having competence for them are specified by the prescriptive regulations. The data system thus generated serves as a basis for the information of the persons and bodies concerned.
Chapter 2 ASSESSMENT OF STUDENTS (AP 2), POSTGRADUATE EDUCATION (AP 3), STUDENT WELFARE (AP 4)

2.1 UNDERGRADUATE EDUCATION

a) How are students assessed when applying to study veterinary medicine and to what extent is the system open for foreign students?
How and by whom are the assessment procedures developed and by what means is the result validated?

2.1 UNDERGRADUATE EDUCATION

2.1.1 Admission of national and foreign students

The FVSB offers veterinary education of the highest standard in three parallel programmes, Hungarian, English and German (first 4 semesters only) languages. As such, its internationality and openness to foreign students are unequalled in Europe.

In Hungary, the study programmes (i.e. the qualification requirements including objectives, duration of training, curriculum, examination system, diploma work, type and subjects of state exam, etc.) of higher education institutions are regulated by Act CCIV of 2011 on National Higher Education and the latest governmental decree (423/2012 (XII.29.)). The qualification requirements in agricultural sciences including the veterinary profession are prescribed by Decree No. 15/2006 (IV. 3.) of the Minister of Education. The principles of admission are laid down in the National Higher Education Act (Act CCIV of 2011). Accordingly, the Faculty has restricted admission and recruits its students in a quality-based, objective and competitive manner. Since the Education Office of the Ministry of Human Resources is responsible for the entrance examination including grading and ranking of the applicants, the Faculty does not play any role in the whole procedure. (However, the relevant parts of the procedure are also described in Annex 5/a of the University Organisational and Operational Regulations.)

In general, the admission procedure starts for Hungarians with the application for a place of study in February and ends in July. The exact timeline and deadlines are set by the Education Office of the Ministry of Human Resources. As laid out by the law, selection is based on performance in a special state entrance examination organised by the Ministry of Human Resources in Biology and Chemistry or by evaluation of the secondary school records on these subjects if the applicant graduated before 2006. The results of the applicant are ranked on a scale of 500 scores. The minimum score required for admission is determined by considering the number of state-funded seats permitted by the Ministry of Human Resources. Due to the entrance requirements and the quantitative feature of the grading system the admission is absolutely competitive and objective. During the last five years the number of government-funded places was 100 as a frame-number. As such, the Faculty cannot restrict the number of places in its Hungarian-language programme of its own accord but relies on the Ministry of Human Resources and the number of places it is willing to fund. The actual number of students admitted to the Hungarian-language programme in each year varies between 90 and 100.

The number of applicants for the Hungarian study programme is four to five times higher than that of the students admitted. The minimum entrance score varies between 425 and 431 (out of 500), so the secondary school applicants admitted belong to the best. In spite of this, the admitted students’ knowledge in scientific disciplines and in the humanities is not uniform, largely due to the difference in quality among the secondary schools. On the whole, however, the entrance examination ensures that the students’ knowledge is at a uniformly high level.
The Vice Dean for International Relations and International Study Programmes (formerly Director of International Study Programmes) is in charge of the admission process of international students and he has to report both to the Foreign Language Programme Committee and to the Faculty Council. There are maximum 120 places each for the German- and the English-language programme. The Faculty of Veterinary Science seeks students with appropriate academic qualifications, a good command of English (for applicants to the English programme), and a strong motivation to study and practice veterinary medicine. Information about the application process and the entrance examination can be found on the FVSB homepage: http://www.univet.hu/en/apply-for-admission/application-and-admission-requirements/.

The entrance examination to the English programme aims to test (in oral and written form) competency in English language, also in relation to the academic subjects, which are Biology and Chemistry. As a member of the international academic community, the Budapest Faculty recognises studies at other accredited universities from any part of the world, particularly if these included natural science. Accordingly, applicants who have completed a section of the curriculum at another university in any field of science might be admitted without an entrance examination.

Applicants to the German-language programme are evaluated (and admitted or rejected) upon their submitted application file. Besides results achieved in the secondary school, attention is paid to science subjects, electives, absolved practices and/or training in (para-)medical fields and recommendation letters. During the last five academic years the numbers of admitted students to training in German or English language varied altogether between 220 and 240 in each year.

A one-year-long pre-application preparatory course is organised by McDaniel College for foreign candidates who require additional instruction in science and English to prepare them to take the entrance examination with success. About 85% of the foreign applicants are admitted.

The entrance examinations of foreign applicants are evaluated by the Foreign Language Programme Committee. Applicants are notified within a short time after the examination. Once admitted, the Students’ Secretariat will provide all necessary documents for the students which are required for their visa and loan application in their home country. Admission data are presented in Table 2.1.

<table>
<thead>
<tr>
<th>Table 2.1. Admission of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td><strong>Number of students applying</strong>*</td>
</tr>
<tr>
<td><strong>Number of students admitted by standard procedure</strong></td>
</tr>
<tr>
<td><strong>Number of students admitted in other ways (transfer)</strong></td>
</tr>
<tr>
<td><strong>% foreign students (of standard intake)</strong></td>
</tr>
</tbody>
</table>

*Selection criteria and procedures are described in the text.

2.1.2 Information for future students and for first-year students

It is in the Faculty’s core interest to recruit the most motivated and best students. In order to do so, it provides initiatives with great outreach, such as the annual open day at the Faculty which provides interested Hungarian youths with the possibility to gain a deep insight into life at the campus and the veterinary profession. Furthermore, at national educational fairs (Educatio) the
Faculty offers information on the veterinary curriculum and career options in the veterinary profession (see also Chapter 10).

All first-year students – Hungarian and foreign – receive a hearty welcome at the Faculty. As part of the formal acceptance, students get a ‘welcome package’, a collection of the most important information about the campus and the course of studies (the Rules of Study and Examination and the Rules of the Credit System, Programme of Training). During the opening ceremony of each academic year new students are welcomed officially. In addition, during the first days of each academic year the members of the Department for Study Affairs introduce the Faculty to the new students, give them detailed information which helps the students to start their studies. Information to admitted foreign applicants is provided by the Students’ Secretariat via the Faculty’s homepage and via e-mail (and phone), to be well prepared for the start of a new period of their life. These include details of both academic and more general nature to make their fitting into the new environment as smooth as possible. Further, more technical details are provided to first-year students at their registration to the school.

Before starting the academic year the Union of Students also organises a 3- or 4-day-long welcome camp and meetings for first-year Hungarian students where the students get acquainted with each other and with older students from the Faculty. During this welcome meeting the dean and the vice deans welcome the first-year students and inform them about the Faculty, curriculum, social security and other important and practical topics. Since international students do not arrive much before the start of the academic year, no similar gathering is organised for them. They are, however, shown around the campus, the district and some important spots of the city by international students of higher classes on three or four occasions in September.

2.1.3 Assessment procedures of the performance of enrolled undergraduates

b) Assessment procedures of the performance of enrolled undergraduates.(see also Annex III, Contents SER 1, chapter 5)
Student performance must be assessed regularly. Please describe the underlying systems(s), its adequacy, system validation and results of the past two years (Year n, Year n-1).
Please provide records of the process and include examples of formative and summative assessment (flow chart from learning objectives to examination results, including the way students are informed).
What are the means to cope with problems in the student assessment system?
In respect of examinations; do students have to pass them within a certain time; how many retakes are allowed and to what extent have students to pass examinations before they can start other courses?
How is student assessment communicated to the students and what, if applicable, is the student involvement, e.g. is there participation in a joint committee?

Assessment of enrolled students takes place regularly using consistent and published criteria and procedures. It is used to measure whether intended learning outcomes, day-one competencies and other declared study objectives are being achieved. For students, requirements necessary to proceed with their studies are clearly described in the Rules of Study and Examination (Annex 5/c of the University Organisational and Operational Regulations). It also covers the Rules of the Credit System. These regulations are issued by the Rector of Szent István University upon their acceptance by the University Senate. The FVSF may adapt these rules to local practice. These amendments are accepted by the Faculty Council. Student assessment procedures are also regulated by the quality procedure ME-05 Basic educational processes (Annex 0.5.05).

The Rules of Study and Examination for students of the foreign language programmes were introduced by the Faculty in the academic year 2002/2003. These rules allow for a certain flexibility to enhance mobility of students and international harmonisation of curricula. Missing
exams can be taken during a study year in which the student may dedicate her/his time to studying only, to go home, to work or to spend his/her time in any other useful way instead of staying in Hungary and having only a few hours of obligations in a week.

In each course, Hungarian and foreign students are informed about the learning objectives, the methods and dates of examinations and the programme of teaching. This information is made available on the website of the Department for Study Affairs, as well as in Neptun, the web-based electronic study management system, used all over the country, which is easily accessed by both teachers and students. Neptun is multifunctional in so far as it is also used for communicating the results of assessments to students and to provide them with official grade certificates. A sample interface of Neptun is shown in Figure 2.1.

![Figure 2.1. A sample page of the Neptun Electronic Study Management System](image)

2.1.3.1 Formative assessment

The use of formative assessment is not obligatory. However, teachers may use formative assessment in different ways. Examples include:

- publication of old exam questions,
- feedback-driven small groups (especially in anatomy and in the clinical subjects).
2.1.3.2 Summative assessment

Students are informed about the content and types of assessment, learning objectives, type of course, prerequisites and dates through the website of the departments. Teachers as well as students of the Faculty have to follow the rules specified by the Rules of Study and Examination. After each semester, there is an examination period of six weeks. The form of the examinations is specified in the curriculum. At the end of the semester the students can select examination dates from a wide range of available dates determined by the departments via Neptun. At least three dates for each exam – at the beginning, in the middle and at the end of each exam period – have to be offered by the departments.

Examination procedures are designed to measure the achievement of intended learning outcomes and other programme objectives, including day-one skills. The veterinary curriculum comprises all of the exam methods.

The curriculum is based on a prerequisite system. This means that students must pass certain examinations before they can start a specific course. The subjects and exams which are prerequisites are listed in the Rules of Study and Examination. Students can decide on their own in what timeframe they will complete their education. The results of oral examinations must be made available on the day of the exam at site, while those of written exams must be evaluated within a week. Both must be uploaded and made available for individual students in the Neptun system.

Neptun offers students the opportunity to register and deregister for exams. Results of assessments are also documented in the Neptun system which is a vital information source for students and provides them with official grade certificates, which can be printed out by the members of the Department for Study Affairs.

By law, student performance in examinations is rated on a scale of 5 to 1 (where 5 is the best and 1 is the worst) mapping to the terms ‘very good’, ‘good’, ‘satisfactory’, and ‘sufficient’ for positive results and ‘insufficient’ for a failing grade. For some practical skills-oriented courses pass/fail grading is used as appropriate. In case of a failing, an exam can be retaken twice during the same exam period. If the student fails his/her retakes as well, three more retakes are allowed in the next exam period. Altogether any given exam may be retaken five times. In general, the last retake takes place in front of an examination board of at least two examiners to ensure integrity in terms of content and format if the student requests. Students who wish to improve their grade are allowed to retake the examination as well. Experience shows, however, that students do not make use of this option very much.

In brief, a student may lose his/her place if s/he:
- does not collect 108 credit points in the first six semesters of the curriculum, including the credit points of the obligatory and optional subjects,
- does not pass a particular exam on any of the sixth exam possibilities,
- has more than 10 fails (in sum) in the obligatory subjects in the first four semesters.

Lots of midterm tests are also held in several subjects such as anatomy, biochemistry, physiology, parasitology, infectious diseases and genetics in order to give students a chance to judge their knowledge level.

Examinations cover the subject matter of one semester in a subject. A list of questions is made available for students at least six weeks before beginning the examination period. For most subjects an oral examination is held with 20–30 minutes’ examination after 20–30 minutes’ of preparation. Depending on the subjects there are several oral exams which include a practical/interactive/hands-on part, where knowledge gained by hands-on training is tested. In the case of certain subjects oral exams are preferred to written exams due to the fact that the students have to learn to verbalise their thoughts, since they have to dictate postmortem reports, have to explain disease cases, treatments, preventive measures and experiences to farmers, pet owners, and colleagues. Except for a few computer-based exams most of the written exams are traditional
(paper and pencil). It is the short-term aim of the Faculty to make more computer-based or computer-assisted exams.

Comprehensive examinations cover the content of the whole subject as taught for more than one semester. A list of comprehensive examination questions is made available for students at least six weeks before the beginning of the examination period. The comprehensive examination is held in the presence of at least two staff members. The theoretical and practical parts of the exam for the same student are conducted by different members of the staff. Thus, examination results do not depend upon the judgement of one single examiner.

The results of students in the past two years are summarised in Table 2.2.

### Table 2.2. Results of students’ performance in the past two years

<table>
<thead>
<tr>
<th>YEAR</th>
<th>HUNGARIAN PROGRAMME</th>
<th>ENGLISH PROGRAMME</th>
<th>GERMAN PROGRAMME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>3.61</td>
<td>3.70</td>
<td>2.17</td>
</tr>
<tr>
<td>2nd</td>
<td>3.86</td>
<td>3.92</td>
<td>3.06</td>
</tr>
<tr>
<td>3rd</td>
<td>3.88</td>
<td>3.88</td>
<td>3.02</td>
</tr>
<tr>
<td>4th</td>
<td>3.84</td>
<td>3.85</td>
<td>2.93</td>
</tr>
<tr>
<td>5th</td>
<td>3.80</td>
<td>3.80</td>
<td>3.32</td>
</tr>
</tbody>
</table>

1 Mean value of the marks (1 to 5 where 1 is the worst and 5 is the best)

2.1.3.3 Doctorate in Veterinary Medicine

Graduates are awarded the title of ‘doctor medicinae veterinariae’, in short DVM. The qualification requirements in agricultural sciences, and among these the veterinary profession including this title are prescribed by Decree No. 15/2006 (IV. 3.) of the Minister of Education.

2.1.3.4 Complaints about exams

Complaints about examination procedures and grades are also regulated by the Rules of Study and Examination. Advocating against the rating is not allowed. Complaints concerning formal matters must be justified and forwarded in writing to the Vice Dean for Study Affairs within the given exam period. If the complaint exposes formal legal flaws, the Vice Dean for Study Affairs can decide to revoke the examination. The students can complain about the decision of the Vice Dean for Study Affairs to the Student Appeals Council.
2.2 POSTGRADUATE STUDENT EDUCATION: ACADEMIC TRACK (AP 3)

Postgraduate student education; academic track. Information on the following topics is required:
Postgraduate education may be performed at different levels, e.g. master or PhD programme. Please specify the specific admission procedures for national and foreign students separately for each programme and how these procedures are developed and advanced.
Describe the financial basis securing these programmes, the involvement of Faculty, the type of training provided, the course work required and the procedures for assessment of the underlying scientific programme(s) (see also Annex III b, chapter 7).
How are postgraduate students assessed, how is assessment communicated to the students and what are the results of the past 2 years?

The FVSB has an outstanding mission and role in the lifelong learning of veterinarians. For the Hungarian veterinary society, it offers the most significant opportunities for continuing education, and it also has a goal to make its postgraduate courses available for foreign veterinarians as well. Besides a variety of continuing professional education courses (see also Chapter 7), structured postgraduate programs such as PhD and specialised further training courses are offered.

According to Act CXXVII of 2012 on the Hungarian Veterinary Chamber and Veterinary Services, an independent veterinary practice can only be initiated after 5 years’ of practical work and only if the veterinarian possesses one of the following diplomas:
- PhD degree,
- veterinary expert diploma,
- specialist of the Hungarian Veterinary Chamber,
- European College diplomate.

The FVSB covers all these trainings with the professional support of, and in close co-operation with, the Hungarian Veterinary Chamber, the State Veterinary Service and, in the case of the PhD training, with the Hungarian Accreditation Committee. The FVSB is responsible not only for the PhD training programme and the postgraduate training leading to the veterinary expert diploma, but is also involved in the Hungarian Veterinary Chamber specialist certifications by providing experts for the examination committees of the Hungarian Veterinary Chamber.

The Centre of Research and Postgraduate Training (CRPT) of the Faculty headed by the Vice Dean for Research and Postgraduate Training is responsible for the operation, organisation and co-ordination of postgraduate education. This Vice Dean supervises and synchronises the activities of the independent Council of the PhD School of Veterinary Sciences.

2.2.1 PhD Programme

The main pillar of postgraduate education at the FVSB is the PhD School of Veterinary Sciences⁵, and Hungarian and foreign students are enrolled within the same PhD framework. Up to 1994, granting of any scientific qualifications had been the privilege of the Hungarian Academy of Sciences. In 1994 this task was delegated to the universities, among others to the (then) independent University of Veterinary Science. In 2000 six universities and colleges were merged, and nine PhD schools started to work within the framework of the new institution, Szent István

⁵ In the Hungarian education system the official name of the postgraduate education granting PhD degree is ‘Doctoral School’ (cf. [http://www.doktori.hu/index.php?menuid=351&cid=239&lang=EN](http://www.doktori.hu/index.php?menuid=351&cid=239&lang=EN) on the homepage of the Hungarian Doctoral Council). In the present SER we prefer to use ‘PhD School of Veterinary Sciences’ (the form also used on the homepage of SZIU) to avoid confusion with the graduate course granting a DVM degree and any misunderstanding.
University, hence their differentiation became necessary. From that time on, following a re-establishment and re-accreditation, the name of the Faculty’s PhD school is ‘PhD School of Veterinary Sciences’. It covers all disciplines of veterinary science:

- veterinary basic sciences (e.g. anatomy, physiology, biochemistry, embryology, etc.),
- preclinical sciences (microbiology, parasitology, pharmacology, etc.),
- paraclinical sciences (pathology, veterinary administration, herd health, etc.),
- clinical sciences (internal medicine, surgery, obstetrics), and
- inter-disciplinary areas of science (ethology, zoology, botany, etc.).

The Faculty’s PhD School has continuously met the requirements set by the Hungarian Accreditation Committee ever since. The last evaluation by the Hungarian Accreditation Committee took place in 2009; the accreditation is valid until the end of 2014.

All the operations of the PhD School of Veterinary Sciences are clearly regulated by legal regulations summarised on the homepage of the Hungarian Doctoral Council (including the Government Decree No 387/2012 on PhD schools, PhD processes and habilitation), by the PhD regulations (https://szie.hu/Doktori_kepzes_es_Habilitacio/Egyetemi_Doktori_Szabalyzat) of Szent István University, by those of the FVSB (http://www.univet.hu/media/422316/DISz.doc), by the Rules of Procedure of the PhD School of Veterinary Sciences (http://www.univet.hu/media/422316/DISz.doc) and by the quality procedure ME-06 Postgraduate training processes (Annex 0.5.06). The PhD School of Veterinary Sciences has a quality management system of its own as required by the Hungarian Doctoral Council and the Hungarian Accreditation Committee, and is basically regulated by the National Higher Education Act (Act CCIV of 2011).

The PhD programme aims to promote successful young scientists both in clinical and non-clinical subjects. Applicants who have an MSc degree in fields specified by the particular PhD school are eligible for admission to PhD studies at Szent István University. Admission is based on entrance examinations including a review of the applicant’s MSc degree, a personal interview conducted by a committee delegated by the Executive Body of the PhD school, and a research plan. Applicants are requested to earn a GPA (grade point average) of 4.0 on a scale of 5.0 during their MSc studies. Communication is the key to educational success, therefore any foreign or Hungarian PhD student is expected to have proficient written and spoken language skills in English, as well as a good command of basic computer programmes (MS Word, Excel).

The PhD training course lasts for three years, and comprises compulsory and elective subjects. It is finished with an ‘absolutorium’. It consists of the following activities:

- research – the research project takes up most of the time (70 ECTS),
- participation in PhD courses, approx. 6 months of study (50 ECTS),
- writing articles and the PhD dissertation,
- teaching and dissemination of knowledge.

After getting the absolutorium, students have a period of maximum five years to write publications and their PhD dissertation. The average duration of studies in the PhD programme is approximately five years. The proportion of students dropping out of PhD training for family or personal reasons, because of employment found in other countries, career changes and for other reasons is 11.3%.

Each PhD student is supervised by a tutor who meets the requirements of the PhD School of Veterinary Sciences (minimum: associate professor or senior research fellow), and who is responsible for the entire, individual PhD programme. Additional supervisors are allowed, if necessary, as provided for by the Rules of Procedure of the PhD School of Veterinary Sciences.

Most PhD students are affiliated with a research group, which provides the PhD students with financial background and good social networks among PhD students enrolled within a similar subject at other institutions. Some of the Hungarian-speaking PhD students finance their studies themselves, but the majority are financed through the industry, through research grants or through

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6 European Credit Transfer and Accumulation System
government scholarships. These possibilities are open to all EU citizens if they speak Hungarian and wish to participate in the Hungarian PhD courses. Bench fees and scholarships are covered either by the Hungarian state, by enterprises or by research grants. Those who wish to participate in the English PhD courses have to finance the bench fee and their expenses either themselves or from scholarships granted by their homeland or mother institutions.

The dissertation (thesis) is an essential component of PhD studies. This written document is an independent product of the PhD student, that contains the accumulated knowledge and the own scientific contribution of the candidate. The dissertation is normally written in Hungarian and submitted both in printed and electronic version. It is based on at least three publications published in peer-reviewed journals, and the candidate must be first author in at least two of them in the case of the PhD School of Veterinary Sciences (the requirements are different in the different PhD schools of SZIU). The cumulative impact factor of the three journals publishing the three articles must exceed 1.2. The dissertation, if it meets the academic standards, is approved by the Supervisor of the PhD student, and then evaluated by two independent reviewers (opponents) and a Review Committee assigned by the PhD and Habilitation Council of the University. The defence process starts with a comprehensive exam in the broad research area of the candidate in front of an Examination Committee. After the successful comprehensive exam, the dissertation is defended at a public debate, chaired by the Chairperson of the Review Committee consisting of seven members who must be at least at associate professor level. During this transparent process the candidate presents his or her findings and answers the questions and comments put forward by the reviewers, members of the Review Committee or the audience. After the defence procedure, the Review Committee decides about awarding (acceptance or rejection) and the grade (rite, cum laude, summa cum laude) of the PhD degree by secret ballot, behind closed doors.

The PhD Programme is regulated, monitored and occasionally revised by the Council of the PhD School of Veterinary Sciences (7 members), which also revises the list of supervisors in each year (in January). The Council is delegated by the Executive Body of the PhD school. The members of the Executive Body are invited by the head of the PhD school from the leading scientists of the field (in this case veterinary research), and approved by the Hungarian Doctoral Council based upon their scientific output, research activities, supervising qualities, etc. The Executive Body consists of professors and associated professors of the Faculty, meeting the requirements of the Hungarian Doctoral Council (the requirements are set in the National Higher Education Act), furthermore the leading scientists of other establishments participating in veterinary research (i.e. Institute for Veterinary Medical Research, Centre for Agricultural Research of the Hungarian Academy of Sciences, Veterinary Diagnostic Directorate, etc.).

The student feedback is ensured by the representative of the PhD students (elected by the students by secret ballot), who is member of the Council of the PhD School. Besides that, students and supervisors fill an online supervisory report in each semester, which also ensures a possibility for feedback on the progress of the procedure from both. The rules of PhD education (http://phd2.univet.hu/) are available on the homepage of the PhD School of Veterinary Sciences (http://www.univet.hu/hu/kiemelt-egysegek/doktori-iskola/bemutatkozas/).

In 2012 the PhD School of Veterinary Sciences awarded 14 PhD degrees, 10 of which were degrees to holders of a DVM title. The number of PhD students and their success rate can be followed in Table 2.3. In the future, the FVSB wishes at least to keep up or, if possible, increase the number of PhD degrees obtained by DVM title holders.
Table 2.3 *The number of PhD students from 2004 to 2012*

<table>
<thead>
<tr>
<th></th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>SUM</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ENROLLED</strong></td>
<td>10</td>
<td>17</td>
<td>14</td>
<td>12</td>
<td>21</td>
<td>20</td>
<td>24</td>
<td>12</td>
<td>11</td>
<td>141</td>
</tr>
<tr>
<td><strong>Cancelled</strong></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td><strong>Students</strong></td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>16</td>
<td>19</td>
<td>12</td>
<td>11</td>
<td>71</td>
</tr>
<tr>
<td><strong>Candidates</strong></td>
<td>9</td>
<td>16</td>
<td>12</td>
<td>12</td>
<td>15</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>64</td>
</tr>
<tr>
<td><strong>Ongoing</strong></td>
<td>4</td>
<td>7</td>
<td>8</td>
<td>12</td>
<td>12</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>53</td>
</tr>
<tr>
<td><strong>Successful</strong></td>
<td>5</td>
<td>8</td>
<td>4</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>19</td>
</tr>
<tr>
<td><strong>Unsuccessful</strong></td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

### 2.2.2 Habilitation

Habilitation is a medium academic qualification level in Hungary. PhD and habilitation are qualifications granted by the university, according to the habilitation regulations of Szent István University ([https://szie.hu//file/tti/Habilszab.pdf](https://szie.hu//file/tti/Habilszab.pdf)) and the Rules of Procedure of the PhD School of Veterinary Science ([http://www.univet.hu/media/422316/DISz.doc](http://www.univet.hu/media/422316/DISz.doc)).

Earned minimum 5 years after obtaining a PhD title, habilitation requires that the candidate has published at least 10 research articles, reaching a cumulative impact factor of minimum 8. The teaching record and ability of the habilitation candidate are also evaluated (i.e. results of students’ evaluation, development of teaching materials, writing books, etc.). The candidate must prove his/her abilities before a subject-specific panel of six to eight professors (consisting of Faculty members and invited researchers of the field) by a standard, 45-minute lecture presented in Hungarian (where students also evaluate), and by a 20-minute scientific presentation (in English) on his/her own field of research, which is followed by an open discussion. In a closed hearing after the open session the candidate must outline his/her teaching and research plans and ideas. The panel of peers evaluates the candidate checking the criteria set forth by the University habilitation regulations by secret voting according to a scoring system, where at least 66% of the maximum level must be achieved for approval. Habilitation is a prerequisite of senior lecturer appointments (i.e. associate professor, full professor, senior research fellow) at the Faculty.
2.3. POSTGRADUATE STUDENT EDUCATION: PROFESSIONAL TRACK (AP 3)

2.3 POSTGRADUATE STUDENT EDUCATION; PROFESSIONAL TRACK
In taking into account that professional specialisation may follow a national and/or international (e.g. European) track, information must be provided to the following points:
• types of programmes offered and admission procedures for national and foreign students
• co-operation with other institutions
• student assessment procedures and results
Please supplement the information given by providing the data requested in Table 3.

2.3.1. Internship
Not applicable.

2.3.2. Residency
To further strengthen existing clinical expertise and to lift specialist and expert training onto an internationally recognised level, the Faculty is currently preparing the implementation of residency programmes. On this account, steps have been made to give FVSB the chance to become an education centre for the European College of Animal Reproduction (ECAR), followed by the European College of Bovine Health Management (ECBHM), the European College of Veterinary Surgeons (ECVS) and the European College of Zoological Medicine (ECZM). In keeping with its educational strategy, the Faculty is constantly increasing the number of diplomates (Table 2.4). Currently there are 16 diplomates at the FVSB.

As a first step to establishing a residency programme in animal reproduction (ECAR), a clinical exchange programme was initiated and an agreement signed between the FVSB and the University of Veterinary Medicine, Vienna.

Table 2.4. Number of diplomates and residents in different European Colleges at the FVSB as of 17 July 2013

<table>
<thead>
<tr>
<th>Current number of diplomates</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>European College of Bovine Health Management (ECBHM)</td>
<td>4</td>
</tr>
<tr>
<td>European College of Animal Reproduction (ECAR)</td>
<td>3</td>
</tr>
<tr>
<td>European College of Veterinary Surgeons (ECVS) Small animal surgery</td>
<td>1</td>
</tr>
<tr>
<td>European College of Veterinary Surgeons (ECVS) Large animal surgery</td>
<td>1</td>
</tr>
<tr>
<td>European College of Zoological Medicine (ECZM)</td>
<td>2</td>
</tr>
<tr>
<td>European College of Small Ruminant Health Management (ECSRHM)</td>
<td>1</td>
</tr>
<tr>
<td>European Veterinary Parasitology College (EVPC)</td>
<td>1</td>
</tr>
<tr>
<td>European College of Veterinary and Comparative Nutrition (ECVCN)</td>
<td>1</td>
</tr>
<tr>
<td>European College of Veterinary Clinical Pathology (ECVCP)</td>
<td>1</td>
</tr>
<tr>
<td>European College of Porcine Health Management (ECPHM)</td>
<td>1</td>
</tr>
</tbody>
</table>
Table 2.4. Number of diplomates and residents in different European Colleges at the FVSB as of 17th July 2013 (continued)

<table>
<thead>
<tr>
<th>Current number of residents in various trainings</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>European College of Veterinary Surgeons (ECVS) Small animal surgery</td>
<td>1</td>
</tr>
<tr>
<td>European College of Equine Internal Medicine (ECEIM)</td>
<td>1</td>
</tr>
<tr>
<td>European College of Veterinary Dermatology (ECVD)</td>
<td>1</td>
</tr>
<tr>
<td>European College of Veterinary Internal Medicine (ECVIM)</td>
<td>1</td>
</tr>
</tbody>
</table>

2.3.3 Veterinary expert training programmes

Currently, the veterinary expert training programme replaces the residency programme. This programme has a duration of three or four semesters; courses are held by lecturers of the FVSB and invited experts of the specific field, both from Hungary and abroad. This programme is being revised to get closer to the principles of European Colleges while at the same time complying with the new specialist programmes of the Hungarian Veterinary Chamber.

The planning, organisation, implementation and assessment of expert training programmes are regulated by the quality procedure of ME-06 Postgraduate training processes (Annex 0.5.06) and the Rules of Procedure of the organiser: the Centre of Research and Postgraduate Training. As a rule, only veterinarians having received their diploma at least 3 years prior to the beginning of a veterinary expert training can be admitted. The curriculum of each expert training programme is established by FVSB members under the supervision of a responsible senior lecturer and the Vice Dean for Research and Postgraduate Training.

Courses are initiated (every 5 years on the average) if the number of applicants is at least 20. Currently the lectures are given in Hungarian but no limitation on nationality exists. The programmes are evaluated according to the process outlined in Figure 2.2. Once a programme is accepted through the described route, the curriculum is submitted to the Education Agency of the Government where the final decision is made. The ongoing programmes are monitored and revised by the Centre of Research and Postgraduate Training.

Veterinary expert training is available:
- In clinical training
  - Equine Science and Medicine
  - Swine Production and Medicine
  - Poultry Production and Medicine
  - Ruminant Production and Medicine
  - Small Animal Science and Medicine
- In veterinary sciences
  - Food Hygiene and Veterinary Public Health
  - State Veterinary Medicine and Infectious Diseases
  - Veterinary Microbiology

In addition to veterinary expert training, expert trainings directed at veterinarians and non-veterinarians alike are also offered in experimental toxicology and hippology and its organisation.

Veterinary expert training programmes leading to an expert diploma are organised by the Centre of Research and Postgraduate Training, and are re-evaluated regularly. Re-evaluation is based on the feedback questionnaires (Annexes 7.1 and 7.2) collected from students during and at the end of each semester, and is also based on the scientific development of the field. The standard procedure is to advise lecturers about the comments of the students by making the feedback
results available to them. The senior lecturer responsible for the course is also responsible for scientific updates, consulting with the Vice Dean of Research and Postgraduate Training. Curricula are only introduced after a strict evaluation process indicated in Figure 2.2.

Figure 2.2. **Flowchart of the evaluation and acceptance procedure of veterinary expert training programmes**

An internal evaluation system of the courses organised by the Centre of Research and Postgraduate Training is used for the quality assurance of all postgraduate training forms, including veterinary expert training, PhD courses and short courses (see Chapter 7). The
questionnaires are filled out by students at the end of each semester, the results are summarised by the secretary of the Centre of Research and Postgraduate Training and then evaluated by the Vice Dean of Research and Postgraduate Training and the senior lecturer in charge of the particular course. The results are utilised in the organisation of subsequent courses. Teachers participating in the course receive the student evaluations.

Evaluation of the course (Annex 7.1):

1. The programme of the course (scale 1–5).
2. The quality of the learning material handed out (scale 1–5).
3. What other learning materials would you have required?
4. What topics did you find most useful?
5. What topics did you find least useful?
6. Technical background of the course (scale 1–5).
7. Organisational background of the course (scale 1–5).
8. Please suggest topics of interest for further courses.

Evaluation of lecturers of the course (scale 1–5) (Annex 7.2):

1. Professionalism.
2. Ability to grab attention.
3. Communication and teaching skills.
4. Usefulness of the lecture.
5. Ability to connect with students.

Since evaluation of the course is not compulsory, only the following courses were rated by the students: Ruminant production and medicine (term I): 4.125, hippology: term I: 4.622; term II: 4.51 (out of maximum 5).

Knowledge obtained throughout the veterinary expert training programmes is constantly monitored by written exams closing each subject. Exams consist of written tests evaluated by lecturers. Both the compilation of the tests and the evaluation are regulated by the Centre of Research and Postgraduate Training. Tests, identified by a code, are corrected by lecturers. The programmes end with a state exam before a committee assigned by the Centre of Research and Postgraduate Training. The success rate of the courses can be seen in Table 2.5.

### Table 2.5. Success rate of veterinary expert training courses finished in 2010 and 2012*

<table>
<thead>
<tr>
<th>NUMBER OF STUDENTS</th>
<th>ENROLLED</th>
<th>SUCCESSFUL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
<td>2012</td>
</tr>
<tr>
<td>Exotic animal medicine</td>
<td>44</td>
<td>–</td>
</tr>
<tr>
<td>Experimental toxicologist</td>
<td>–</td>
<td>23</td>
</tr>
<tr>
<td>Hippology</td>
<td>22</td>
<td>–</td>
</tr>
<tr>
<td>Hippology</td>
<td>–</td>
<td>27</td>
</tr>
</tbody>
</table>

* None of the courses ended in 2011

### 2.4 INDICATORS

The indicators summarised in Table 2.6 are used for the monitoring of graduate and postgraduate training.
Table 2.6. Quality indicators related to graduate and postgraduate training

<table>
<thead>
<tr>
<th>SERIAL NUMBER OF INDICATOR</th>
<th>SPECIFICATION OF INDICATOR, INFORMATION PROVIDED BY INDICATOR</th>
<th>RESPONSIBLE PERSON</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>ÁOTK4</td>
<td>Data on the number of students (Hungarian-, English- and German-language training)</td>
<td>Director of the Finance Department</td>
<td>Annual</td>
</tr>
<tr>
<td>ÁOTK9</td>
<td>Number of (a) veterinary expert training courses (b) CE courses started/planned</td>
<td>Vice Dean for Research and Postgraduate Training</td>
<td>Annual</td>
</tr>
<tr>
<td>ÁOTK14</td>
<td>Number of students participating in postgraduate education/year</td>
<td>Vice Dean for Research and Postgraduate Training</td>
<td>Annual</td>
</tr>
<tr>
<td>ÁOTK15</td>
<td>Proportion of students completing postgraduate education/students registered</td>
<td>Vice Dean for Research and Postgraduate Training</td>
<td>Annual</td>
</tr>
</tbody>
</table>

2.5 STUDENT WELFARE (AP 4)

Szent István University as well as the Faculty Veterinary Science follows rigorous safety measures and regulations as required by Hungarian legislation. The regulations regarding the avoidance of students’ accidents are included in Appendix 5/g of the University Organisational and Operational Regulations.

The safety measures in all relevant areas (e.g. laboratories, dissection, postmortem halls, isolation facilities and clinics) are compliant with the national safety legislation. The Faculty has adopted a policy of instructing students during the first classes of each subject on the rules and safety regulations obligatory in a laboratory or clinic. Chemical safety and biosafety are priority issues, eye-washing solutions, disinfectants are available in the laboratories and clinics. At each unit there is one teacher who is responsible for safety and the prevention of accidents. The Faculty employs a medical doctor who examines the students and helps them if they need. Teachers are required to familiarise students with the equipment for practical exercises, the principles of its use and any potential health risks. Students are also instructed on preventive measures and the ways of proceeding in cases of health or life risk. Particular care is taken to inform students about the prevention of zoonoses. Students of the 4th and 5th years must have health insurance and liability insurance, too. Students working in a clinical environment or any other agricultural enterprise are briefed on basic techniques of animal handling and restraint and are taught all the basic principles of safety in a veterinary clinic and farm. Students entering a necropsy room are taught the basic rules to be followed by authorised staff. These rules are also posted near the entrance of the room. The access to necropsy room is allowed only if these rules are observed. Daily disinfection of the rooms is compulsory in all classes and clinics where infection can occur. In laboratories, eye washing access is provided. Smoking is prohibited in all buildings.

The Faculty takes student welfare very seriously, is well aware of the most common problems that may arise, and does its best to be proactive in helping students avert problems. There is close cooperation between the Faculty and the Union of Students. Students of each class elect a representative for each department, who is responsible for providing up-to-date information to students and solving problems together with the head of the department and the Vice Deans for Study Affairs and Clinics.
All the members of the Department for Study Affairs are responsible for student guidance and advice to new students, protection of students’ legal rights, registration of completed studies, retakes of the examinations and communications with regard to academic affairs. Personal support is continuously offered to those in need. The students are informed whom to contact if further actions are needed.

Teachers at the Faculty are approachable through e-mail and personally during their reception hours published on the website of the departments. Also, all departments offer consultation possibilities at any time if requested by students. For handicapped students, there is great flexibility in the method of taking an exam (e.g. variability in practical, oral and written forms). To offer financial support, all Hungarian students get a voucher (10,000 HUF) every year with which they can buy lecture notes and textbooks in the local book shop.

Students are typically contacted by e-mail via mailing lists. All students get a user-account providing specific access to Neptun 24 hours per day.

There are ample possibilities for students to give feedback anonymously, e.g. by a letter box placed at the campus, through student representatives, assessment of education, etc.

The Secretariat for International Study Programmes is responsible for the co-ordination of international student exchanges and mobility (see also Chapter 9). This office is also in charge of the overall co-ordination of the ERASMUS mobility programme at the Faculty. The co-ordination officer for international affairs helps the students at the Faculty in all matters regarding mobility programmes.

Most of the Hungarian students coming from the countryside, and some of the foreign students have comfortable housing in the Marek József Educational Centre and Student Hostel. So far the hostel was able to accept all applications for a place. This rate is also monitored as a quality indicator (AOTK48).

The Faculty has a large gym and some small gyms, which are available for sports activities of the students (and staff).
Chapter 3 ASSESSMENT OF TEACHING STAFF (AP5)

Assessment of teaching staff involves
• evaluation by students
• evaluation by teaching success
• evaluation by scientific merit.

a) Evaluation by students relates to teaching engagement, the didactic qualities, provision of support/learning material and the raising of student interest in respect to lifelong learning. The Faculty should provide its policy on the evaluation of the teaching staff by students and indicate when and how students are asked to record their impressions and how they are involved in preparing the questionnaires. In addition to evaluation by students the Faculty should lay out its policy to assess teaching success and scientific merits and how the whole system of assessing teaching staff is managed and further developed.

Is there an award policy or are other consequences taken and what are the measures taken/offered to improve individual teaching qualifications? If assessment of individual teaching staff results in a single grade, please provide a graph showing the distribution.

3.1 STAFF RECRUITMENT AND APPOINTMENT PROCEDURES

Academic staff members are categorised into one of two groups based on their job profile: teaching or research. Those who do not fit into either of the two are mentioned under ‘Others’ (Table 3.1). There is a substantial overlap in the activity of the teaching and the research staff. Both do teaching as well as research, though in different proportions.

Table 3.1. Categorisation of the academic staff

<table>
<thead>
<tr>
<th>TEACHING STAFF</th>
<th>RESEARCH STAFF</th>
<th>OTHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Professor</td>
<td>Scientific Adviser</td>
<td>Clinical Chief Veterinarian</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>Senior Research Fellow</td>
<td>Clinical Veterinarian</td>
</tr>
<tr>
<td>Senior Lecturer</td>
<td>Junior Research Fellow</td>
<td>Department Engineer</td>
</tr>
<tr>
<td>Junior Lecturer (=Assistant Professor)</td>
<td>Research Assistant</td>
<td>Biologist, Veterinarian</td>
</tr>
</tbody>
</table>

Vacant positions must always be advertised taking into account the rules and requirements of the University, in the official journal of the Ministry of Human Resources, on the websites of the Ministry of Human Resources and the University. Advertisements may also be placed in veterinary journals, etc. Staff recruitment and appointment procedures are regulated by the University Organisational and Operational Regulations and comprise thorough assessment of candidates according to their CVs, documents and personal interview by the jury appointed by the dean to ensure a high level of competence and excellent aptitude for the position offered. According to the Faculty rules, predetermined quality requirements have to be met by the applicants for appointment, ensuring that all new staff possesses the highest level of competence. Of course, different levels of teaching and research positions (e.g. professors, associate professor, clinical and assistant positions) have different requirements which are specified by the rules of SZIU containing the special requirements of the Faculty (cf. Annex 4 of the University Organisational and Operational Regulations).
Profound scientific and didactic qualifications are of high importance during the recruitment of academic staff. Habilitation\textsuperscript{7} is a prerequisite for senior lecturer appointments (i.e. associate professor, full professor, scientific adviser and senior research fellows) at the Faculty. Additionally, in the case of full professorships, scientific merit and managerial competence are of special interest.

All academic and research positions at our Faculty are bound to a documented and approved knowledge of working English (and possibly German). Foreign language proficiency is absolutely necessary in our international academic environment and maintains the success of our English- and German-language veterinary teaching programmes now having more than 700 international students from all over the world.

\section*{3.2 DEVELOPMENT OF ACADEMIC STAFF}

Every department has to submit its human resources development plan to the Faculty Secretariat every year in which tailored forms of training, self-learning, or other forms of development are specified for each staff member. It helps the Faculty management to allocate resources for trainings if necessary. In case of a longer training, such as the acquisition of a new diploma, employees may sign a so-called study contract with the Faculty in which forms of support and obligations of the employee are specified.

Teaching staff are given opportunities to develop and to extend their teaching capacity and are encouraged to improve their skills. The development of the teaching staff is supported by means of in-house training. Although there is no special unit or organisational entity that is specifically devoted to staff development, training courses are organised by the Department of Biomathematics and the Veterinary Science Library, Archives and Museum in a co-ordinated manner. Teachers are given the opportunity to attend special local, external and international postgraduate training courses. In this way, teachers participating in these courses acquire specialised expertise which they can pass on to their colleagues in departments and the campus in a so-called ‘train-the-trainer’ manner.

Another – not institutionalised but effective – way of staff development is the membership of most staff members in national professional organisations and their annual participation at appropriate conferences (e.g. those of the Hungarian Anatomical Society, the Hungarian Physiological Society, the Hungarian Society for Immunology, the Hungarian Society of Parasitologists, the Hungarian Society for Microbiology, the Hungarian Society on Zoonoses, the Hungarian Veterinary Poultry Association). Most clinicians are active members of the Hungarian national professional organisations: the Hungarian Small Animal Veterinary Association, the Hungarian Equine Veterinary Association, the Hungarian Association of Porcine Health Management, and the Hungarian Association for Buiatrics. Another national-level professional organisation of clinical relevance is the Hungarian Society for Animal Reproduction. The regularly organised conferences of these organisations provide efficient ways for the continuing education of clinicians.

Some academic staff members are also members of various international professional organisations, such as the European Society of Domestic Animal Reproduction (ESDAR), the European Association of Small Animal Reproduction (EASAR), the World Association for Buiatrics (WAB), the World Physiological Society (WPS), the European Veterinary Parasitology College (EVPC), and the European College of Veterinary Surgeons (ECVS).

An important means for the development of staff is the ‘Annual Research Conference of the Committee on Veterinary Science of the Hungarian Academy of Sciences’. This conference,

\textsuperscript{7} Habilitation is the assessment of the teaching competence and scientific achievements of academic staff with PhD or higher degree. It is regulated by Annex 9 of the University Organisational and Operational Regulations. For more information see Chapter 2.3.3.
having been organised for more than 40 years, is a vivid forum of our staff and those working in veterinary research in Hungary. These meetings focus on the latest research achievements of the Hungarian veterinary community, and participating staff members are encouraged to pass on what they have learned to their students.

A further way of staff development is that staff members may attend each other’s lectures and/or plenary practices in order to get an insight into the teaching activity of their colleagues. Also, regular participation at Hungarian and international continuing education courses and certain phases of research performed in international co-operation keep teachers motivated to improve the quality of their teaching. Project-based inter-university co-operation also helps to bring new insights into educational research, the results of which are used to improve didactic education for teachers. Staff members are also encouraged to take part in national and international congresses and continuing education. The goal is for every teacher to participate, on average, in one international and one or two national field-specific congresses or other events related to continuing education every year.

3.3 EVALUATION OF ACADEMIC STAFF

3.3.1 Evaluation procedures

At the national level the quality of teaching is assessed by the Hungarian Accreditation Committee. The Faculty was evaluated in 2012 and, based on the self evaluation report and results of the visit of the Accreditation Team, has received accreditation. In addition, the MSZ EN ISO 9001:2009 quality management system was introduced in 2012 improving the co-ordinated quality management in education and other fields of the Faculty. As a part of this system, ME-13 Provision and development of human resources, internal communication (Annex 0.5.13) deals with the regular assessment of the staff which is an essential part of staff development.

The evaluation of teaching on an individual level is regulated by the University Organisational and Operational Regulations (Chapter V, Section 56 with special requirements of the Faculty). Based on national regulations, feedback on an individual teacher cannot be viewed by other teachers without the teacher’s permission. However, the present system allows one to identify problem points and points of excellence without the need for the names of individual teachers.

The evaluation of the teaching activities of the academic staff is set up on three levels.

- Every year a staff evaluation is conducted in which the entire staff is involved. Two types of evaluation sheets are used: for leading instructors and assigned instructors, and for other employees. Following a self-assessment, the head of the department conducts the evaluation at the department level. The department heads are evaluated by the dean. The distribution of the average grade (5 being the best and 1 the worst) received by staff members is displayed in Figure 3.1.
Academic staff members are evaluated every four years. Twenty years ago a scoring system was introduced to regulate the career tracks at the Faculty. Since its implementation the system underwent the scrutiny of several board evaluations including Hungarian and European accreditation procedures. An academic career requires a continuous activity in teaching and research as expressed by points. All aspects of teaching, such as the number of contact hours, the preparation of teaching materials, computer programmes, books, book chapters, etc. are checked and scored by points every 4 years.

Scientific output is assessed by the cumulative impact factor of publications during the period examined. Minimum impact factor values are assigned to each academic and research position (Table 3.2). Also promotions require the continuous fulfilment of teaching and research criteria. A further important aspect of the system is its differential approach. For basic science departments score numbers in teaching and research are set higher than those for the paraclinical or clinical units where services (clinical, public health, food safety, etc.) add to teaching and research.

Figure 3.1. Distribution of staff assessment (2012)
Table 3.2. Minimum requirements for nomination and for holding a position at the Faculty

<table>
<thead>
<tr>
<th>Full Professor</th>
<th>Teaching a compulsory subject of the programme</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Proficiency in English</td>
</tr>
<tr>
<td></td>
<td>DSc or equivalent*</td>
</tr>
<tr>
<td></td>
<td>Cumulated IF ≥ 13 (≥ 7 in clinical departments)</td>
</tr>
<tr>
<td></td>
<td>Periodic examination (4 years): cumulated IF ≥ 6 (≥ 4.5 in clinical departments)</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>Participation in teaching a compulsory subject of the programme, independent teaching of an elective subject</td>
</tr>
<tr>
<td></td>
<td>Habilitation degree</td>
</tr>
<tr>
<td></td>
<td>PhD or equivalent</td>
</tr>
<tr>
<td></td>
<td>Cumulated IF ≥ 8 (≥ 4.5 in clinical departments)</td>
</tr>
<tr>
<td></td>
<td>Periodic examination (4 years): cumulated IF ≥ 4 (≥ 3 in clinical departments)</td>
</tr>
<tr>
<td></td>
<td>Proficiency in English</td>
</tr>
<tr>
<td>Senior Lecturer</td>
<td>Participation in teaching a subject of the programme</td>
</tr>
<tr>
<td></td>
<td>Proficiency in English</td>
</tr>
<tr>
<td></td>
<td>Cumulated IF ≥ 2, 3 or 4 (≥ 1, 2 or 3 in clinical departments) in the successive cycles</td>
</tr>
<tr>
<td>Junior Lecturer</td>
<td>Proficiency in English</td>
</tr>
</tbody>
</table>

* DSc = Doctor of Science, the highest scientific degree, is a precondition of full professorship. After the submission and public defence of the DSc Dissertation, the degree is awarded by the Hungarian Academy of Sciences as a recognition of long-term scientific activity. Since DSc (the highest scientific degree in Hungary) is awarded by the Hungarian Academy of Sciences, it is regarded as an evaluation of one’s scientific output by a professional body independent of the University.

Pertinent indicators of the quality management system are given in Table 3.3.

Table 3.3. Indicators related to staff assessment

<table>
<thead>
<tr>
<th>SERIAL NUMBER OF INDICATOR</th>
<th>SPECIFICATION OF INDICATOR, INFORMATION PROVIDED BY INDICATOR</th>
<th>RESPONSIBLE PERSON</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>ÁOTK12</td>
<td>Teachers’ workload in education (09) (Contact lesson)</td>
<td>Vice Dean for Study Affairs</td>
<td>In every semester</td>
</tr>
<tr>
<td>ÁOTK36</td>
<td>Average age of teachers and researchers</td>
<td>Faculty Secretary, Human Resources Officer</td>
<td>Annual</td>
</tr>
<tr>
<td>AOTK39</td>
<td>Impact Factor/academic staff</td>
<td>Library Director</td>
<td>Annual</td>
</tr>
<tr>
<td>ÁOTK41</td>
<td>Teachers obtaining scientific qualifications as the Faculty’s own graduates</td>
<td>Vice Dean for Research and Postgraduate Training</td>
<td>Annual</td>
</tr>
</tbody>
</table>

The annual online student evaluation of the quality of teaching and examinations is an integral part of the evaluation (cf. Chapter 3.1.3). In addition to these three means of quality assurance, individual teachers may collect feedback from students on their own accord when they find it useful.
3.3.2 Role of students in assessing teachers

Students play an important role not only in the evaluation of the teachers but also in the development of training. The collection of student feedback on the study programmes and the teaching performance of the academic staff is regulated by ME-14 Measurement, analysis and development (Annex 0.5.14), and is also a part of other quality management procedures (ME-03, ME-04, ME-05, ME-06, ME-13, ME-15) in different contexts such as the development of study programmes, or that of the staff. AOTK46 is a relevant quality indicator (Table 3.4).

Table 3.4 Indicator related to staff evaluation by students

<table>
<thead>
<tr>
<th>SERIAL NUMBER OF INDICATOR</th>
<th>SPECIFICATION OF INDICATOR, INFORMATION PROVIDED BY INDICATOR</th>
<th>RESPONSIBLE PERSON</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>AOTK46</td>
<td>Number of students participating in the evaluation of teachers by students</td>
<td>Vice Dean for Study Affairs</td>
<td>In every semester</td>
</tr>
</tbody>
</table>

The student evaluation of teachers is part of the quality control conducted at the FVSB in order to learn the opinion of students about the subjects, departments and teachers to improve the quality of teaching. Evaluation of teaching and teachers by students started in the early 1980s when the Union of Students of the Faculty initiated an annual survey. This survey focused on electing the best practical leader and the best lecturer of each year. Both the students in the Hungarian-language programme as well as the students in the German and the English programmes took part in this survey, the scope of which was constantly being expanded to meet the growing demands of the students (for example by offering a place to write suggestions to teachers).

In 2006 the Faculty launched an online system for the student evaluation of teachers after examining the feedback systems of different universities. Anonymity is ensured for students. The student evaluation of teachers has predefined questions for evaluating lecturers, leaders of practicals and departments. In addition, evaluations on department level can be carried out as well. Students can give points from 1 to 5 where 1 is the worst and 5 is the best. Also, free text can be added with comments and suggestions for teachers and departments. Using our online system, information is collected about the previous semester or the previous academic year; however, it is designed so that the current semester can be evaluated as well. Students evaluated an entire academic year between 2006 and 2012. From that time on, each semester is evaluated separately. The response rate has increased from 15% (2005/2006) to 40% (2011/2012). The students were informed about the evaluation at the meeting of the Faculty Council via student representatives and the results of the student evaluation of teachers have also been discussed at their annual meeting.

Department heads, their secretaries, and the teachers receive a two-week-long period to mark their teaching activity in the period examined. Teachers have to mark the department they belong to and the subject they teach. At a given subject teachers have to tick if they were involved in lecturing, leading practicals, or examining students orally. After closing this initial period, teachers are not able to do any further changes. The Student Evaluation System is open for students for a 6- to 10-week period when students can evaluate teachers. The Student Evaluation System opens for students in October and in February in the autumn and spring semesters, respectively. Codes are distributed in each class. Students receive the address of the website and a code which contains information about the language of teaching and the class but not about the student itself. Students pick one random code to ensure anonymity. Using the code students can enter the online system where they can choose a subject taught in the evaluated period. At the end
of the evaluation period each teacher receives an entrance code where they can read their own evaluation. Department heads also see all data related to the department and the leadership can see the entire database. The results are available for the management of the Faculty and the head of the department who use it in the evaluation procedure.

The number of questions changed or questions were rephrased in the autumn period of 2013. As a result, the students will now be able to use the online system to evaluate the practical places and practical leaders of the 11th practical semester as well. This encompasses evaluation of practical places, lecturers, practical leaders, student preparedness, student workload, students’ appreciation of the relevance of what has been learned and suggestions for course improvements. From 2013, students can vote for the best lecturer and practical leader directly.

The results of the students’ evaluations of teachers and teaching are integral parts of the annual staff evaluations and the evaluations of academic staff carried out on a 4-year basis. In addition, Faculty management keeps a close eye on the results of the students’ evaluations. If a department, subject or teacher achieves 3.5 points or less, the department head, the subject manager or the lecturer has to submit a written progress plan which specifies all the steps aimed at improving teaching activity. The progress is checked by the dean.

In the evaluation of teaching, feedback from recent graduates is also considered on SZIU level, by a special Career Tracking System. The questionnaire can be found on the following website in both Hungarian and English: [http://www.felvi.hu/felsooktatasa/muhely/dpr](http://www.felvi.hu/felsooktatasa/muhely/dpr). The system follows up on the employment and career progress of graduates through online questionnaires directed at recent graduates within a year after graduating and subsequent follow-up surveys in each third year. SZIU provides the FVS with expert support services for the development of professional orientation studies, services for employers that promote graduate employment, as well as surveys on graduate employment ([http://dpr.szie.hu/](http://dpr.szie.hu/)). Data on the employment of recent graduates have been collected since 2010. The first two reports on the results were published in 2011. The results obtained at SZIU level in 2012 can be read in a national report published in March 2013. Unfortunately, so far the response rate of the Faculty’s graduates has been below 10%; however, the responders have given valuable remarks and suggestions for improving the curriculum. Encouraging alumni to take part more actively in the development of teaching at the Faculty, thereby furthering their Alma Mater’s status in society, is a declared objective of the Faculty’s management. Alumni outreach initiatives at national congresses and annual meetings of veterinarians may increase the response rate (see also Chapter 10.4).

### 3.3.3 Teaching performance and excellence

There is a need and also a demand for rewarding excellence in teaching. There is an elaborate evaluation system for the purposes of promotion, which – though based mainly on research activity – takes into consideration teaching and clinical performance as well. Although the requirements for promotion, the expectations pertaining to research activities and scientific output vary among teaching staff, research staff and clinicians, it should be emphasised that all academic staff members are expected to meet the same requirements with respect to teaching, no matter which of the three groups they belong to.

‘The Teacher of the Year’ and ‘The Practical Leader of the Year’ prizes had been awarded annually based on evaluation by the students until 2000 when the University of Veterinary Science became a faculty of SZIU. Then, up to 2012 the excellent teaching performance has been awarded with different prizes of the University only. The FVS is in the process of establishing a new ‘Distinguished Teacher Award’. From 2013, students can vote for the best lecturer and practical leader directly. Student views of the teacher’s merits play an important role in the selection process. The criteria for the award include teaching philosophy, didactic skills and methods, learning assessment practices, interaction with students, innovation in the development of teaching and the application of recent research in teaching. The process of the evaluation is
regulated by a quality management directive available on the intranet. Feedback to students is provided by the dean through the Union of Students.

In several higher education establishments the official declarations from politicians about the development of a ‘science-based society’, together with the per capita state funding system resulted in a substantial increase in student intake which was not followed by an appropriate increase in academic staff. As a consequence, in some disciplines like law and economics not only is there already an overproduction of graduates but the quality of teaching is also impaired. In veterinary education the previous system was maintained, which prevented a significant increase in student enrolment, therefore our Faculty was not seriously affected by the mass production of academics who may not find jobs in the future.

Student evaluations are the cornerstones of quality assessment in teaching. Therefore, adequate return rates are important. To increase them, staff are urged to motivate students to carry out the evaluations by including former evaluation results and subsequent improvement actions in the course introduction lecture in order to make it clear to the students that their evaluations matter. Through increasing the return rates from graduates, the Faculty would be able to develop its teaching activity and improve the curriculum, so as to contribute to enhancing the social utility of the Alma Mater.
Chapter 4 ASSESSMENT OF LEARNING OPPORTUNITIES (AP 6)

The technical term ‘Learning opportunities’ encompasses a number of aspects, beginning with the provision of and advice on learning material to individual teachers, the provision of IT and library facilities at the Faculty level and the creation of the academic environment that provides adequate opportunities for self-studies and interactions with the teaching staff beyond regularly scheduled lectures. Regular control and updating is necessary. The report on this topic must include how such a system is managed at the Faculty level, how critical control point analysis is executed, who is responsible and to whom they have to report and to what extent are students involved.

4.1 LEARNING OPPORTUNITIES

4.1.1 Motivations for self-learning and lifelong learning

It is probably fair to say that veterinary training is one of the most challenging fields of study and requires great individual effort. As such, the Faculty is doing its utmost to create an academic environment that provides sufficient opportunities for independent study while allowing for interaction with the teaching staff. Students are encouraged to continuously follow the study material and prepare for lectures and practices. Materials and documents for independent study are provided by departments on the internet in the form of presentations, lecture notes, study aids (e.g. sources of websites, pictures) or special packages elaborated for practical work in laboratories, etc. In addition, writing and presenting studies, practice reports, literature reviews, case studies, etc. are mandatory requirements from the second year on, offering students ample opportunities to develop their competences in searching and using literature as well as scientific writing. Examples of the studies students have to write in the course of their studies are: physiology essays in special subjects selected from the forefront of research; analysis of cases in internal medicine in the progress of which the student participated during his/her clinical practice; report of farm visits, food hygiene laboratory practicals, etc.

The one-on-one interaction between students and teachers outside courses is an important element of these mandatory studies and reviews; teachers provide guidance to students, thereby enabling students to submit high-quality papers. Furthermore, professors offer open office hours to give students the chance to maintain personal contact.

The greatest opportunity for students to establish a tutorial relationship with their teachers, to learn about research processes and acquire hands-on experiences is their participation in a Scientific Students’ Association project. For further details please refer to Chapter 8.

The importance of lifelong learning is conveyed to all students from the beginning. They are made aware of the fact that they will have to assert themselves in a highly competitive environment after graduation. Staying up-to-date, offering state-of-the-art services to clients, developing efficient marketing and business strategies is a matter of survival. In addition, the Hungarian Veterinary Chamber has made continuous professional development mandatory for practising veterinarians, thereby greatly assisting the Faculty in its endeavours to promote lifelong learning.
4.1.2 Teaching methods facilitating learning and individual problem solving

The main goal of instruction is to provide a solid foundation for further veterinary training in the basic sciences. Most of the basic subjects are taught by veterinarians. In addition, special emphasis is put on the basic concepts of life science, which facilitates understanding and explaining the new empirical phenomena; linking theoretical and practical training; experimental demonstrations of the theories and laws in the course of laboratory instruction; visualisation of phenomena of the invisible world of molecular interactions; historical aspects and demonstrating the fact that the current level of human knowledge results from a long process; quantitative relationships by solving numerical problems; creativity in laboratory by performing individual work. References to the basic subjects are given in the preclinical and clinical subjects.

Clinical references are given during lectures and presentations of anatomical structures to first- and second-year students. For the higher classes, several optional courses (joint projects of the Department of Anatomy and the clinics) are taught as problem-based approaches. All students are presented with a hands-on approach by working with horses in the National Riding School in the first two weeks of their (anatomy) studies.

Theoretical topics are dealt with in formal lectures and there are two other ways of presenting physiology. There are compulsory practical labs and a special type of self-directed education. A triple approach has been introduced into the practical labs to live up to animal right expectations: the practical material is mastered first on computer-based, interactive (problem-based) units, then students carry out human self-experiments, followed by animal experiments as the third part of the practical. This method lives up to the 3R principles set out by the EU: refinement, replacement, and reduction of animal experiments while maintaining the value and importance of experiences with hands-on animal experimentation.

More than 4,000 cases (farm animals, zoo animals, pet animals, including birds and reptiles) per year are investigated by macroscopic, microscopic and electron-microscopic examinations at the Department of Pathology, providing an outstanding possibility for students to gain profound knowledge in the pathological alterations characteristic of the different diseases. A large and constantly increasing number of the cases are biopsies (excised tumours, fluid smears, etc.) submitted or brought in by field veterinarians, owners and institutions.

The Faculty has been excelling in introducing new teaching methods and information systems like multimedia teaching as well as computer- and problem-based learning in the region. Two departments (Physiology & Biochemistry and Anatomy & Histology) developed internationally acknowledged marketable multimedia materials, CD-ROMs (Veterinary Physiology, Anatomy with Apple, HistoClick, Anatomia canis, MicroClick) in Hungarian, English, German and Spanish. Also, in these departments interactive computer-assisted learning is available to the students in dedicated multimedia labs.

In paraclinical and clinical subjects lectures are provided by using PowerPoint presentations, including a large amount of self-made digitised photos and videos. Some illustrations from other commercial sources (e.g. on CDs, videotapes and sound recordings) are also applied. Thus, students can more easily follow the lectures and they can better orientate themselves in the huge material of textbooks and lecture notes when preparing for exams.

During lectures on internal medicine, only the most important diseases are taught with special emphasis on the most relevant information, and refreshing/synthesising the necessary, previously learned knowledge of basic and paraclinical subjects. A problem-oriented approach is used when discussing diagnostic and differential diagnostic aspects of diseases. The ethical aspects of veterinary practice are also emphasised.

Regular clinical demonstrations on patients are held in the framework of lectures with the interaction of the students. Online Internet sources (Consultant Database of Cornell University,
CAB Abstracts, and PubMed) are also applied during these demonstrations, especially for differential diagnostic and problem-oriented clinical work-up of the patients, and to teach students how to use these sources during their future clinical work.

A problem-based approach is used during the clinical and pathological demonstrations and during the time spent by students working individually in the small animal hospital. Strong interaction between students and teachers is present during this hospital work, especially because students are required to examine and treat their own patients under the direct supervision of the relevant clinician, and must write a case report at the end of the work.

During the lectures of food hygiene mainly Power Point presentations are used, supplemented with video demonstrations where available. In the framework of the practicals the aim is to familiarise students with the main food safety and quality evaluation methods and to ensure that they gain hands-on experience in certain important fields (e.g., food microbiology, chemical food safety, food spoilage and preservation, processing technology and examination of milk and meat products, meat inspection, official controls of establishments and foodstuffs). In the future, the proportion of manual work and of the use of the problem-solving approach will be increased during the practicals.

The Veterinary Science Library, Archives and Museum and the Department of Biomathematics and Informatics are the leading units in creating an interface with the outside world via innovative information technology. Their subjects taught to students (basic computer skills, library informatics) aim to provide students with intellectual, practical and transferable computing skills, to introduce students to the use of library resources (including its electronic catalogue), to develop basic skills of database and internet searching focusing on veterinary and zoological information, to introduce the use of reference software and to prepare students for thesis writing. The method of teaching is practice oriented. After showing students databases, web pages, search tools, and the technique of searching in them, a search example follows, and then the course participants are given tasks which they have to solve on their own with the aid of the tutor librarian.

The practical part of veterinary training focuses on individual effort improving professional skills and problem solving, thus students are also prepared for continuous self-development.

Semi-final examinations and comprehensive examinations – especially in clinical subjects – have a practical part, also offering regular control and feedback on how successful the practical training has been. An analysis of the students’ achievements in the practical exams leads to necessary improvements in the organisation of practicals.

### 4.2 LEARNING MATERIALS

#### 4.2.1 Provision of textbooks, lecture notes and multimedia

Over the past good decade, a number of important textbooks have been published both in Hungarian and English or in bilingual format by the Faculty. All of these are available in many copies in the library, or can be purchased at the Faculty bookshop. Multimedia CD ROMs and DVDs are also available in Hungarian, English and German in anatomy, histology, and physiology. These multimedia materials have been developed by the professors of the Faculty at the dawn of multimedia technology and are internationally marketed and acknowledged (Annex 4.1. Textbooks and lecture notes published by Faculty members between 2004–2013).
4.2.2 Study materials available on the internet

Departments make their part of the curriculum public on the internet, and almost every subject is accompanied by lecture notes (presentation or text format) which students can access from anywhere. The password required for availability is given to students. If there is no printed lecture note, students get more material online. Some departments (e.g. the Department of Surgery and Ophthalmology) also provide multimedia materials online.

Course notes, hand-outs, and practical manuals are regularly written and distributed after being approved by the Committee for Education and Accreditation) and they are greatly appreciated by the students. The Faculty believes that efforts to supply students with high-quality notes, hand-outs and CDs further the better understanding of the material. Textbooks of library informatics are available both in Hungarian (also on the Internet) and in English, developed especially for these courses. However, this is only an aid to solving practical tasks by using the databases and the Internet (Annex 4.2. Examples of study materials available for download by department).

4.2.3 Three-dimensional materials

Many of the departments have preparations, collections of equipment, etc. which students may also use for their studies. The Museum of the Department of Anatomy and Histology is probably the most popular one, where students have a comfortable study space with lots of preparations. At the Department of Pathology, there is also a collection of preparations which demonstrate diseases students could not see ‘live’. Many other departments have also some kind of collection (such as parasitological specimens, horses’ hooves, and horse tooth series) which can also be used by the students.

4.3 THE LIBRARY AND INFORMATION TECHNOLOGY (IT) SERVICES

4.3.1 Veterinary Science Library, Archives and Museum

The library regularly gathers quantitative data of its operation to be able to submit its annual statistics to the Ministry of Human Resources and for the purposes of monitoring the success of its efforts for quality improvement. These cover the data included in Table 4.1 and the ones required for the indicators (Table 4.2).

Table 4.1. The library in numbers

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>FTE of part time employees</td>
<td>0.5</td>
</tr>
<tr>
<td>Number of full-time employees</td>
<td>12</td>
</tr>
<tr>
<td>Number of current hard copy journal titles</td>
<td>148</td>
</tr>
<tr>
<td>Number of full access electronic journals</td>
<td>Thousands in the framework of national consortiums (Ebsco, Springer, Science Direct), many subscribed individually.</td>
</tr>
</tbody>
</table>
Table 4.1. **The library in numbers** (continued)

<table>
<thead>
<tr>
<th>Availability for online literature search</th>
<th>15 computers</th>
<th>Many relevant databases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Availability of textbooks</td>
<td>Hungarian textbooks in 5–50 copies; foreign textbooks in 1–50 copies or electronically.</td>
<td></td>
</tr>
<tr>
<td>Number of student reading places</td>
<td>126 (including 15 computer places)</td>
<td></td>
</tr>
<tr>
<td>Library opening hours:</td>
<td>Monday–Wednesday</td>
<td>Thursday</td>
</tr>
<tr>
<td>• during term-time</td>
<td>8:30–18</td>
<td>8:30–20</td>
</tr>
<tr>
<td>• during exam periods</td>
<td>8:30–20</td>
<td>8:30–20</td>
</tr>
<tr>
<td>• during vacations</td>
<td>8:30–16</td>
<td>8:30–16</td>
</tr>
<tr>
<td>Indicate how the facilities are used by students (data from 2012)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- <strong>visitors:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--- reading rooms</td>
<td>18,128</td>
<td></td>
</tr>
<tr>
<td>--- library homepage</td>
<td>15,289 persons paid 49,250 visits</td>
<td></td>
</tr>
<tr>
<td>- <strong>searches</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--- databases</td>
<td>24,766 (in 6,922 sessions)</td>
<td></td>
</tr>
<tr>
<td>--- OPAC</td>
<td>67,380</td>
<td></td>
</tr>
<tr>
<td>- <strong>participants in trainings</strong></td>
<td>134 + 250</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.2. **Quality indicators related to library services**

<table>
<thead>
<tr>
<th>SERIAL NUMBER OF INDICATOR</th>
<th>SPECIFICATION OF INDICATOR, INFORMATION PROVIDED BY INDICATOR</th>
<th>RESPONSIBLE PERSON</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>ÁOTK51</td>
<td>Attendance: number of visitors/month</td>
<td>Library Director</td>
<td>Annual</td>
</tr>
<tr>
<td>ÁOTK52</td>
<td>Number of website visits</td>
<td>Library Director</td>
<td>Annual</td>
</tr>
<tr>
<td>ÁOTK53</td>
<td>Upload level of scientific works by Faculty staff to the Hungarian National Scientific Bibliography</td>
<td>Library Director</td>
<td>Annual</td>
</tr>
</tbody>
</table>

The library offers a complete collection of Hungarian veterinary literature, and a broad selection of foreign (mostly English and German) literature. The library acquires about 1000 books each year (including theses and dissertations from the FVSB). Textbooks are purchased in several copies so that students can borrow them. There have been no cuts in journal subscriptions for the past years, thus the library offers over 80% of veterinary core journals, many in electronic format, too.

As a member of a national consortium, the library offers relevant databases (CAB Abstracts, CAB Archives, FSTA, Zoological Record, Web of Knowledge, Science Direct, etc.) and full-text journal collections (Ebsco, Springer, Elsevier).

While the Department of Biomathematics and Informatics helps students become competent in computer-related skills, the use of computers for work and personal tasks, the library lays emphasis on developing information literacy. The subjects of Library informatics and Fundamentals of Scientific Writing are elective courses, thus fitting library- and information-related knowledge and skills into the curriculum. The core of this knowledge is provided for every student: freshmen visit the library in the first days of their studies and get basic information about the use and services of the library. Before their first essay in the second year, a 45-minute lecture is held about techniques of database searching, possibilities for the acquisition of peer-reviewed...
literature, citing and ethics of using literature, etc. Finally, around the time of selecting a thesis topic the library offers short courses for students to improve their relevant skills. Of course, librarians provide online help and individual consultations for everybody also via Skype.

The library runs an up-to-date homepage (http://library.univet.hu) which makes the access to all services easy, and also makes efforts to make services more popular through new channels like Facebook and Twitter.

The study room for small groups, opened three years ago, is also a well-liked service.

4.3.2 IT facilities

The library offers 15 computers for students, 10 of which are in a computer room and 5 are scattered in the periodical reading rooms. It is possible to print in black and white and colour, and also to scan. The use of computers has been checked regularly over the past 10 years. While computers had been used heavily in the first years of the 21st century, the number of computers proved to be satisfactory in 2010. Using online materials for learning has become an everyday practice, and many students prefer to bring their own laptops or tablets to study from (cf. Annex 4.3. Surveys of computer use).

Wireless connection is offered in the library, as well as at other parts of the campus (the student centre, part of the park, building H).

There is a computer room with 16 computers in the Rottenbiller Street building which may also be used by students. In addition, there is a computer room and internet connection in each room of the Marek József Educational Centre and Student Hostel.

VPN connection is provided by the library for staff and students by means of which all library resources and study materials can be accessed from home.

Szent István University provides an e-learning portal (http://elearning.szie.hu) which can be used by any lecturer for developing online courses. It takes advantage of the Moodle Course Management System, a free web application which is easy to use, however, there are still relatively few courses from the Faculty offered through this medium, since most of the subjects require extensive demonstration and practical experiences.

4.4 QUALITY MANAGEMENT OF LEARNING OPPORTUNITIES

In general, the teaching programme is co-ordinated by the Education and Accreditation Committee and the Vice Dean for Study Affairs. The Committee (consisting of eight staff members and two students) meets almost every two months. Course plans and study materials are supervised and accepted by the Committee.

The Education and Accreditation Committee constructively and carefully utilises the feedback from on-line student evaluations, external examiners, evaluation committees and the above-mentioned advisory boards, and it acts on the recommendations received.

The results of surveys of graduating seniors and alumni on educational preparedness, achievement of day-one skills and employer satisfaction are also considered.

The library, being the most important provider of learning facilities, has been engaged in quality management since 2003. Its processes, services and technical background was surveyed and evaluated in 2003/2004, 2006, 2010 and 2013. The scope of these surveys was different but always focused on user needs and requirements. Different indicators were calculated to follow up the parameters characteristic of library use and make them comparable to those of other, similar libraries.
The major findings of the large-scale surveys comparing 2003/2004 and 2010 were as follows (with the steps taken, if necessary):

- More readers use library resources (books (29–47%), databases, electronic resources).
- Much more have come to borrow a given book (12–59%) and managed to do so.
- More users asked for the help of the librarians (62–84%) and were satisfied.
- Longer opening hours – extended opening during the exam period.
- Satisfaction with librarians: 4.27–4.6 (of 5).

Library services are now regulated by the quality procedure ME-16 Regulation of library, archival and museum services (Annex 0.5.16). Annual questionnaires (Annex 4.4) serve the monitoring of user satisfaction and reveal new needs both in library services, and in other learning facilities. The library also asks for ideas, complaints, suggestions in its idea box and ‘Book of Readers’. The remarks received via these are answered directly, and necessary actions – whenever feasible – are taken as soon as possible.

The activities of the Scientific Students’ Association are regulated by quality management procedure ME-07 Value-added services for students (Annex 0.5.07), which includes the analysis of results and experiences related to the organisation of the conference every year.

The purchase and development of equipment are regulated by the quality management procedure ME-12 Provision and development of material resources and conditions (Annex 0.5.12).

A continuous improvement in teaching quality can be observed in all departments. Since 2004, considerable improvements have been made in teaching in the following fields:

- more and more independent work is required of the students,
- IT- and computer-based teaching has become an everyday practice,
- involvement of undergraduate students in research is more and more intensive in the framework of the Scientific Students’ Association (on average 40% take part in it),
- independent study using the library’s improving services is gaining importance,
- elements of problem-based learning and self-learning have been introduced,
- practice- and clinically oriented material are being built into basic subjects,
- an increasing number of elective subjects have been launched,
- a lot of students have laptops and they can get access to WIFI on the campus, and can use library resources and study materials from home through a VPN connection,
- many subjects update their theoretical and practical materials on a regular basis,
- many departments communicate their subject-matter or part of it online,
- the large and small animal clinics provide excellent surroundings for clinical teaching, but with the lack of relevant financial sources from the state,
- a large (but not yet satisfactory) amount of new equipment was purchased for student labs by the departments,
- the professional excursions organised to the countryside give the teachers time to discuss many topics with the students in a casual, sociable atmosphere.

The list of study aids is gathered by the library every year, thus departments have to refresh their choice of books and lecture notes regularly, and this is monitored by the library director. Webmasters supervise the website and SharePoint server of the Faculty and look after the necessary corrections, and monitor the 7/24 availability of all information including study materials. Students may report lack of facilities or suggest new developments to the departments during the consulting hours of department heads/staff members, as well as to the head of the Department for Study Affairs. The utilisation of lecture halls and practice rooms is co-ordinated by the Department of Study Affairs. Projectors must always be ready for presentation; therefore a spare projector and spare lamps are kept by the Department of Biomathematics and Informatics offering their technical support to the Faculty. All the difficulties which cannot be solved directly will be forwarded to the Vice Dean for Study Affairs who assumes responsibility for all matters related to education.
5.1 DEVELOPMENT AND PUBLICATION OF EXPLICIT INTENDED LEARNING OUTCOMES; ESSENTIAL COMPETENCES REQUIRED AT GRADUATION (THE SO-CALLED ‘DAY-ONE SKILLS’)

The veterinary curriculum of the Faculty is designed as an up-to-date, research-based study programme that fulfils the requirements of Directive 2005/36/EC on the recognition of professional qualifications and takes into consideration the mission of the Bologna Process. The new National Higher Education Act (Act CCIV of 2011) and Government Decree No. 77/2002 (IV.13.) give a more flexible opportunity for preparing the curriculum and allow for the development of a curriculum that equips graduates with the skills they need from day one.

The main objective of the school is training veterinary graduates, who are well prepared to successfully start their careers in any of the fields open to the veterinary profession, who are capable of doing research at an internationally comparable level and providing high-quality service to the public. For this reason, undergraduate training aims to provide solid, comprehensive, up-to-date and research-based knowledge together with the necessary practical skills. Combined with lifelong learning and continuing professional education, the Faculty strives to offer to its graduates all possibilities needed for an excellent career in a veterinary field. Upon completion of all curricular requirements, the academic degree of ‘Doctor of Veterinary Medicine’ is conferred upon the new graduates. The qualification requirements in agricultural sciences including the veterinary profession are prescribed by Decree No. 15/2006 (IV.3.) of the Minister of Education. This decree also specifies the desired outcome of the training in terms of knowledge and competences.

According to Hungarian law, the graduate is eligible for practising as a certified veterinarian in the different fields of veterinary medicine as described in EU regulations immediately after graduation. The requirements of the above EU Directive, the Bologna Process and the Faculty’s own mission have been taken in account in preparing the list of objectives. Day-one skills are embedded in the curriculum as desired outcomes, and learning objectives; clinical training and students’ theses ensure that the student acquires the required knowledge and skills which are briefly the following:
• comprehensive basic knowledge of the disciplines that form the basis of the work of a veterinarian;
• ability to make scientifically and ethically justified decisions independently and critically;
• ability to communicate and co-operate in a variety of ways;
• awareness of a veterinarian’s responsibility towards patients, clients and society;
• ability to perform the professional duties of a veterinarian and practice veterinary medicine independently;
• ability to pursue further academic and professional training and lifelong learning.

The Dean of the Faculty is responsible for the curriculum. The executive tasks and student affairs are the responsibility of the Vice Dean for Study Affairs who is in charge of co-ordinating the implementation of the curriculum in co-operation with the Education and Accreditation Committee.

5.2 PROCEDURES FOR FORMAL CURRICULUM AND TEACHING PROGRAMME APPROVAL AND REGULAR REVIEWS

The fundamental requirements regarding the content of the curriculum are laid down by Decree No. 15/2006 (IV.3.) of the Minister of Education, and the planning, implementation and continuous development of the curriculum is regulated by the quality procedure ME–04 Planning training processes (Annex 0.5.04).

The draft of model curriculum is prepared by the Education and Accreditation Committee which consists of four professors, one associate professor, two researchers, two students and the head of the Department for Study Affairs. The Vice Dean for Study Affairs participates in the sessions as an ex officio member. The committee allocates the hours among the various subjects, determines the ratio of theoretical lectures and practical work, the credits of subjects, the type of exams and accredits the electives. The whole process is done after an intensive discussion with the heads of departments. The elaboration of contents of the courses is the task of the department heads in co-operation with their colleagues. The contents of interdisciplinary subjects which are linked to each other are discussed regularly between the departments. Proposals from the teaching staff or students to change the model curriculum are discussed by the committee and, if necessary, an ad hoc committee nominated by the Faculty Council scrutinises the matter and offers suggestions. The programme accepted by the Education and Accreditation Committee is submitted to the Faculty Council for discussion and then to the University Senate for final adoption. Each year, the Education and Accreditation Committee with the Vice Dean for Study Affairs assesses the curriculum and its courses relying on feedback from students and the academic staff, and prepares proposals on changes of the curriculum and course plans, including exam forms, content and teaching for the Faculty Council. The objectives, the teaching programme and the curriculum are defined and modified by the University Senate on the basis of the suggestions made by the Faculty Council.

The Civil Senate, an advisory body for the Rector, can make suggestions at any time directly to the Faculty or through the Rector. Suggestions related to the training programme are discussed and approved by the Education and Accreditation Committee, then forwarded to the Faculty Council and the University Senate. The dean and vice deans regularly meet with the leaders of the Hungarian Veterinary Chamber to get information about the activity of the graduated students which is a useful feedback to the Faculty. Decisions on the functioning of the Faculty in the context of its educational mission are also made after consultations with the Hungarian Veterinary Chamber. This approach is very helpful in adjusting the teaching process to the actual needs of the job market. The Education and Accreditation Committee constructively and carefully utilises the feedback from online student evaluations, external examiners, evaluation committees, the above-mentioned advisory boards and acts on the recommendations received. The Vice Dean for Study Affairs and the Vice Dean for Clinics in particular take into consideration course evaluations and evaluations by external examiners. The results of surveys of graduating seniors and alumni on
educational preparedness, achievement of day-one skills and employment satisfaction are also considered.

The curriculum is multifaceted in that it provides lectures, seminars, desk-based and laboratory practical exercises, non-clinical and clinical practical exercises and clinical work. Practical training is often structured as project-based learning and case-based learning. The structure and the content of the curriculum are regularly discussed at the Faculty Council and the necessary changes are implemented as described above. Teachers co-ordinate their teaching by regularly exchanging content lists and recommended (international) textbooks for various subjects; by regular formal and informal personal discussions with each other about selected topics and by exchanging hand-outs, self-written texts, and laboratory manuals and lectures of related subjects, and/or by inviting extramural specialists to review these before they are printed.

The former curriculum was implemented in the academic year of 1995/1996 and was valid for students who started their study before the academic year of 2006/2007. The previous curriculum of veterinary education was reconsidered with the aim to introduce the credit system which took place in the academic year of 1995/1996 to provide a more flexible education. The study hours of obligatory subjects were reduced by approximately 15% and several optional subjects were introduced. Another object of the reform was that our programme should provide more mobility for students and teachers among the other veterinary schools in Europe and in other parts of the world.

The curriculum was revised in 2006 when the 11th, practical semester was introduced, which became obligatory for those students who started their studies in the academic year of 2006/2007. A further revision of the curriculum in the academic year of 2009/2010 resulted in a reduction of the number of lectures, the modification of some basic subjects and the introduction of some new subjects. The hours devoted to practical work were increased with the revised curriculum. The teaching in herd health and animal welfare was given more weight.

Besides the national curriculum, there is a German curriculum for the first four semesters (supplemented by subjects which facilitate the return of the students to veterinary schools in Germany) and an English study programme leading to a diploma that is equivalent to the diploma received after having successfully completed the national curriculum. A new curriculum was introduced for first-year students in 2009/2010 which was extended to the rest of the student body on a phased basis. Accordingly, changes for the 9th and 10th semesters are foreseen for the next year.

5.3 APPLICATION OF THE ECTS TO THE STUDY PROGRAMME AND EVIDENCE FOR ITS USE

The credit system aligned to the European Credit Transfer System (ECTS) and designed to evaluate the workload and performance of the students has been in place in all higher education institutions of Hungary since 2003; the workload of a student progressing at average rate is 30 credits for each semester.

The ECT system is used as a standard method for determining the transfer of course credits from foreign study certificates. If ECTS points do not vary more than 20% between the ECTS points of the foreign study activity and the points required by the curriculum, the achievements are approved. The ECTS and the respective certificates (Learning Agreement, Transcript of Records) have been implemented at the Faculty for the ERASMUS exchange programme since 2003. The guidelines of the National Agency for Lifelong Learning describe the minimum number of ECTS credits necessary to receive a grant for foreign study. Assessing and monitoring the students’ workload is an important aspect of quality assurance at the Faculty. Degree certificates are accompanied by a supplement (Diploma Supplement) that describes the overall content of the
degree. The purpose of this supplement is to improve the international comparability of degrees and to facilitate mobility for either postgraduate study or employment.

5.4 PROCEDURES MONITORING DELIVERY OF THE CURRICULUM AND TEACHING PROGRAMME

The quality procedure ME-05 Basic educational processes (Annex 0.5.05) deals with the planning of semesters and processes related to the organisation of semesters. The study guide with the model curriculum is published each year both electronically and as a paper copy together with information provided by all the departments in the Students’ Guide, on the boards and the website of the departments as well as on the Faculty’s webpage.

5.5 ASSURANCE CONCERNING THE PARTICIPATION OF STUDENTS IN QUALITY ASSESSMENT ACTIVITIES

Students are represented as full members in the principal decision-making body of the Faculty, in the Faculty Council with 5 students (including at least 1 foreign student and 1 PhD student) and in several committees (e.g. Education and Accreditation Committee, Study Affairs Committee, Quality Management Committee, Student Committee for the Evaluation of Education) and working groups. The student feedback system was described earlier in this report (cf. Chapter 1.3.2 and Chapter 3.1.3).

5.6 PARAMETERS ASSESSED AND PROCEDURES TO MONITOR REGULAR FEEDBACK FROM STAKEHOLDERS AND GRADUATES

In the evaluation of the study programme, feedback from recent graduates is an important element. The Graduate Career Tracking System of the University follows up on the employment and career progress of University graduates through online questionnaires directed at recent graduates within a year after graduating and subsequent follow-up surveys in each third year. The Graduate Career Tracking System of the University provides expert support services to the Faculty for the development of professional orientation studies, services for employers that promote graduate employment as well as surveys on graduate employment. Data on the employment of recent graduates has been collected since 2010, and the first two reports on the results were published in 2011. Unfortunately, so far the response rate has been quite low, below 10%. The Faculty identifies the return rate as one of the main areas in need of development and strongly encourages the participation of alumni by increasing their awareness on the impact their suggestions may have on the development of the veterinary profession.

At the national level, the quality of education is assessed by the Hungarian Accreditation Committee (HAC). Regularly, once in every 5 years the Hungarian Accreditation Committee examines and analyses the achievement of objectives at universities based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) adopted by the European Ministers of Education in Bergen in 2005. The HAC was established in the country’s first higher education law in 1993. It was one of the earliest bodies of its kind in Central and Eastern Europe. The Hungarian Accreditation Committee’s guidebook for institutional accreditation and annexes describe what aspects an institution’s quality assurance and development should cover, namely an adapted version of the ESG. Last time the Faculty was evaluated in 2012, when the following fields were examined:

- policy, strategy and procedures for quality assurance
• the launching, monitoring and periodic internal review of study programmes
• the assessment of student progress and achievements
• the quality assurance of teaching staff
• learning support, learning resources and student services
• the internal information system
• publicity and public information.

Based on the self-evaluation report and results of the on-site visit of the Accreditation Team, the Faculty received ‘Grade A’, the highest grade which is valid until 2017.

In general, collecting feedback from stakeholders and graduates has been found to be one of the main objects in need of development. As the connections within the veterinary profession are tight and the trade is relatively small, there are plenty of opportunities for obtaining informal feedback. Annual veterinary conferences arranged by the Hungarian Veterinary Chamber, the local veterinary associations, societies and other professional organisations offer good possibilities for discussion. Veterinarians working in private practices, for the state or other fields are invited to give feedback on the students performing extramural training and, in turn, to share information about ‘what’s going on at the Faculty’. The elective courses in which veterinarians can also give lectures and practices are considered a valuable contribution in this aspect. The Career Tracking System of the University systematically collects feedback from recent graduates. Unfortunately, the response rate has been very low.

In the following 5–10 years the Faculty’s aim is to introduce the twelfth, clinical semester. This change would allow more intra- and extramural (clinical) practices and optimised organisation of the practical year (all-year rotations) as well as a further decrease of the obligatory clinical shifts of the 4th- and 5th-year students during the semesters and the exam periods. Another intended change in the curriculum will be the reduction of theoretical lectures and further co-ordination among the topics of the different core subjects in order to streamline the curriculum and teach in an integrated way. The increase in practical training will significantly influence the ratio between practical and theoretical training. Self-directed learning methods as recommended by the EAEVE are being extended and their incorporation into the curriculum increased.

5.7 PROVISION OF A STRUCTURE THAT PROMOTES LIFELONG LEARNING

This is elaborated in Chapter 2 (AP 3) and Chapter 7 (AP 9).
Chapter 6  ASSESSMENT OF QUALITY FOR CLINICS, LABORATORIES AND FARM (AP 8)

Provide information on the system(s) of quality assurance in the clinical area, laboratory diagnostic services and farm facilities. List any existing accreditation from external quality assurance bodies.

The Faculty of Veterinary Science provides comprehensive services with a high level of specialisation by experts in the field of veterinary medicine. Treatments of patients as well as laboratory and diagnostic services offered are research-based and state-of-the-art. They provide continuous clinical education for students and for veterinarians, while ensuring responsible care for animal patients in inpatient, outpatient and emergency services, respectively.

In addition to that, clinics and laboratories of the Faculty collaborate with the veterinarians working in the practice and with different directorates of the National Food Chain Safety Office, therefore they play a significant role in the areas of animal health, animal breeding, animal protection, public health and food chain safety.

6.1 QUALITY MANAGEMENT SYSTEM OF THE CLINICS

The quality management system of the Faculty according to MSZ EN ISO 9001:2009 regulates the workflow of the clinics by specific quality management procedures documented in ME-09 Regulation of clinical processes (Annex 0.5.09). The procedures are designed to provide efficient and quality-oriented clinical education and services, while taking into account the needs of the stakeholders involved (students, teachers, clinical staff, livestock and pets and their owners, veterinarians, professional associations, etc.). They are reviewed annually.

Activities, which are not regulated by the procedure ME-09, focusing on the basic clinical processes, are commanded by inner documented instructions (e.g. instructions regarding hygiene, necessary activities in the case of students’ injuries, etc.).

The related laws and regulations prescribed at the University and the Faculty are evidently obligatory for the clinics as well. Those regulations, detailed in the Introduction, concern e.g. work safety, fire protection, handling of dangerous and hazardous wastes, pandemic alert and response plan, and the laws are mainly related to animal protection and animal experiments (cf. Annex 0.4). There are special regulations in the organisational and operational regulations of the clinical units for safety at work, including the proper instruction of students before they are allowed to handle animals. Daily clinical rounds also offer an opportunity to specify what the clinicians and student trainees have to do during the day, and attention is paid to warnings about difficulties posing hazards.

The activities on the clinical areas are co-ordinated and controlled by the Vice Dean for Clinics on behalf of the Faculty’s leadership. At the same time, he is the president of the Clinical Council. The Clinical Council is an advisory committee of the Faculty Council which harmonises the activities of the departments involved in clinical services which are as follows: Department and Clinic of Internal Medicine, Department and Clinic of Surgery and Ophthalmology, Department and Clinic of Reproduction, Equine Department and Clinic, Department and Clinic for Food Animals. The members of the Clinical Council are the heads of departments and one clinician per each relevant department, respectively. Their tasks are the co-ordination of education (practicals of students) and the organisation of clinical activities (e.g. inspections).
6.1.1 Small Animal Clinic

The Small Animal Clinic has been operating in its current form since 2006 when it moved to the new clinic established in the former stable area. The three departments (Internal Medicine, Surgery and Ophthalmology, and Reproduction) work in close cooperation. The most important task of the Small Animal Clinic, in addition to patient care, is to provide training and practical education for the students.

The activities at the Small Animal Clinic are regulated by the clinical working order (Organisational and Operational Regulations of the Small Animal Clinic) which are regularly revised. The heads of the departments are directly responsible for the organisation, management and control of the clinical activities in their professional areas.

Elements of the quality management system specific to the Small Animal Clinic are as follows:

- Patient registration system (‘Doki for Vets 8.0’ patient registration software). The patient registration system has been in operation since 2006 and is capable of performing the following main tasks:
  - administration (including issuance of an identification number) and full medical documentation of the Clinic’s inpatients and outpatients,
  - appointment scheduling,
  - reference data for patients and their owners and/or referring veterinarians,
  - full documentation of all medical and diagnostic data in the electronic case history of each patient,
  - requests for diagnostic services (X-ray, pathology, diagnostic laboratory) and the ensuing results transfer,
  - documentation and billing of services.

In the case of animals which arrive with a referral, data of the sending veterinarian are also recorded to provide the possibility for any further consultation. It is a common practice to notify the colleagues about the diagnosis of the animal they sent in, the recommended treatment/surgery and the further status.

The patient registration system is continuously monitored, supported, revised and developed by the information system manager, who is a member of the Department of Biomathematics and Informatics. Patient data are highly confidential, therefore access is limited to authorised persons. These are the clinical, scientific and support staff members of the Clinics. Students can use the system only under the control of teachers applying their registration number.

- Price transparency

The Faculty believes that price transparency is an essential element of quality management that increases client trust. Therefore, the list of the services offered and their prices can be found in the waiting rooms of the Small Animal Clinic, and also on the websites of the different clinical units under the ‘patient care’ tab. The owners of incoming patients are informed about the expected fees prior to the treatment, and in costly cases they have to declare their willingness to financially cover the treatment of their animals.

The costs of examinations are calculated by the ‘Doki for Vet’ software according to the relevant treatments and the bills are also made by and printed out from this system.

- Satisfaction measurement

Quality management at the Small Animal Clinic is complemented by client surveys with feedback and action plans at regular intervals. After receiving the bill, the patients’ owner gets a questionnaire (Annex 6.1) which can be completed optionally. The measurement of client
satisfaction allows for constant reflection and continuous optimisation of processes, which is why the Faculty is continuously developing its questionnaires.

The handling of complaints is regulated in the Organisational and Operational Regulations of the Small Animal Clinic, and complaints are answered by the department heads.

6.1.2 Large Animal Clinic

The large animal unit of the Faculty has moved to its present venue (Üllő, 30 km south-east of the Budapest campus) in September 2001. The Large Animal Clinic has two independent units since October 2013: the Equine Department and Clinic and the Department and Clinic for Food Animals.

The activities of these units are also supervised and co-ordinated by the Vice Dean for Clinics and by the Clinical Council (see Chapter 6.1.1).

6.1.2.1 Equine Department and Clinic

Professional work of the clinic is directed by the head of the department, who was appointed in October 2013. He regards the institutional and financial traceability and the satisfaction of customers as significant areas, besides the priority of high-level professional work. Two sub-departments function (surgical and internal medicine) within the Equine Department and Clinic. The new organisational structure requires novel Organisational and Operational Regulations which are currently being developed.

Elements of the quality management system specific to the Equine Department and Clinic are as follows:

- registration and management of patients with the ‘Doki for Vets 8.0’ software, in a manner similar to the practice used at the Small Animal Clinic, as mentioned in 6.1.1. Functions used are:
  - administration (including issuance of an identification number) of the Clinic’s inpatients and outpatients,
  - requests for diagnostic services (X-ray, pathology, diagnostic laboratory) and the ensuing transfer of results,
  - documentation and billing of services.

Like at the Small Animal Clinic, the software will be applied for the registration of the patients’ and following their clinical history in six months. The parts of the software which are concerned with the communication between the veterinarians and the horse owners and the traceability of the medical cases, are currently being developed.

- Satisfaction measurement

At the time of establishment of this clinic, a questionnaire was developed to follow the customers’ satisfaction (Annex 6.2), and all patients’ owners receive that questionnaire from 15 November 2013 on.

- Following the professional development of the teaching and research staff

The head of Equine Clinic has recorded the work and training plans of the whole staff according to the personal consultations held with them. The publication requirement for the clinicians is as follows: one peer-reviewed article in English, one peer-reviewed article in Hungarian, and one paper in popular science per year. The fulfilment of the tasks and the attainment of these requirements will be checked yearly, and that will serve as one of the prerequisites in the qualification of the co-workers.
There are certain procedures in the all-day-open Equine Clinic, which are defined in Standard Operation Procedures as follows:
- the way of documentation,
- the order of medicine turnover,
- personal communication with the patients’ owners (the connection is maintained by the same clinician and if for some reason the contact person changes, the transmission of contact is to be documented).

6.1.2.2 Department and Clinic for Food Animals

The Department and Clinic for Food Animals provides services for the animal keepers, farmers, animal breeders and veterinarians, who own, work with or are interested in livestock (cattle, swine, sheep and goats). The instruments and laboratory equipment of the services provide a continuously developing technical background.

The main area of the department’s activities is the practical training of students in the 3rd, 4th and 5th years of their studies and during the 11th, practical semester.

The mobile clinic, the lack of which was a major shortcoming addressed in the previous EAEVE report on the FVSB, has been operating since 2005. Clinicians and students visit the patients on the farms. The practical familiarisation with, and training in, the therapeutic interventions, examinations and diagnostic methods in the home environment of the affected animals is an important educational requirement. The mobile clinic provides on-farm learning possibilities for students in the 9th and 10th semesters. Although only two farms were initially involved in the practice (with 350 and 250 cows, respectively) in the neighbourhood, there are currently 15 farms visited regularly.

6.1.2.3 Diagnostic Centre

The main activity of the Diagnostic Centre, Úllö is serving the clinical units with laboratory diagnostics and postmortem examinations. The centre belongs to the Department and Clinic of Food Animals administratively; however, it maintains constant professional connection with the Equine Department and Clinic, too. The state-of-the-art laboratory functions according to the locally developed procedures and its accreditation is planned for next year.

6.1.3 Quality indicators related to clinical processes

There are four indicators (Table 6.1) related to the quality procedure ME-09 Regulation of clinical processes (Annex 0.5.09). Two may easily be followed using data from the ‘Doki for Vets’ system, while customer satisfaction is monitored by questionnaires. Complaints may be submitted to the head of any clinic who answers them. All complaints are filed and examined, and recurring complaints are analysed in order to take the necessary preventive or corrective actions.
Table 6.1. Indicators related to clinical processes

<table>
<thead>
<tr>
<th>SERIAL NUMBER OF INDICATOR</th>
<th>SPECIFICATION OF INDICATOR, INFORMATION PROVIDED BY INDICATOR</th>
<th>RESPONSIBLE PERSON</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>ÁOTK23</td>
<td>Customer satisfaction</td>
<td>Head of Clinic/Quality Officer</td>
<td>Annual</td>
</tr>
<tr>
<td>ÁOTK24</td>
<td>Monthly patient flow</td>
<td>Head of Clinic</td>
<td>Annual</td>
</tr>
<tr>
<td>ÁTOK 25</td>
<td>Clinical complaints</td>
<td>Head of Clinic</td>
<td>Annual</td>
</tr>
<tr>
<td>ÁOTK26</td>
<td>Monthly financial balance by division</td>
<td>Head of Clinic</td>
<td>Annual</td>
</tr>
</tbody>
</table>

6.2 LABORATORIES

The diagnostic facilities offer a wide spectrum of specialised methods and comprehensive consulting services, where research findings are integrated into scientific services. There is no central laboratory operating at the Faculty, and the tests and measurements necessary for the diagnostic tasks, research and services are carried out in the laboratories of the departments. The Faculty management has realised that the organisation of a central laboratory and the integrated quality management of the local laboratories would greatly increase the efficiency and efficacy of the operation of these units and the provision of services; therefore, the establishment of the central laboratory is included in the strategy of the Faculty. The elaboration of quality directions for the handling, registration, calibration and verification of equipment is just underway.

The use of laboratory instruments and equipment is regulated by the Faculty by the quality procedure ME-12 Provision and development of material resources and conditions (Annex 0.5.12) and by Chapter 7.6. of the Quality Manual (Annex 1.3). The communication between the clinics and the relevant laboratories (requests for diagnostic services and the feedback of results) takes place using the patient registration system ‘Doki for Vets’ (see Chapter 6.1.1). Laboratory analytical and diagnostic services are offered by several laboratories. Departments have different practices for familiarising students with the rules of behaviour and work at laboratories used for educational purposes. The first practical always begins with instruction on the procedures, safety and hazards which occur in the laboratory, and participation is recorded. Some departments give printed material to students, test them, or even prepare a programmed booklet to facilitate the learning of the rules.

Accreditation by an external authority would highly increase the quality of laboratory services, thus creating a better position for them in the market, and a reliable background to research and research education. It also contributes to familiarising students with Good Scientific Practice. However, student laboratories which are only used for teaching and learning purposes do not need the same strict quality management and control as laboratories used in research and services. There are many laboratories at the Faculty, a number of them planning to acquire accredited or GLP status.

The following apply to all laboratories of the Faculty:
- the staff members attend job aptitude and occupational health exams regularly, at least once a year,
- the staff annually participates in fire drills,
- the staff is annually trained in safety and hygiene regulations,
- chemicals, tools, and safety equipment are acquired only from qualified suppliers,
- instruments (haematology analysers, biochemistry analysers, photometers, etc.) are checked periodically by the service centres on the basis of maintenance contracts,
- necessary calibrations are made regularly
methods used for testing and measuring are standardised, regulated and/or validated. The validity of the methods and the legislation is annually inspected by the heads of the laboratories and, if necessary, the required changes are made.

6.2.1 Accredited and GLP laboratories

The Microbiology Laboratory at the Department of Food Hygiene is accredited according to MSZ EN ISO/IEC 17025:2005, by the Hungarian Accreditation Board (Annex 6.3). The standard specifies the general requirements for the competence to carry out tests and/or calibrations, including sampling. It also covers management requirements consistent with ISO 9001:2008 and helps laboratories implement a quality management system aimed at improving their ability to consistently produce valid results.

The Food Toxicological Laboratory, also at the Department of Food Hygiene, is certified by the National Institute for Quality and Organisational Development in Healthcare and Medicine (Annex 6.4).

6.2.2 Other laboratories

Non-accredited laboratories are the following:
- clinical laboratory diagnostic and instrumental diagnostic units at the Department and Clinic of Internal Medicine. The clinical diagnostic laboratory takes part successfully in the proficiency testing rounds organised annually by the Qualicont Quality Control Public Company;
- three units (pathological and histopathology unit, fish pathology and electron microscope unit, and molecular biology laboratory) of the Department of Pathology;
- the laboratory of the Department of Parasitology and Zoology;
- three laboratories (bacteriological, immunological and virological) at the Department of Microbiology and Infectious Diseases;
- three laboratory units (toxicology, analytical, microbiology) at the Department of Pharmacology and Toxicology;
- three laboratory units (clinical chemistry, chromatography, microbiology) at the Department of Animal Hygiene, Herd Health and Veterinary Ethology;
- the nutritional and genetic laboratories at the Institute of Animal Breeding, Nutrition and Laboratory Animal Science. The nutritional laboratory takes part successfully in the proficiency testing rounds organised annually by the National Food Chain Safety Office;
- three laboratories (andrology, diagnostic, endocrinology) of the Department and Clinic of Reproduction. The andrology unit also has a mobile artificial insemination and embryo transfer station, operated according to Council Directive 92/65/EEC. This operation of this unit is supervised by the Food Chain Safety and Animal Health Directorate of the Pest county Government Office. The station successfully passed accreditation in 2010 and 2012, respectively.

6.3 COMMERCIAL FARM

The site of the Faculty at Üllő consists of the Large Animal Clinic and a Commercial Farm. The latter has around 1,100 hectares and an assortment of buildings that includes accommodation for cattle, horses, pigs and sheep. The Faculty keeps beef cattle there, but no dairy herd. The Commercial Farm – besides its commercial activities – provides farm animals for the LAC for educational purposes (e.g. cows for rectal examinations).
Chapter 7 ASSESSMENT OF CONTINUING EDUCATION (AP 9)

The Faculty should describe the system of quality assurance it possesses to monitor and promote the design, implementation and quality control of its own, or joint Continuing Professional Development (CPD) programmes in specific areas of practical veterinary medicine and whether there is a legal basis or other official requirement for continuing education. This documentation should be accompanied by a list of courses offered in the preceding year (year n) and their assessment by the participants.

As the only institution for higher education in veterinary medicine, the FVSB plays a fundamental role in providing first-rate lifelong learning possibilities to postgraduate veterinarians. As such, it has the duty to offer continuing education by organising courses, lectures, seminars and workshops of its own or by providing its expert staff and diplomates for continuing education courses offered by third parties.

7.1 LEGAL BASIS OF CONTINUING EDUCATION

As defined by Act CXXVII of 2012 on the Hungarian Veterinary Chamber and Veterinary Services, continuing education is compulsory for every veterinary practitioner. Requirements are further specified by the Hungarian Veterinary Chamber (HVCH) in its regularly updated ‘Regulations concerning further training’. According to these regulations, practising veterinarians must gain at least 300 educational credits within a three-year period. The educational credits allotted to a continuing education course are assigned by the committee of the HVCH responsible for further training. Credits are given only to courses whose design, content and implementation coincide with the requirements of the Hungarian Veterinary Chamber. In Chapter 2 a detailed description can be found of PhD and veterinary expert training. Here we deal with Continuing Professional Development (CPD) courses of a practical focus not leading to a diploma.

7.2 DESIGN, IMPLEMENTATION AND QUALITY ASSESSMENT OF CONTINUING EDUCATION (CE) OFFERS

The design, organisation, implementation, management and evaluation of continuing education courses are regulated in the documented procedure of the Faculty’s quality management system according to MSZ EN ISO 9001:2009 (ME-06 Postgraduate training processes, Annex 0.5.06). As a rule, continuing education courses are managed by the Centre of Research and Postgraduate Training. Short (usually one-day) courses that cover current and often specialised knowledge focusing on the practical aspects within a given area are offered and organised by the Centre of Research and Postgraduate Training of the Faculty. Course organisers, lecturers and tutors are recruited mainly from Faculty members, but academic staff of other organisations, like the different Directorates (Animal Health and Animal Welfare, Veterinary Medicinal Products, Veterinary Diagnostic) of the National Food Chain Safety Office, the Institute for Veterinary Medical Research, Centre for Agricultural Research of the Hungarian Academy of Sciences, the HVCH, the State Veterinary Service, and for certain topics highly recognised practitioners are also invited and involved.

Continuing education courses are distinguished from postgraduate training courses (described in more detail in Chapter 2) which are accredited courses and last for 2–4 semesters. Continuing education courses are one- or two-day-long practice-oriented opportunities for the acquisition of specialised knowledge normally in ‘hot topics’. Ninety percent of the courses are meant for
graduate veterinarians (though academic staff members and even students are also allowed to attend), and about 10% for assistants.

The processes are regulated by the following quality procedures: *ME-05 Basic educational processes* (Annex 0.5.05), *ME-06 Postgraduate training processes* (Annex 0.5.06) and *ME-14 Measurement, analysis and development* (Annex 0.5.14), respectively.

According to the detailed procedural guides, CE courses may be initiated by lecturers of the Faculty, submitting a course plan including the topic, the number of hours allocated to different issues, the name and scientific qualification of lecturers, and the schedule at least two months before the prospective date of the course. The course is assessed by the Vice Dean for Research and Postgraduate Training and forwarded to the committee of the Hungarian Veterinary Chamber responsible for further training. Upon the decision of the committee, the chairman accepts the course and assigns credits to it.

The continuing education courses offered by the Faculty are extensively advertised. They can be found on the website of the Centre of Research and Postgraduate Training and that of the Hungarian Veterinary Chamber (http://www.maok.hu/egyetemi_tovabbkepzesek). In addition, they are disseminated among the county (regional) chairmen of the Hungarian Veterinary Chamber, and they are published in the veterinary journals (Kamarai Állatorvos, Magyar Állatorvosok Lapja). The offers are also posted on HungaroVet, the community portal of Hungarian veterinarians (http://www.hungarovet.com), and are further disseminated through direct contact using veterinary mailing lists and the internal mailing list of the Faculty.

Faculty members are also strongly involved in the continuing education programmes of the Hungarian Veterinary Chamber (http://www.maok.hu/szatok_eloadaslista_1), on the basis of which regional organisations may invite experts for locally organised CE courses.

The feedback of participants is one of the most important features in the quality assessment of continuing education courses. A survey covering both the course itself (Annex 7.1) and each lecturer (Annex 7.2) is performed immediately after every course (see sample feedback questionnaire in Annex 7.3). Participation in the survey is optional and anonymous. The results of the feedback are summarised and analysed by the course manager and the responsible vice dean, then the necessary steps are taken to make improvements in the light of the feedback, and to employ the best experts and trainers.

### 7.3 CE COURSES OFFERED BY THE FACULTY IN THE ACADEMIC YEAR 2012/2013

The offer of veterinary expert courses can be found in *Chapter 2.4.3. Table 7.1 contains only the short, practice-oriented CE courses.*
Table 7.1. CE courses in the academic year 2012/2013

<table>
<thead>
<tr>
<th>TITLE OF THE COURSE</th>
<th>ENGLISH TITLE</th>
<th>NUMBER OF PARTICIPANTS</th>
<th>DURATION (45-MINUTE LECTURES)</th>
<th>EVALUATION (MAX. 5)*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Állatterápia</td>
<td>Animal Therapy</td>
<td>14</td>
<td>4x8</td>
<td>–</td>
</tr>
<tr>
<td>Állatvédelmi nap</td>
<td>Animal Protection Day</td>
<td>34</td>
<td>8</td>
<td>–</td>
</tr>
<tr>
<td>Bakteriális zoonózisok</td>
<td>Bacterial Zoonoses</td>
<td>27</td>
<td>8</td>
<td>–</td>
</tr>
<tr>
<td>Citológia</td>
<td>Cytology</td>
<td>10</td>
<td>8</td>
<td>–</td>
</tr>
<tr>
<td>Csontsebészet II.1</td>
<td>Bone Surgery II.1</td>
<td>25</td>
<td>2x8</td>
<td>4.83</td>
</tr>
<tr>
<td>Csontsebészet II.2</td>
<td>Bone Surgery II.2</td>
<td>25</td>
<td>2x8</td>
<td></td>
</tr>
<tr>
<td>Fizikális vizsgálatok</td>
<td>Physical Examinations</td>
<td>26</td>
<td>6</td>
<td>4.82</td>
</tr>
<tr>
<td>Halak betegségei</td>
<td>Fish Diseases</td>
<td>42</td>
<td>4x8</td>
<td>4.7</td>
</tr>
<tr>
<td>Hatékony kommunikáció</td>
<td>Efficient Communication</td>
<td>12</td>
<td>8</td>
<td>–</td>
</tr>
<tr>
<td>Hematológia</td>
<td>Haematology</td>
<td>9</td>
<td>8</td>
<td>–</td>
</tr>
<tr>
<td>Idült hasmenés</td>
<td>Chronic Diarrhoea</td>
<td>14</td>
<td>1x6</td>
<td>–</td>
</tr>
<tr>
<td>Intenzív/sürgősségi sebészet a kisállatgyógyászatban</td>
<td>Emergency Surgery for Small Animals</td>
<td>112</td>
<td>2x8</td>
<td>Evaluation in process</td>
</tr>
<tr>
<td>Klinikai farmakológia</td>
<td>Clinical Pharmacology</td>
<td>47</td>
<td>2x8</td>
<td>4.82</td>
</tr>
<tr>
<td>Onkológia</td>
<td>Oncology</td>
<td>10</td>
<td>8</td>
<td>–</td>
</tr>
<tr>
<td>Praxismenedzsment</td>
<td>Practice Management</td>
<td>8</td>
<td>8</td>
<td>–</td>
</tr>
<tr>
<td>Rizikópáciensek altatása</td>
<td>Anaesthesiology of High-risk Patients</td>
<td>34</td>
<td>8</td>
<td>4.88</td>
</tr>
<tr>
<td>Röntgenológia</td>
<td>Radiology</td>
<td>19</td>
<td>16</td>
<td>–</td>
</tr>
<tr>
<td>Sikeres értékesítő állatorvos</td>
<td>Successful Sales Veterinarian</td>
<td>18</td>
<td>8</td>
<td>–</td>
</tr>
<tr>
<td>Sikeres értékesítő asszisztens</td>
<td>Successful Sales Assistant I</td>
<td>17</td>
<td>8</td>
<td>4.52</td>
</tr>
<tr>
<td>Sikeres értékesítő asszisztens</td>
<td>Successful Sales Assistant II</td>
<td>12</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

* Evaluation is not compulsory, thus sometimes there are too few answers to make a statistical evaluation.
True to its commitment to quality, the Faculty regularly monitors the following indicators (Table 7.2) in relation to continuing education courses:

<table>
<thead>
<tr>
<th>SERIAL NUMBER OF INDICATOR</th>
<th>SPECIFICATION OF INDICATOR, INFORMATION PROVIDED BY INDICATOR</th>
<th>RESPONSIBLE PERSON</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>ÁOTK9b</td>
<td>Number of CE courses started/planned</td>
<td>Vice Dean for Research and Postgraduate Training</td>
<td>Annual</td>
</tr>
<tr>
<td>ÁOTK15</td>
<td>Proportion of students completing postgraduate education</td>
<td>Vice Dean for Research and Postgraduate Training</td>
<td>Annual</td>
</tr>
</tbody>
</table>

Just like for other indicators (Table 1.2), data are gathered in every January and the trends are analysed by the Centre of Research and Postgraduate Training.

In addition to structured continuing education courses, conferences, too, may be considered as opportunities of further training. As such, the Faculty and departments also take the initiative to organise conferences in co-operation with other organisations (such as the Hungarian Veterinary Chamber, scientific associations, specialist societies, authorities, etc.) or on their own. Examples of such conferences are: Registration of Pharmaceutical Products, Cattle Day, Swine Day, Exotic Pets, HSAVA conferences, etc.
Chapter 8  ASSESSMENT OF RESEARCH (AP 10)

The institution should describe the system of quality assurance it possesses to develop and maintain and audit research programmes. Of particular interest is how research provides opportunities for student training, staff promotion, how research methods and results are conveyed into basic veterinary training and to what extent bibliometric methods are applied. A list of publications of year n (prior to evaluation) and year n-1 should be added to the SER 2, supplemented with the respective bibliometric data. Following implementation and adoption of Stage two (2) evaluation, information on year n-2 will be required.

8.1 QUALITY MANAGEMENT OF RESEARCH

The Faculty has a strong, internationally recognised research activity in different areas of veterinary science, e.g. infectious diseases or parasitology. The strategic goal is to maintain this level and to bring other research areas to the same level. Most importantly, scientific output in the field of food safety research is one of the priority areas of the Faculty. An increasing number of young researchers are involved in scientific work. The number of students enrolled in the Scientific Students’ Association programme doubled in 2013, compared to the previous year, after additional financing was allocated to researchers leading these programmes.

At the level of SZIU it is the Regional Knowledge Centre, operating within the Grant Application and Innovation Centre, in the organisational framework of the General Secretary’s Office, which organises, co-ordinates and integrates research and development conducted in the Regional University Knowledge Centre. The responsibilities and competences of the Regional University Knowledge Centre are set forth in the rules of procedure of the Grant Application and Innovation Centre.

In the process of the ISO certification of the Faculty, assessment of research, support of research and organisation of research were scrutinised closely. The corresponding quality management procedure ME-08 Research, research support, science organisation (Annex 0.5.08) regulates research and development, including research organisation activities performed by the Faculty, and regulates basic, applied and contractual research activities conducted in organisational units. The procedure specifies requirements for research and development activities funded from external sources, the co-ordination of research and development activities, the elaboration of research strategies and the implementation and evaluation of research, development and innovation (R+D+I) activities. The R+D+I activities in the framework of research tenders are regulated by a separate procedure on tender activities and the regulation of complex project processes (ME-11 Processes related to applications and regulation of complex projects, Annex 0.5.11). According to this the Grant Application and Innovation Centre of Szent István University is the main organisational and co-ordinating body, responsible for notifying researchers of the latest grant possibilities, aiding the preparation and management of proposals, maintaining and updating the research registry, preparing information materials and summaries, and also keeping contact with outside research partners. The Centre is also responsible for every sort of technology transfer activity.

During the planning, implementation and evaluation of research and development activities, multiple objective systems have to be co-ordinated: it has to be ensured that research and development processes funded from internal university sources, from third-party funds and those provided to stimulate innovation conform to consistent requirements.

As a consequence of its outstanding performance in research, the Faculty has been granted the status ‘Research Faculty’ for the period between 2013 and 2016. This title and the additional funding awarded to the Faculty for this four-year period will further strengthen the Faculty’s
training and research activities. Research groups of the University can be contacted via http://researchgroups.sziu.hu/, while an enumeration of research topics can be found on the Faculty homepage at http://www.univet.hu/en/research/.

The ‘Research Faculty’ funds are distributed on the basis of internal grant applications evaluated by the Research Faculty Evaluation Committee, and the report-based results will be analysed the following year. The first year of the Research Faculty programme will end on 31 March 2014. The granting process is set in the Research Faculty Action Plan, submitted to and accepted by the Government. Documents regarding the Research Faculty Programme, including the action plan are compiled at: http://www.univet.hu/hu/kiemelt-egysegek/tkk/palyazatok/. According to the action plan, grant applications are submitted every year, and evaluated after each year. The evaluation criteria are set in the action plan. Both the grant applications and the results are judged by the Research Faculty Evaluation Committee headed by the Vice Dean of Research and Postgraduate Training and comprising the Dean, the Vice Deans, the Head of the PhD School, a Scientific Secretary and a PhD student as members. The purpose of the action plan is to increase the research and publication output of the Faculty, and to increase the involvement of students in research. Four funding categories were established:

- providing extra bench fee to PhD students of outstanding achievements and to students lagging in their research,
- increasing research activity by awarding research groups which performed best during the previous year and by giving smaller (up to 2 million HUF) start-up grants for new research ideas,
- financial support for those researchers who publish in the Magyar Állatorvosok Lapja (Hungarian Veterinary Journal), and for those whose students participate at the annual conference of the Scientific Students’ Association of the Faculty,
- the funding of knowledge distribution at different levels (participation at conferences, publication of teaching materials).

The numbers of granted projects or funding awarded up to September 2013 in the different categories are as follow: 1–6 PhD students, 2–5 outstanding research groups, 22 start-up grants, 3–14 publication awards, 4–7 teaching material aids, 4 conferences.

8.2 DEVELOPMENT, MAINTENANCE AND ASSESSMENT OF RESEARCH PROGRAMMES

Besides the quality management procedures mentioned above, the research plan and development plan of the Faculty are two of the strongest tools of quality assurance in developing, maintaining and auditing research programmes. The persons ultimately responsible for preparing the draft research strategy on Faculty level are the Dean, the Vice Dean for Research and Postgraduate Training and the members of the Research Committee of the Faculty. The head of this committee is the Vice Dean for Research and Postgraduate Training, and the committee includes three members from among the Faculty’s researchers and teachers, and a secretary. The committee is responsible for the analysis and continuous monitoring of the provision of research conditions.

The principal guidelines and objectives are determined by taking into consideration the following factors:

I. the possibility of cultivating scientific topics integrated among the faculties/centres,
II. the implementation of motivational principles,
III. the availability of the necessary resources,
IV. conformity with international, national and regional trends.

On the level of SZIU, the research and development strategy sets the objectives to be attained during a four-year period, and it also specifies the most important resources. This strategy is
broken down for faculties, by year and revised annually. Heads of research teams are responsible for the registration of scientific research and development activities at University level. Running projects are also reported to the Vice Dean for Research and Postgraduate Training who, together with the Finance Department of the FVSB, keeps record of these programmes.

Projects supported by external partners and grant applications, as well as self-initiated projects have to be taken into consideration, including doctoral (PhD) programmes, undergraduate (Scientific Students’ Association) research projects and publication possibilities. This process is also regulated by the quality procedure ME-08 Research, research support, science organisation (Annex 0.5.08). The regulation includes criteria for R+D+I, harmonisation of research activities within the FVSB and among the faculties of Szent István University.

The evaluation of the research activity of the Faculty’s academic staff is a high-priority issue. To enable this, for some years all lecturers and researchers of our Faculty have been uploading their publication data into a public database (MTMT – Hungarian National Scientific Bibliography) and they have to keep it up-to-date. According to the current requirement system, only staff members having adequate publication activity can be promoted or appointed to leading positions within the Faculty. The employment requirements of the Faculty (Appendix 4 of the University Organisational and Operational Regulations adapted to the FVSB), which has been in operation for almost two decades, is of outstanding importance in ensuring the high quality of the academic and research staff. Appendix 4 strictly specifies the publication requirements that our lecturers and researchers have to meet every four years. Prior to every promotion or appointment, the Faculty Council examines the teaching, research and publication activity of the lecturer or researcher to be appointed to a higher position. (For more information see Chapter 3.1.2).

To replace the earlier, non-documented method of evaluation, three years ago a new system was introduced in which all employees prepare a self-assessment of their teaching, educational organising, research, scientific public life, tendering etc. activities, then the heads of departments/units also assess all the employees on the basis of their self-assessment and examine the attainment of the objectives set (cf. Annex 3.1. Self-assessment and evaluation questionnaire for academic and research staff).

Research activity is monitored also through the success rate of grant applications; for this purpose we use the tender registration system of the University. The recognition of research activity is clearly indicated by the fact that our lecturers and researchers are members or officers of numerous professional bodies, committees and editorial boards. In the long run, the intensity of research activity is demonstrated by the number of PhD students and the quality of their work.

8.3 INTERACTION OF RESEARCH AND STUDENT TRAINING

The research methods and results are conveyed into basic veterinary training through the development of the theoretical and practical subject-matter of instruction. This is the responsibility of teaching staff members participating in research activities. However, during curricular development care should be taken to ensure that only the already proven new scientific results are introduced into the curriculum. These processes are regulated by the quality management procedure ME-04 Planning training processes (Annex 0.5.04).

The Faculty’s cornerstones of research-based education and the promotion of talents are its undergraduate research groups and its PhD programme.
8.3.1 Scientific Students’ Association\footnote{The popular Hungarian abbreviation for this is TDK. The official English name (Scientific Students’ Association) is not much used, therefore on public interfaces we stick to what is expressive and what our foreign students are used to: Students’ Research Circle.}

The Scientific Students’ Association of the Faculty is a member of a national network of such associations, and has rules of procedure (Students’ Research Circle (TDK) Regulations, \url{http://www2.univet.hu/tdk/eng/regulations.php}) of its own, available publicly, which cover all aspects of the organisations’ work. Quality regulation \textit{ME-07 Value-added services for students (Annex 0.5.07)} ensures the quality of these operations.

As the Faculty considers it an important task to encourage participation of undergraduates (including those from abroad) in research activities, the so-called Scientific Students’ Associations were introduced already in the mid-1950s. These groups are good examples of the interconnectivity of research programmes and undergraduate training and show how the Faculty strives to foster full integration of students into research projects while increasing student–research staff collaboration. Its aim is to offer a framework for exceptionally gifted students to study voluntarily more than the compulsory material, to participate in research projects, to present their achievements to the professional community, and elicit feedback and evaluation. It belongs to efforts aimed at the individual care of talented students and at improving the quality of professional training. Criteria for the membership of these groups are as follow: inclination for a high level of independent learning, and study performance of at least 3.5 in the term preceding admittance.

One may become a member if his/her application is accepted by the Council of the Scientific Students’ Association, by the instructor and department leader, or the manager of the given institution. Departments, other institutions and factories participating in the training enhance the activities of the Scientific Students’ Association by offering the necessary infrastructure, by providing professional aid for students through instructors (lecturer, researcher or other appropriate professional). The number of accepted students (topics) is limited by the resources available for the unit or research group, and the capacity of the supervisors. Practically all departments and associated research institutions have groups belonging to the Scientific Students’ Association.

The local Council of Scientific Students’ Association has 16–17 members of which 6–7 members represent students from the 2nd to the 5th years participating in the Scientific Students’ Association, while the other 10 members are professors and researchers of the Faculty. The Council organises and manages institutional undergraduate research conferences to be held at least once a year, preferably in the autumn semester. Members of the Scientific Students’ Association may register for this institutional conference. More than 90\% of the works presented at undergraduate research conferences give an account of the students’ own experiments carried out in different research groups. Papers submitted to these conferences are evaluated by two independent reviewers in writing, and only works obtaining at least 60\% of the maximum score from both reviewers can be presented at the conference.

During the conference the papers and lectures are evaluated by council members, based on scientific merit, understanding of the given topic, style and the quality of presentation. Approximately the most successful 40\% of the papers presented at the local undergraduate research conferences in the previous two years are submitted to the biannual National Scientific Students’ Associations Conference, organised by the Council of National Scientific Students’ Associations (\url{http://www.otdt.hu}; \url{http://www.otdk.hu}). The Faculty supports the students’ participation in these national conferences not only financially, but also helps them with the online submission system. Information on the results achieved by the Scientific Students’ Association and about papers presented at the undergraduate research conferences can be found in \textit{Table 8.1.} and on the website of the Faculty (\url{http://www2.univet.hu/tdk/}).
Table 8.1. **The number of Scientific Students’ Association papers at the local and national conferences and the prizes won**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>NUMBER OF PAPERS PRESENTED AT THE LOCAL CONFERENCE</th>
<th>NUMBER OF PAPERS PRESENTED AT THE NATIONAL CONFERENCE</th>
<th>NUMBER OF PRIZES</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>33</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>2006</td>
<td>33</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>2007</td>
<td>29</td>
<td>26</td>
<td>11</td>
</tr>
<tr>
<td>2008</td>
<td>44</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>2009</td>
<td>36</td>
<td>29</td>
<td>15</td>
</tr>
<tr>
<td>2010</td>
<td>35</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>2011</td>
<td>37</td>
<td>27</td>
<td>14</td>
</tr>
<tr>
<td>2012</td>
<td>40</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td>2013</td>
<td>68</td>
<td>36</td>
<td>20</td>
</tr>
</tbody>
</table>

**8.3.2 Research in the framework of the PhD Programme**

According to Government Decree 387/2012 ‘the PhD topic is a research topic, the elaboration of which makes it possible for the PhD student to become competent in the application of scientific methods, and achieve relevant scientific results under the supervision of a tutor, and to give an account of the achievements in the form of scientific publications, lectures, presentations and finally of the PhD thesis (dissertation)’. Thus the PhD student embodies ‘research education’ by being a student, a researcher and a teacher at the same time.

The PhD School of Veterinary Sciences has 91 teachers, 21 of whom are founding members. Most of them are regular staff members of the Faculty, but qualified researchers from other institutions working in the field of veterinary research (i.e. Institute for Veterinary Medical Research, Centre for Agricultural Research of the Hungarian Academy of Sciences, Veterinary Diagnostic Directorate, etc.) are also co-opted.

The management of the Faculty supports the scientific activity of young staff members by partially financing their research and conference participation from the so-called normative research budget. PhD students and candidates (those who got their absolutionum, but have not defended their theses yet) may apply for financial support from this budget. The sum of the support varies from year to year (depending on the number of applicants), but it is about the same as the sum ensured by the state for the research of the active PhD students (‘bench fee’) in one year. Hence they can double their research funds by applying. The applications are reviewed by a committee (the head of the PhD School and two members of the Executive Body of the PhD School of Veterinary Sciences), and the sum ensured by the Faculty is divided equally among the successful applicants.

The Faculty considers its PhD school as the most important source of human resources development, and makes efforts to keep those successfully defending their PhD degree in the framework of the research and teaching unit they had belonged to. Its commitment to this policy is also reflected in the quality indicator $\textit{ÁOTK41} – \textit{the number of teachers obtaining scientific qualifications as the Faculty’s own graduates}$. 
8.4. RESEARCH AND PUBLICATION: PREREQUISITES FOR PROMOTION

The promotion of teaching and research staff is regulated in the same way as described in Chapter 3.1.2. However, Appendix 4 of the Rules of Organisation and Operation of the Faculty specifies different requirements for researchers (see Table 8.2), though excellence in research is also required from teaching staff members.

Table 8.2. Minimum requirements for gaining a researcher position at the Faculty

<table>
<thead>
<tr>
<th>Scientific Adviser, Research Professor</th>
<th>PhD and DSc* degrees</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Proficiency in English + another language</td>
</tr>
<tr>
<td></td>
<td>10 years of research/training practice</td>
</tr>
<tr>
<td></td>
<td>Competence in tutoring PhD or graduate students and leading research groups; participation in young researchers’ mentoring (habilitation in the case of professors)</td>
</tr>
<tr>
<td></td>
<td>Cumulative IF $\geq$ 20 (clinical and social science) or 35</td>
</tr>
<tr>
<td>Senior Research Fellow</td>
<td>PhD degree, habilitation</td>
</tr>
<tr>
<td></td>
<td>8 years of research and/or teaching practice</td>
</tr>
<tr>
<td></td>
<td>Competence in tutoring PhD or graduate students; participation in young researchers’ mentoring</td>
</tr>
<tr>
<td></td>
<td>Proficiency in English + another language</td>
</tr>
<tr>
<td></td>
<td>Cumulative IF $\geq$ 6 (clinical, social science) or 8</td>
</tr>
<tr>
<td>Junior Research Fellow</td>
<td>PhD degree</td>
</tr>
<tr>
<td></td>
<td>5 years of practice, experience in research</td>
</tr>
<tr>
<td></td>
<td>Proficiency in English</td>
</tr>
<tr>
<td></td>
<td>Cumulative IF $\geq$ 2 (clinical, social science) or 2.5</td>
</tr>
<tr>
<td>Research Assistant</td>
<td>Status of PhD student</td>
</tr>
<tr>
<td></td>
<td>2 years of practice in research</td>
</tr>
<tr>
<td></td>
<td>Proficiency in English</td>
</tr>
<tr>
<td></td>
<td>Participation in teaching</td>
</tr>
<tr>
<td></td>
<td>Cumulative IF $&gt; 1$ (clinical, social science) or 1.5</td>
</tr>
</tbody>
</table>

* See remark under Table 3.2

Another motivational factor is that the career of the teaching staff is strongly dependent on research activities. Each grade of the hierarchy of the teaching staff (assistant professor, associate professor, full professor) can be applied for only if the applicant reaches a certain level of scientific output, characterised by two scientometric values: the so-called cumulative impact factor of the journals publishing his/her articles, and the number of independent citations. Therefore research and publication is a must. The research activities conducted at the Faculty were presented earlier in this chapter (8.1) and can be read on the Faculty’s website (http://www.univet.hu/research/).

Researchers and teachers are assessed every four years. Researchers are required to keep an up-to-date record of their publications in the Hungarian National Scientific Bibliography, thus the library can easily make the bibliometric analysis required for the assessment, for applications and promotions. Besides impact factor values and the number of independent citations, the so-called publication factor is also calculated, which covers Hungarian publications as well as performances like poster presentations, editorial work, etc.

Assessment of the staff members including researchers is performed annually by the department heads (dean). Standardised self-evaluation and evaluation forms are filled out both by the staff
member and his/her superior and the achievements of the year are discussed. The procedure is described in a circular which is distributed together with the questionnaire (Chapter 3.1.2).

The scientific output in terms of publications of the Faculty is monitored regularly by the Veterinary Science Library, Archives and Museum. Two studies have been prepared of the five-year publication activities of the staff, which can be found on the intranet. We strive for the complete coverage of the publication activity of the Faculty in the Hungarian National Scientific Bibliography which makes all bibliometric analyses really easy. The list of publications for 2010–2013 can be found in Annex 8.1.
Chapter 9  ASSESSMENT OF INTERNATIONALISATION OF EDUCATION AND RESEARCH (AP 11)

The institution should describe the system it possesses to promote and assess the development of international postgraduate education and of co-operating research projects with other countries, including developing countries (see also Chapter 2). Of particular importance is the description of the measures of encouragement applied to engage veterinary students and newly graduated in international mobility of training (e.g. EU programmes such as Erasmus, Socrates, Tempus, Marie Curie, etc.) as well as the effectiveness of the activities.

The Faculty of Veterinary Science Budapest has always had wide international connections with veterinary schools of Europe and overseas. Being the single veterinary faculty of Hungary, there was always a need for an international perspective in order to develop our school. As a rule, professors of veterinary education used to be sent by the state for long study tours around Europe in order to get acquainted with the most modern trends and methods of the profession, and bring home the best practices of training from Vienna, Munich, Alfort, etc. This was the case with the founder, Sándor Tolnay, who graduated from Wolstein’s veterinary school in Vienna Veterinary School.

The international relations of the Faculty have always been manifold and cover education, postgraduate education, research, and even administrative matters. Since the introduction of the German- and English-language study programmes in 1989 the FVSB has become a truly international institution. Co-operation may be realised in different forms: membership in international organisations, bilateral agreements with veterinary schools, participation in international projects, student and staff mobility, joint PhD training, involvement in international research projects, common research applications, joint publications, etc.

9.1 ORGANISATION AND QUALITY MANAGEMENT OF INTERNATIONAL RELATIONS

The Vice Dean for International Relations is also responsible for the English and German study programmes. The International Relations Committee, being an advisory committee of the Faculty Council, supervises the matters related to internationalisation, while operative tasks are carried out by the international relations officer. In matters related to undergraduate education the Vice Dean for International Relations relies on the secretariat of international study programmes. The international activities of the FVSB are co-ordinated with those of Szent István University, the corresponding department of which maintains close connection with the FVSB Office for International Relations.

The operation of the Office for International Relations is regulated by its Rules of Procedure. There are separate lists of criteria which have to be taken into account when students or staff members apply for international grants in any framework, and as a matter of fact, the projects’ own criteria must be taken into account. Since international relations are entangled in almost every aspect of the Faculty’s life, there are several quality procedures which have impact on these operations: ME-03 Partner focus in education, research and other services (Annex 0.5.03) in general, ME-04 Planning training processes (Annex 0.5.04) – foreign language programmes, ME-06 Postgraduate training processes (Annex 0.5.06) – postgraduate training offered for foreign graduates, ME-08 Research, research support, science organisation (Annex 0.5.08) – research projects and publication, ME-10 Effective data and information handling, publicity (Annex 0.5.10) – public appearance and marketing, ME-11 Processes related to applications and regulation of complex projects (Annex 0.5.11) – handling of applications, ME-13 Provision and
development of human resources, internal communication (Annex 0.5.13) – enhancement of study tours, conference participations, etc. as well as internal communication of possibilities.

9.2 INTERNATIONALISATION OF UNDERGRADUATE AND POSTGRADUATE EDUCATION

The FVSB has been successfully running its German- and English-language programmes for more than two decades and considers it a great inspiration and opportunity both for the teaching staff and the students. While it is an aim of the Faculty to harmonise Hungarian and foreign training as much as possible, international requirements have always been taken into consideration in shaping the Hungarian curriculum. The FVSB has been open to students from developing countries. A group of students from Vietnam, Ethiopia, Mongolia and India who studied with FAO grants are just about to graduate. There are bilateral agreements between Szent István University and Brazil, Kazakhstan, Ukraine, etc. in the framework of which study trips are organised, and also some students are admitted for one or more semesters.

The membership of the FVSB in the European Association for Establishments of Veterinary Education (EAEVE) and the Veterinary Network for Student and Staff Mobility (VetNEST) (a network of the veterinary schools of Central Europe formed by the veterinary faculties of Brno, Budapest, Košice, Ljubljana, Vienna, Wrocław and Zagreb) is very important from this point of view. The membership in EAEVE is very important, since as a highly reputed forum of veterinary schools in Europe it can promote the development and the internationalisation of our establishment.

Membership in VetNEST gives a solid background for regional curriculum development, student and staff mobility, joint courses and workshops, and development of university management. Our Faculty was an active member of the ERASMUS Thematic Network Project VET2020 (Development of European educational strategies: Design of veterinary profiles identified by market needs for the year 2020) comprising 22 veterinary schools from 22 countries and was also one of the four veterinary schools participating in the pilot study TEEP2002 (Transnational European Evaluation Project) organised by the European Commission, aimed at the evaluation and development of quality assurance in higher education.

Central European Exchange Programme for University Studies (CEEPUS) aims to promote teacher and student mobility. The exchange programme started in March 1995; mobilities take place in the framework of networks. Until the 2004/2005 academic year we had participated as the co-ordinator of the network. Since the 2010/2011 academic year our Faculty has continued its CEEPUS participation under the co-ordination of our Croatian partner within the HR-0107 network with 11 participating units.

Our institution took an active part in the formation of the Network Of Veterinarians In Continuing Education (NOVICE) which aims to explore and extend the use of online Web 2.0 tools in veterinary education and lifelong learning, and organised a successful Summer School for the Network in 2011.

More information about international study programmes, the admission of students, the planning, organisation, implementation, etc. of training programmes can be found in Chapter 2 and Chapter 3, respectively.

According to the strategic plans of the Faculty, veterinary expert training (cf. Chapter 2) will be offered for foreign graduates from the Central European and other regions. A total of 25–30 veterinarians from the Czech Republic and Slovakia, respectively, participated in the International Cattle Academy in 2012/2013, and a similar group is participating in the International Swine Academy in the current academic year. PhD courses are open in English for foreign applicants. The Faculty aids the application of Hungarian students for foreign PhD programmes, among others in the Erasmus framework.
There is no difference in the study requirements and the quality management of educational processes for Hungarian and for foreign students.

In recent years, our school has participated in two SOCRATES Intensive Programs. Both programs (‘Healthy animals for food production: a European perspective’ co-ordinated by the Veterinary Faculty in Ghent and ‘Veterinary public health and animal production’ co-ordinated by the Veterinary Faculty in Utrecht) provided interdisciplinary education for 2–3 PhD or final-year students of our school with contribution of our teaching staff.

9.3 INTERNATIONAL RESEARCH CONNECTIONS

Research activities and relations are governed by the Regulations of applications and R+D+I contracts of Szent István University (https://szie.hu/sites/default/files/files/palyazatkezelesi_szabalyzat_2012.pdf) and the quality management procedure ME-08 Research, research support, science organisation (Annex 0.5.08). Both cover the following: applications for grants submitted by staff members or students of SZIU (except for those related to mobility), accepted applications, support and consortial contracts, contracts of co-operation, and R+D+I contracts signed by the University or the Faculty.

As a matter of fact, research tenders contain strict regulations, let them be domestic or international, and the results achieved by means of the grants are also closely scrutinised which provides a basic assessment of all research projects the costs of which are provided by external funds. The internal quality control of research is guaranteed by the multi-level assessment of grant applications which starts at the Faculty, and applications passing the scrutiny of the appropriate committees of the Faculty and that of the SZIU Application and Innovation Council are finally adopted by the University Senate.

Researchers have always been members of the ‘invisible colleges’ of their specialty. This is one reason why the attendance of congresses, guest professorships, research scholarships, student and staff mobility are so important. Once in this circle, researchers also become formal members of different scientific associations, societies and expert groups. Academic staff members are members or leaders of more than 70 scientific organisations. It follows that most of the international research co-operation projects are based on personal relations, and reflect the strong commitment of the Faculty to providing opportunities for establishing these relations.

The University also has a registration system (called PAJA) for ongoing research projects. Research groups are enumerated at the University (http://researchgroups.szie.hu/?q=node/1) where you can see what kind of applications the groups have won, including funds from different EU projects. Research projects are also listed on the Faculty homepage at http://www.univet.hu/en/research/. Among these there are over 30 international research projects.

Although SZIU runs an office for the enhancement of applications, the Faculty feels a strong need for employing an expert who would proactively look for the possibilities of fund-raising, and would at least partly take over the burden of writing applications from researchers including documentation-intensive EU projects and other international tenders. The financial management of research projects is carried out by the Finance Department.
9.4 INTERNATIONAL MOBILITY PROJECTS

The European Union promotes student and staff mobility with several programmes. Our government also strongly supports the efforts for having 20% of students participate in mobility programmes.

We actively participate in four programmes to provide opportunities for mobility. These are the Erasmus programme (with sub-programmes, including the MUNDUS project, and the terminated Leonardo da Vinci programme), the Central European Exchange Programme for University Studies (CEEPUS), the directly government-supported Campus Hungary programme, and our bilateral agreement exchange programmes, which are supported by the participating universities.

The Erasmus programme had focused basically on the EU countries; however, later on additional countries were also involved. The MUNDUS project involves Asian countries, as well. We also apply for EEA\(^8\) and Norway Grants, which include non-EU countries in Europe, like Iceland, Norway and Liechtenstein. The CEEPUS has a Central European focus. Countries around the Danube – former countries of the Austro-Hungarian Empire – are the founding countries of the CEEPUS. We have bilateral agreements with the universities of Utrecht, Hanover, Vienna and Košice.

The role of the CEEPUS, Erasmus and Leonardo da Vinci programmes is outstanding in the facilitation of student and lecturer mobility and the practice-oriented training of young people starting their career. Over 30 veterinary training institutions in 17–19 countries may be visited for shorter or longer periods. The Faculty also has bilateral agreements covering mobility with 13 institutions.

9.4.1 Student mobility

Student mobility is regulated by the quality management procedure *ME-07 Value-added services for students* (Annex 0.5.07) which describes the process. The quality indicator for this field is ÁOTK 16 Student mobility.

All the information pertaining to student mobility can be found on the homepage of the Office for International Relations together with the necessary forms. To promote the mobility of students, the Faculty makes efforts for the harmonisation of curricula with its partner institutions while allowing high flexibility concerning courses and exams. Besides the co-operations and projects mentioned above, students are encouraged to find practical places for themselves.

Possible targets of mobility are advertised among students on the website of the Office, on posters, bulletin boards (e.g. of the Union of Students) and e-mail circulars for the students. Applications are submitted, and assessed by the Vice Dean for International Relations together with the International Relations Committee. The international relations officer helps both outgoing and incoming students organise their tour, or book their lodging at the dormitory, etc. It is the Secretariat of International Study Programmes which takes care of the incoming students’ schedule and administers their studies (harmonise their study programme, count credits, etc.). Students have to write a summary report about their experiences. The qualitative and quantitative assessment of the mobility programmes and the partner institutions takes place every year and corrections are made after the review.

Due to the small size of our veterinary campus and the limited infrastructure, we had to limit the number of incoming Erasmus students to 30 per semester. The number of outgoing Erasmus

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\(^8\)European Economic Area
students depends on the annual Erasmus budget allocated to the Faculty. CEEPUS incoming and outgoing mobility numbers are specified each year by the coordinator of the CEEPUS network. The number of mobilities in the framework of our bilateral agreements is defined in the agreements.

9.4.2 Mobility of academic staff

Mobility of the academic staff is regulated by the Rector’s Order no. 3/2007 regarding travelling abroad, which describes the necessary steps from the idea of the trip till the submission of the report. Teachers or researchers as well as support staff may apply for funds for study tours, conference participation, etc. from external sources. They may also apply for visiting partner institutions of bilateral agreements.

Possibilities and exchange programmes are advertised on the homepage of the Office for International Relations, and in circulars sent to department heads. Application forms may be downloaded from the homepage as well. The International Relations Committee is entitled to decide about the applications. It is again the Office who organises the study tours.

The Faculty has an extended academic staff exchange. We have several ongoing research projects in international co-operation. Most of the co-operations are organised by the research teams. We recently work on mapping out the existing research network in order to be able to facilitate cooperation more effectively. International conferences are also popular targets of our academic staff.

9.5 INDICATORS

The following indicators (Table 9.1) describe the most important features of the Faculty’s international relations.

Table 9.1. Quality indicators of international relations

<table>
<thead>
<tr>
<th>SERIAL NUMBER OF INDICATOR</th>
<th>SPECIFICATION OF INDICATOR, INFORMATION PROVIDED BY INDICATOR</th>
<th>RESPONSIBLE PERSON</th>
<th>FREQUENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td>ÁOTK7</td>
<td>Number of documented international relations</td>
<td>Vice Dean for International Relations</td>
<td>Annual</td>
</tr>
<tr>
<td>ÁOTK8</td>
<td>Number of domestic co-operations</td>
<td>Vice Deans</td>
<td>Annual</td>
</tr>
<tr>
<td>ÁOTK16</td>
<td>Student mobility (number of students involved in outward and inward mobility)</td>
<td>Vice Dean for International Relations</td>
<td>Annual</td>
</tr>
<tr>
<td>ÁOTK42</td>
<td>Teacher mobility</td>
<td>Vice Dean for International Relations</td>
<td>Annual</td>
</tr>
</tbody>
</table>
Chapter 10 ASSESSMENT OF CO-OPERATION WITH STAKEHOLDERS AND SOCIETY (AP12)

The institution should provide proof that it regularly publishes up-to-date, objective and accurate information, both quantitative and qualitative, about the study programme. This information should be readily accessible and should not be used simply as a marketing opportunity. The institution should describe to what extent it meets its own expectations. Published information might also include the views and employment destinations of past students and the profile of the current student population. Is there an alumni association and how does the Faculty maintain communication with former students?

10.1 GENERAL CHARACTERISTICS OF CO-OPERATION AND COMMUNICATION

In order to perform the tasks forming part of its mission, the Faculty has deliberately developed co-operation in several fields. Communication associated within the educational processes is a field of outstanding importance, with the help of which the co-operation of students and lecturers as well as other personnel supporting the study processes can be ensured. Furthermore, relations with external partners have been developed consciously in order to ensure high-level fulfilment of the Faculty’s educational and research tasks as well as social mandate. In addition to the strategic decisions, the statutory environment also has an outstanding role in this field. This includes co-operation

- with the Ministry of Human Resources and the organisations supervising the fulfilment of criteria established by the Ministry of Human Resources (Hungarian Accreditation Committee, Education Office, Hungarian State Treasury, etc.),
- with professional authorities and organisations (National Food Chain Safety Office, Hungarian Veterinary Chamber, etc.),
- with research partners,
- with the interested public (social environment, farmers and animal owners, etc.),
- with former students (alumni, graduates participating in postgraduate training) and potential students,

and information supply to the above-listed stakeholders.

A decisive element of co-operation is the effective maintenance of contact by a steady flow of information both within the Faculty and outside. Internal communication is regulated by the quality procedure *ME–13 Provision and development of human resources, internal communication* (Annex 0.5.13), while external communication belongs under *ME-10 Effective data and information handling, publicity* (Annex 0.5.10). Regulations regarding the publicity of the university were issued by the Rector of Szent István University (Rector’s Decree no. 3/2012 regarding media relations), and give full authority for the deans in supervising the communications of the faculties.

Communication pathways are:

- media (press releases, interviews, presentations of the Faculty or events),
- new media: website, social media,
- advertisements and bulletin-boards,
- internal communication,
- publications,
- promotional materials (folders, brochures),
• group communication by word, conducted in a regulated framework (e.g. meetings, conferences, student consultations) and by other service-providing units (e.g. Career Office, Department for International Relations).

In the information it offers, the Faculty focuses on:
• comprehensiveness,
• up-to-dateness,
• transparency and intelligibility, and
• information safety.

10.2 INTERNAL COMMUNICATION

10.2.1 Communication with students

The unanimity of study programmes and the educational process is a decisive element of fulfilling the external expectations (legal regulations, assessments by the Hungarian Accreditation Committee, international accreditation). Education provided in multiple languages makes it necessary to use standard principles for the operation of study programmes in the different fields while taking into account the unique characteristics of the specific target groups.

Determination of the study programme and information on the conditions of its accomplishment and on the method of implementation are organised processes regulated within the Faculty’s quality management system by the quality management procedures ME-04 Planning training processes, ME-05 Basic educational processes (Annex 0.5.04 and 05), the regular supervision of which is ensured in multiple forms (self-inspection, retrieval of Neptun lists, inspections and reviews conducted by the Vice Dean for Study Affairs and the Department for Study Affairs, quality management audits, institute reviews, student satisfaction measurement, etc.). All employees working in education feel responsibility for this.

10.2.1.1 Information on study programmes

The study programmes (the curriculum, which contains data on the subjects, credits, requirements and number of hours/lessons by semester) are published on the Faculty’s website separately by study programme and language. These are the so-called model curricula, from which the students may individually deviate by taking into account the sequences determined by the logical superposition of the subjects and the preliminary study requirements.

Students may register for the individual subjects on the basis of the model curriculum and their own decisions, by taking into consideration the study schedule framework published in the Neptun electronic study management system (https://web4.neptun.szie.hu/hallgato/login.aspx). The study schedule (timetable) is prepared centrally at the Department for Study Affairs/Secretariat of International Study Programmes in three languages, by taking into account the operational characteristics of the different educational units. The Faculty provides a study schedule ensuring that the model curriculum can be accomplished by the students during the given semester, and strives to ensure that students can graduate with the lowest number of involuntary semester losses even if they deviate from the model curriculum.

Students can infer the content of individual subjects from the name and short description of the subjects, the method of learning (literature, nature of lessons, etc.) and the requirements associated with the given subject. This content is presented, for each subject, in the form of subject programmes in a standardised format, which is available on the website in Hungarian, English and German languages (in German only the materials of the German-language programme are available). The Department for Study Affairs collects the subject-matter of
instruction from the organisational units in a standardised form, and ensures that it is made available on the website. It is planned that the entire curriculum of all fields of education will be made available on the website (http://www.univet.hu/en/students/studies/).

The Faculty uses also other information channels to supply the students with information. First-year students receive a booklet that contains the model curriculum and other information regarding their studies (Term Information), and they are also given verbal information on the course of study processes. The content of this publication is accessible on the website of the Department for Study Affairs. Certain details concerning education are published on the websites of departments/institutes, in the e-learning system, and via the mailing list of Neptun, or are conveyed to the students by the lecturers. Another means of communication are the bulletin-boards of units, the operation of which is not regulated in a documented manner; however, the materials displayed must usually be signed, dated and stamped.

The publication of specific information having an impact on the requirements is expected to be unambiguous and traceable. Publication may vary in terms of its methods as deemed necessary by foreign agencies; however, orientation in content is based on the Faculty’s website in all cases.

10.2.1.2 Events involving students, communal and cultural programmes

The Faculty lays great emphasis on providing its students with opportunities to participate in cultural, community-forming and professional/technical events in addition to the education programme. To attain this objective, the Faculty organises or supports events. Propagation of these events is the task of the responsible organisational unit or responsible person. The Faculty provides opportunity to propagate these events on the website, using the mailing list, by letter or on bulletin-boards. The Faculty’s management directs, evaluates and develops this process on the basis of a procedure of the Faculty’s quality management system (ME-15 Co-operation with the Union of Students, support of the Union of Students, Annex 0.5.15). On the basis of this, regular events are organised for the Faculty’s students, such as Equus Days, Freshmen’s Ball, study circles, Equus Club, Marek Days.

10.2.2 Communication with staff

The scope of information to be provided to the employees (teachers, researchers, support staff), the authorisations, the primary information channels and the mode of information supply (necessary regular meetings, information supply via e-mail, other written information) are regulated in the quality management procedure ME–13 Provision and development of human resources, internal communication (Annex 0.5.13) and the Rules of Procedure of the different departments. News of events and achievements of the Faculty or departments are publicised on the website. It is possible to subscribe to RSS News Feeds if one wants to build the news into his/her working environment. Furthermore, Szent István University also sends updates on events, organisational changes, etc. in an electronic newsletter. The monthly Szent István University journal also includes much important information on the life of the University and its faculties. It is available both in print and in electronic format (http://ujsag.szie.hu/).

Both the Faculty management and the staff members or units may issue circulars via the Dean’s Secretary. All the Dean’s orders, the regulations to be followed, the events that take place, and pieces of practical information are communicated through this channel. The webmail system of the University serves also as a diary or time schedule which may be shared by anybody registered in the mailing system.

The password-protected internal network (intranet) contains all the documents related to the operation of the University and the Faculty as well as records of the meetings of the Faculty Council, the forms to be used in different transactions (labour agreements, payments, permits,
applications) and for problems related to animal experiments. The internal network also contains useful information such as retrospective scientometric analyses of the Faculty’ scientific output (from 2000 to 2009).

10.3 EXTERNAL COMMUNICATION

10.3.1 Transparency

Universities are public institutions and as such, they utilise resources from the state budget during their operation. As a result, they have to make their operation and use of resources transparent according to Act XC of 2005 on the freedom of electronic information and Act LXIII of 1992 on the protection of personal data and the disclosure of information of public interest. The central administration of Szent István University fulfils this commitment on the central website of the University at: http://szie.hu/Kozzeteteli_kotelezettseg (obligatory publication of data).

10.3.2 Supplying information via the internet

10.3.2.1 Faculty website

The FVSB website was in need of revision to achieve compatibility with modern standards of web programming, to ensure the same quality of usability on different equipment (PC, tablets, intelligent telephones), to increase user friendliness, and to respond to the growing information demands of stakeholders, students, clients, partners and the public. It was especially important to ensure the high-quality availability of the website on mobile equipment which is used more and more by students and other clients.

The website has a ‘news and events’ part which brings one or two pieces of news into focus every week either regarding the whole community of the Faculty or the departments. There is a technical solution for fixing the expiry date of news, so that they disappear at the time set by the editor of the item.

The redesigning process of the Faculty’s website was characterised by a deliberate consideration of information safety criteria while it also aimed at creating an environment in which all information may be kept current easily. There are two administrators (webmasters) at Faculty level who are able to control the website, and help the departments’ webmasters. To ensure a high level of information safety, the administrators may give authorisations for the editing of specific, restricted parts of the website as appropriate, and the safety of data is increased by the fact that the website is operating on an external server supervised by a reliable provider. Contracts made ensure that the homepage is made available from a backup server or may be recovered in case of an unexpected breakdown. The operation and maintenance of the Faculty website is regulated by the ‘Rules of operation of the website of the Faculty of Veterinary Science, Szent István University’, which is under construction.

The Faculty website presents the relevant information in a clearly arranged structure, divided into sections devoted to the Faculty, students, would-be students, patient care, services and gallery, and functions like webmail and Neptun. The content of the website is available in Hungarian, and partly in English and German. This ensures that all interested parties have access to the necessary information. Regarding the study programmes, the content available in English and German language includes only information relevant to the language of training.

All the organisational units present their history, activities, staff, services, etc. on the homepage.
The general public may find full-scale information regarding studies at the Faculty on the homepage of the Department for Study Affairs and that of the Secretariat of International Study Programmes, respectively. The information covers the following: admission requirements and practical information, regulations of study and examination, the curriculum, timetable for each class, topics of mandatory and optional subjects, contact and other useful information (such as the organisation of the 11th semester, thesis information, etc.).

The section for patient care contains the basic information about the small, exotic and large animal clinical services such as veterinarians, consultation hours, fees, and lead the visitor to the more detailed webpages of the units. Laboratory and diagnostic services are made public mainly for referring veterinarians with basic information similar to those of clinics.

Up-to-dateness of the website is ensured by the definition of responsibilities, which are specified in the website regulations. For the majority of information on the website, indication of the date of last amendment facilitates the checking of up-to-dateness. A certain part of the website operates as an internal network (intranet) protected from external publicity, and the information presented here can be accessed only with an individual identification code and a password.

10.3.2.2 Social media

The Faculty is present on Facebook not only with a profile of its own, but also with some units (e.g. the Veterinary Science Library) having their own Facebook page, and with several groups formed by interested parties. Although the Facebook appearance is managed by one of the Vice Deans, it follows from the nature of social media that groups are formed spontaneously and are not controlled.

It is also possible to find some quality materials on YouTube related to the Faculty and some units. These were partly prepared for the Faculty or by units of the Faculty, partly by outside agencies such as HungaroVet (a forum and knowledge base of veterinarians), the Hungarian Radio I (Kossuth Radio) or other media.

We work also with link sharing and distribution pages like Netvibes (http://www.netvibes.com/aotk), the personalised dashboard for gathering information resources related to veterinary science.

10.3.3 In the press

The Faculty maintains relations with animal owners and the public through its regular appearances in the media (TV, radio, newspapers and magazines such as the weekly Life and Science).

Public appearance is regulated in the above-mentioned rector’s decree. However, the dean has autonomy in the supervision of media on the Faculty and related matters. Staff members are obliged to ask for the dean’s permission if they want, or are asked, to give an interview.

SZIU has a communications officer and a journalist responsible for editing the university journal (entitled Szent István Egyetem) which is available in print and on the internet (http://ujsag.szie.hu/). There are articles about the major events of the Faculty in this journal.

The Faculty does not have such professionals; however, the communications experts of SZIU or the Dean’s Secretariat organise media events for the Faculty.
10.3.4 Meeting the public

The Faculty also employs unique and up-to-date means to transfer knowledge with the help of presentations and demonstrations at annual public events (e.g., Night of Museums, Night of Researchers). Some of these are nationwide projects the basic features of which are determined by the project managers in the Ministry of Human Resources, at Szent István University, etc. The Faculty, however, treats these as micro-projects and plans are made accordingly.

One of the most important is the Education Exhibition which is an expo for the institutions of higher education. Students actively participate here in advertising the University/Faculty.

There are important events organised by the Faculty when the institution opens its gates for different target groups.

Every year there is an ‘Open Day’ for would-be students when they can visit different parts of the campus on a guided tour which ends in the auditorium. Here they have a chance to visit the Collection of Veterinary History and listen to the presentations of the representatives of veterinary and biology training, the Dean, the Vice Dean for Study Affairs and the director of the Institute for Biology as a rule. This is a time for asking questions and gaining an insight into the prospective place of study for secondary school students. There are about 150–250 participants – some with their parents – on these occasions.

Another well-liked event is the Day of the Friends of Animals, which is not organised every year, but when it is, there are over a thousand visitors at the clinics, markets, presentations, museum, etc. which are opened for the public on this day. Students and staff members like to participate at other similar events like ‘run with your dog’ at the city park.

The Veterinary Science Library, Archives and Museum manages the Collection of Veterinary History and has been participating at the Night of Museums for the past 4 years. Every year a topic or a department is selected which may be of interest for the lay audience. Amazingly enough, people are enthusiastically listening to scientific lectures at very late hours, and enjoy attractions like ‘micro-worlds’ under the microscope, petting animals, talking to clinicians, etc. About 350–550 people participate at these events.

The FVSB also offered a programme for the Night of Researchers in 2012 and 2013. All the places were booked within minutes after opening the homepage of the event for the dissection room and the histology and parasitology ‘practicals’ offered, and the lecture halls were also filled.

On all these occasions, students actively participate in the planning, organisation and management of the events. Their participation always brings unusual ideas and an amazing professionalism into the education of the general audience. The number of visitors is regularly monitored, and there is always an internal evaluation of the events which results in improvements the next time. As a matter of fact, professors of the Faculty participate in all the events meant for the veterinary profession either as lecturers or as participants or distinguished guests.

All these opportunities help the Faculty maintain a lively connection with the clients, the veterinarians and other academic or research institutions. They contribute to the prestige of the Faculty and fulfil its mission.

10.4 COMMUNICATION WITH ALUMNI

Szent István University provides one of the means of maintaining relations with graduated students: the online questionnaire survey of the Graduate Career Tracking system. The system contacts former students who graduated from the University 1, 3 and 5 years previously with a questionnaire standardised on national or university level, which surveys the opinion and
employment data of earlier graduates. The results are processed on national level and published on the website of Hungarian higher education (http://www.felvi.hu/felsooktatasimuhely/dpr) as well as on the University’s website http://dpr.szie.hu/. At the University, ALUMNI services are provided through an e-portfolio system, where the graduates, organised into groups by year, can make use of a community space through the website of the University (http://alumni.szie.hu/), which provides an interface for the publication of job opportunities as well.

The alumni activities of the Faculty complement those offered by the University and are regulated by the Alumni Regulations of the Faculty of Veterinary Science as well as the quality management procedures ME-07 Value-added services for students and ME-14 Measurement, analysis and development (Annexes 0.5.07 and 14) The FVSB has another organisation for alumni. It is called ‘Friends of the Faculty of Veterinary Science’ and has been organising regular meetings for more than 20 years. Although this organisation is open to all veterinary graduates (and interested parties), it is mostly the senior veterinarians who attend the meetings. The Dean of the Faculty gives an account of the developments and state-of-affairs every year to this audience. (Galleries of the events are available on the homepage at http://www.univet.hu/hu/kiemelt-egysegek/aotk-barati-kor/galeriak/).

The tasks associated with the formulation and publication of expected training or service outcomes and the reception of feedbacks are regulated in the quality management procedure ME–03 Partner focus in education, research and other services (Annex 0.5.03), while the communication activities with the participants of postgraduate education and specialised postgraduate training (survey of demand, evaluation of the participants’ opinions) in quality management procedure ME-06 Postgraduate training processes (Annex 0.5.03).

10.5 COMMUNICATION WITH OTHER STAKEHOLDERS

The Faculty has relations of major significance with professional associations, institutions and bodies such as:

- the Hungarian Veterinary Chamber,
- the Ministry of Rural Development,
- the Institute for Veterinary Medical Research, Centre for Agricultural Research, Hungarian Academy of Sciences,
- the National Food Chain Safety Office,
- the Agricultural Biotechnology Centre,
- the Research Institute for Animal Breeding and Nutrition,
- animal welfare organisations,
- animal production boards (such as the Milk Production Board),
- veterinary pharmaceutical companies, etc.

Communication with these professional organisations, national and international partner institutions, international and Hungarian research and education institutions, sponsors, labour market players, affiliated departments, practical training sites and clients making use of clinical or diagnostic services, survey and analysis of the demands, conclusion of agreements and evaluation of the success of co-operations is regulated in the quality management procedure ME–03 Partner focus in education, research and other services (Annex 0.5.03).

The co-operations are reviewed annually for success and efficiency at the management reviews, and the successfully operating relationships are maintained in the long term. The events associated with external technical/professional relations are specified in annual plans, and their implementation and success are reviewed on the basis of end-of-year reports given by the Faculty Council.

The Faculty has manifold relations with the veterinary profession. A large number of Faculty employees participate in national and international scientific conferences and in the work of technical/scientific committees. Most of the external conferences ask for some kind of feedback
from participants, thus the acceptance of their contributions as well as invitations received for different functions prove that the Faculty’s staff meets international standards. Participations at different scientific conferences and meetings as well as memberships are annually registered and monitored by the Vice Dean for Research and Postgraduate Training. The number of employees participating in scientific and technical meetings is an indicator (AOTK21) monitored annually.

The management of the Faculty has relations with the Chief Veterinary Officer (the head of the state veterinary service) and with the executives of the Hungarian Veterinary Chamber on a daily basis, thus the Faculty’s management receives all information, feedback and comments via a short route. The relations between the Faculty and the Hungarian Veterinary Chamber are evaluated at a regular meeting held in December each year, where the parties try to find solutions to any problems that may have arisen.

The departments providing services also have everyday relations with their clients (farmers, animal owners, veterinary practitioners, etc.), who can make comments or lodge complaints first with the head of the unit and with the Faculty’s Dean if necessary personally or in e-mail; such complaints are investigated in all cases.

By organising events, the Faculty’s objective is to enable veterinarians to maintain relations with the veterinary profession and the community of veterinarians even at a senior age, to follow the development and recent results of special and related disciplines and to keep in touch with practice. For this purpose, the ‘Friends of the Faculty of Veterinary Science of Szent István University’ has been established and its system of operating conditions has been laid down in its statutes.