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INTEGRATED QUALITY AND ENVIRONMENTAL MANAGEMENT PROCEDURE

Curriculum Control Procedure

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CHANGE MANAGEMENT

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1. Purpose of the Procedure

The purpose of this Procedure is to regulate curriculum changes related to the educational programmes (bachelor's and master's programmes, one-tier (long-cycle) training programmes, higher education vocational training and specialized further training) of the University of Pannonia (hereinafter referred to as "UP") in order to create documents that meet the expectations of the stakeholders and the parties involved in the processes and comply with legal requirements. The Procedure defines, with regard to the educational programmes of the UP, the rules for the preparation, approval, registration, monitoring, modification, and withdrawal of regulatory documents.

2. Scope of the Procedure

This Procedure shall be applied in the areas and organisational units of the UP, and by all individuals who, in the course of their work, participate in any way in the preparation of, or use the documents related to the educational programmes.

3. Terms and definitions

The terms and expressions used in the formulation and application of this Procedure correspond to the concepts used in the Act on Higher Education.

I. Definition of terms used in the Procedure:

active semester: a semester that has been commenced with enrolment/registration,

dual training: a form of education conducted in practice-oriented bachelor's programs launched in the fields of engineering, arts, IT, agriculture, natural sciences, medical and health sciences or economics, as well as in bachelor's programs in diaconia and social work, and in master's programs belonging to the listed training fields, provided that, in accordance with the curriculum of the training programme, which contains specific provisions regarding the study period, teaching methods, classes, and the evaluation of acquired knowledge in line with the training and outcome requirements, the practical training takes place within the framework defined by the Dual Training Council, at a certified organisation,

lecture: an educational format where theoretical training takes place,

prerequisite system: the set of courses and other requirements (e.g., completed credit number) that must be completed prior to enrolling in a given course,

semester: an education management period of a maximum of five months; in doctoral education, this period runs from 1st September to 31st January, and from 1st February to 31st August each year,

practice (laboratory practice): an educational format where students practice or are trained in the skill-based elements of a subject (in some cases, lectures and practice complement each other),

entry into force: may occur in two ways:

- *with immediate effect:* an education management principle under which the new or modified study and examination requirements apply to all students enrolled in the system after their entry into force, unless the student has already fulfilled the previous requirement. Immediate entry into force can only be applied in a way that does not create discrimination against the affected students, and, in each case, transitional provisions must also always be provided.
- *progressive system:* an education management principle under which the new or modified study and examination requirements can only be applied to students who began their studies after the introduction, or, if permitted by the regulations of the higher education institution, to students who started earlier but choose to proceed under the new or modified requirements.

Organisational unit authorised to launch a training programme: always a Faculty or University Centre – an organisational unit responsible for the educational and scientific research or creative artistic activities of one or more related training programmes within one or more fields of training or science, as specified in the training programme,

Faculty Board / University Central Board: the decision-making body authorised to approve the curriculum of a given training programme,

training and outcome requirements (hereinafter referred to as "TOR"): the set of knowledge, skills, competencies, abilities and expertise required to issue a diploma in a given training programme,

duration of studies: the period defined in the training and outcome requirements necessary for completing the required credits, qualification level and professional qualification,

study period: dividing the duration of studies into semester(s) and the related examination period(s),

study programme: the institution's comprehensive educational document that includes,

a) the detailed academic and study requirements of bachelor's, master's, one-tier (long-cycle) programmes, higher education vocational training and postgraduate specialist training programmes,

b) the doctoral training plan, with detailed rules of training, in particular the curriculum, the teaching programme, subject syllabi, along with methods, procedures and regulations of assessment and testing,

levels of education:

- *In a bachelor's degree programme*, a bachelor's degree (baccalaureus, Bachelor of Science, Bachelor of Profession, Bachelor of Arts) and a professional qualification can be obtained. The bachelor's degree is the first level of higher education in the consecutive training cycles, which entitles the holder to commence *master's studies*. The training and outcome requirements define the specific qualification obtainable in the bachelor's programme. In practice-oriented bachelor's programmes, practical training of at least the duration specified in Section (3) of Article 85 of the NHEAct must be organised (hereinafter referred to as "practical training"). Completion of the practical training is a prerequisite for admission to the final examination. In a bachelor's programme, at least 180 credits must and at most 240 credits may be completed. The duration of studies is at 6 six and at most 8 semesters.

- *In a master's degree programme*, a master's degree (magister, Master of Science, Master of Profession, Master of Arts) and a professional qualification can be obtained. The master's degree is the second level of higher education in the consecutive training cycles. The training and outcome requirements of the *master's study programme* define the qualification obtainable in the *master's programme*. *In the master's study programme*, at least 60 credits must and at most 120 credits may be completed. The duration of studies is at least 2 and at most 4 semesters.
- *In a higher education vocational training programme*, a higher education vocational qualification can be obtained, certified by a diploma. The diploma issued upon completion of the vocational training programme does not certify an independent qualification level. In a higher education vocational training programme, at least 120 credits must be completed. The training and outcome requirements include the classification of the vocational training programme within the fields of study. For bachelor's programmes of the same field, between 30 and 90 credits may be recognised. The duration of studies is at least 4 semesters.
- *Postgraduate specialist training programme:* A training programme built upon a higher education degree and professional qualification, which concludes with the issuance of a diploma certifying a special professional qualification. In postgraduate specialist training, an additional special professional qualification may be obtained following the bachelor's or master's degree. In a postgraduate specialist training programme, at least 60 credits must and at most 120 credits may be completed. The duration of studies is at least 2 and at most 4 semesters. The diploma awarded in such training does not certify an independent qualification level.
- *One-tier (long-cycle) training programme:* Teacher training may be organised as a one-tier long-cycle programme – or, in cases defined by the relevant Government decree, as a two-tier master's programme. The duration of studies in a one-tier programme is at least 10 and at most 12 semesters. In teacher training, in accordance with the training and outcome requirements, two semesters of professional practice must be completed, integrated into the programme right from the beginning, in a school environment, as well as in the form of an individual continuous school practice. Upon completion of teacher training, a master's degree is awarded.
- *Doctoral training programme:* The highest level of postgraduate training conducted by the University, aimed at preparing students for obtaining the

first academic degree (the doctoral degree). The doctoral training is part of the training programme, which, following – or in some cases parallel with – the acquisition of a master's degree, prepares for obtaining the doctoral degree. In doctoral (PhD) programmes, at least 240 credits must be earned; in DBA programmes, at least 180 credits. The duration of studies – unless otherwise provided by the NHEAct – is 8 semesters. Authorisation to conduct doctoral programmes may be granted to higher education institutions that run master's programmes in the given scientific field.

field of study: the entirety of degree programmes defined by the relevant ministerial decree that have similar or partially overlapping training content,

compulsory course: a course that every student in a given study programme is required to complete,

compulsory course with an elective module: students must choose one course within a range of courses determined by the institution (particularly programme-specific specialisations or differentiated professional courses),

credit: the unit of measurement of student academic work, which, in relation to a course or curricular unit, expresses the estimated time required to acquire the knowledge specified in the course description and to meet the requirements; one credit corresponds to an average of thirty hours of academic work, and the value of a credit, provided that the student's performance is accepted, does not depend on the assessment the student receives on his or her level of knowledge,

schedule of the part-time (correspondence) study programme: a study management pattern in which, unless otherwise agreed with the students concerned, classes are scheduled in blocks on weekdays, every two weeks at most, or on Saturdays, at the institution, while the remaining part of the training is carried out using distance learning methods,

model curriculum (curriculum): the training plan of a study programme compiled in accordance with the programme's training and outcome requirements, the elements of which are: the list of courses per programme, the schedule of classes and examinations based on curricular units, the system of the assessment and testing of requirement fulfilment, as well as the course syllabi of the courses or curricular units,

module: a set of specified courses or curricular units recorded in the study system with a unique identifier,

full-time study programme: must be organised within a five-day teaching week, on working days. This provision may be deviated from with the consent of the Students' Union of the higher education institution,

education management unit: the organisational body where administrative activities related to students' academic affairs are carried out,

specialisation: a training component within a study programme that does not result in a separate qualification, but provides specific professional knowledge; it may be indicated in the diploma with a clause pursuant to Government Decree 87/2015 (IV. 9.) on the implementation of certain provisions of Act CCIV of 2011 on National Higher Education (hereinafter referred to as "ImpDec"),

In the case of an elective course, the institution may not restrict the student's choice among courses offered by higher education institutions,

degree programme: a programme containing a unified system of training content (knowledge, proficiency, skills) required for obtaining a specific qualification,

specialisation track: a component within a degree programme that provides specific professional knowledge and results in an independent qualification,

qualification: professional knowledge preparing for the practice of a profession, which can be obtained together with a bachelor's or master's degree, as well as in postgraduate specialist training programmes or higher-level vocational training programmes; it is defined by the content of the programme and its specialisation or special focus, and is certified in a diploma or higher-level professional diploma,

practical training: partly independent student activity to be completed in higher-level vocational training, bachelor's, master's and one-tier (long-cycle) study programmes, either at an external placement site or within the higher education institution,

programme leader: an instructor with authority and responsibility for the content of the programme and the entire training process (initiation, operation, organisation,

quality assurance), who meets the requirements of the Hungarian Accreditation Committee; his or her authority includes compiling accreditation documentation, designating responsible persons for specialisation tracks, sub-specialisations, subject areas, and courses, approving instructors invited by course leaders, initiating agreements on educational cooperation among faculties/university centres when establishing or launching a programme, and initiating measures in response to the findings of programme quality reviews. The rules for appointing the programme leader are determined autonomously by the faculties/university centres; in disputed cases, the dean/director-general responsible for the given programme decides,

seminar (classroom practice): a form of instruction in which students learn in small groups, actively engaging and taking advantage of the opportunity for intensive interaction with the teacher, covering an entire course or part of it (in some courses, lectures and seminars complement each other),

comprehensive examination: an assessment closing the entire material of the courses fundamental to the training objective. The curriculum may prescribe that several subjects be assessed together in one comprehensive exam. Evaluation is on a five-grade scale. A comprehensive examination cannot be required in a subject that is part of the final examination. The prerequisites for taking the comprehensive examination must be verified by the examination board.

academic year: an education management period consisting of at least ten and at most twelve months; in the case of doctoral training, it is an education management period of a twelve months,

class / contact hour: a session (lecture, seminar, practicum, consultation) defined in the curriculum or course description, requiring the personal involvement of the instructor in face-to-face teaching, with a duration of at least 45 and at most 60 minutes. Equivalent to a face-to-face class is theoretical instruction conducted via a closed electronic distance learning system, provided that lectures are delivered through the video content manager of the closed distance education learning management system, students are offered sufficient online consultation opportunities with the instructor through the same system, and knowledge acquisition is verified through testing functionalities built into the closed system,

course / subject: a curricular unit recognised with credits,

course leader: an instructor responsible for the organisation, development, and coordinated teaching of one or more courses, in compliance with the current requirements of the Hungarian Accreditation Committee,

syllabus: the content summary of a course's data, identifiers, and specific features, defining, among other things, the knowledge content of the course and the requirements for completion; in the case of a significant change, the syllabus is saved with a new version number, and the announced version is recorded in the course data for the semester,

distance education: a form of training based on interactive instructor–student communication and independent student work, using specific information technology and communication tools, as well as digital learning materials and instructional methods, in which the number of classes does not reach 30% of the total number of classes in full-time training (20% in the case of partial studies or postgraduate specialist training). Distance education may be implemented entirely through closed electronic distance learning using a closed distance education learning management system,

location: the location of an organisational unit operating outside the institution's registered address, as defined in the foundation deed,

final timetable: the result of course registrations by students enrolled for the given semester,

examination: a form of assessment combined with testing, verifying the acquisition of knowledge, skills, and competencies.

II. Determination of credit value

Article 54 of the ImpDec

(1) When determining credit value, the total number of student workload hours shall include both contact hours and individual study hours. In the model curriculum recommended by the higher education institution, in postgraduate specialist training, doctoral training and one-tier (long-cycle) teacher training

(except for continuous individual school practice), the number of credits per semester, taking into account the training period defined by the institution, may deviate from thirty credits by no more than three credits.

(2) The curriculum, defined on the basis of the competences to be acquired according to the training and outcome requirements, shall consist of compulsory courses, compulsory courses with elective modules and elective courses, curricular units, as well as criterion requirements. In the case of elective courses, the higher education institution may not restrict the student's choice among the courses offered by higher education institutions.

(3) In the curriculum, contact hours and credit values must be assigned to courses and curricular units. The credit value expresses the amount of student workload required for meeting the requirements and indicates how many credits a student can earn by enrolling in the course or curricular unit and completing the study requirements. Credits may only be assigned to a course or curricular unit that is classified in accordance with Section (7) of Article 56 of the ImpDec. Only whole-number credits may be assigned to a course. In doctoral training, credits may be earned for mastering knowledge content, completing course requirements, conducting research and performing teaching tasks.

(4) The average number of individual study hours defined for the entire training period may not exceed three times the number of contact hours in full-time training, seven times in part-time training and evening courses, twelve times in correspondence training and twenty-five times in distance education. In doctoral training, these ratios shall apply to the completion of subtasks within course requirements.

(5) In part-time training, the number of credits required for a given programme shall be identical to the number of credits required for full-time training.

(6) The curriculum shall specify the prerequisite courses required for enrolling in individual courses (prerequisite structure). For a given course, no more than three other courses or, depending on the training purposes, one subject group (module) with a credit value of no more than 15 may be assigned as prerequisites. The curriculum may also require the simultaneous enrolment in other courses as a condition for certain courses.

(7) Curriculum requirements need not be fulfilled if the student has already completed them earlier and provides credible proof thereof. According to Section (5) of Article 49 of the NHEAct, credits earned in training, provided that the prerequisites are met, must be recognised based on studies pursued at any higher education institution, regardless of where, at what institution, or at what level of training the student earned them. Recognition, based on the course programme, shall be carried out exclusively by comparing the competences (knowledge, application (partial) skills, and other (partial) competences) that served as the basis for determining the credit value.

(8) The credit value of a recognised academic achievement pursuant to Section (5) of Article 49 of the NHEAct shall be identical to the credit value of the curriculum requirement deemed fulfilled; however, the grade obtained may not be modified upon course recognition.

4. Description of the procedure

The launch of a training programme is linked to the development of its curriculum. This process may also be applied as a modernisation of an already existing training programme.

The curriculum must be developed in accordance with the materials submitted for external review as part of the programme initiation documentation. A new curriculum must be prepared by modifying an existing one if, during the review of the curriculum/course in each semester/academic year, the programme leader finds that development is necessary in the following areas:

- methodology of knowledge transfer,
- modernisation of teaching materials (particularly in the case of curricula developed for significantly revised training and outcome requirements),
- the interdependence of lectures and practical classes.

A development action may be initiated on the basis of the development plan of the given degree programme/specialisation, the measurement of the effectiveness of knowledge transfer, as well as information derived from student feedback, the results of professional fora and evaluations of feedback received from employers. In all cases, the requirements specified in the training and outcome requirements

of the given degree programme must be taken into account, as any changes therein may also serve as grounds for curriculum modification:

Planning → Consultation → Review → Approval → Publication



During the procedure, the individual elements of the process are defined separately.

For the development of course syllabi (hereinafter referred to as "course description"), the above process may be applied independently.

4.1. Development of a new/modified curriculum

The curriculum shall include the following in both Hungarian and English:

1. Authorisation and accreditation of the degree programme (decision on the establishment and launch of the programme)
2. Definition of the field of study
3. Objectives of the programme (general description)
4. Duration of studies in semesters according to the training and outcome requirements
5. Number of credits to be obtained (total credits)
6. Location(s) of the programme
7. Form of the programme (full-time, part-time, distance learning)
8. Level of qualification (bachelor's or master's degree)
9. Professional qualification awarded
10. Structure of the programme (modules defined in the training and outcome requirements: foundation courses, core professional material, differentiated professional knowledge, thesis/dissertation, as well as the credit values of elective courses)

    At this point, the distribution of courses within the modules and the designation of the organisational unit responsible for the programme must be specified. [Although it is an accreditation requirement, the curriculum itself does not include the names of the lecturers responsible for the courses; these are managed by the competent organisational unit in the unified

education system. The first entry is made by the DAA when launching the course, based on the course description approved by the ECTC.]

11. Curricular characteristics – Various considerations of the system of knowledge assessment:

- Comprehensive exams and requirements (names of comprehensive exams, filtering levels, special forms of assessment, criterion requirements, completion of Physical Education course),
- Rules relating to differentiated professional modules: names of specialisation tracks/minors/specialisations, prerequisites for enrolment, requirements for completion,
- Duration and assessment of practical training, requirements regarding the place of completion,
- Requirements for the thesis/dissertation, regulations on topic assignment and content,
- Conditions for the issuance of the pre-degree certificate (absolutorium),
- Conditions for admission to the final examination,
- Requirements of the final examination, method of calculating the result of the final examination, calculating the classification of the diploma (formula),

12. Conditions for awarding the diploma (if any)
13. Professional language competences
14. International mobility → mobility window
15. Professional competences to be acquired
16. Model curriculum (curriculum network)
17. Transitional provisions (if necessary)
18. Change management

4.1.1. Curriculum planning

The development of a new curriculum or the preparation of a curriculum modification is the responsibility of the programme leader. The planning is carried out under the guidance and coordination of the Dean/Vice-Dean for Education. The programme leader prepares the curriculum development plan. The plan may include:

- modification of the training concept of the degree programme/specialisation track, in particular changes to the range of available specialisations,
- changes in the teaching formats of the courses included in the curriculum (lecture, seminar, laboratory practice), their semester distribution, credit value, number of contact hours, responsible organisational unit and prerequisites,
- changes in the course content and examination requirements of the courses included in the curriculum,
- modification of the final examination requirements,
- changes in the number of contact hours between courses,
- changes in the methodology of knowledge transfer (insofar as it affects the above),
- alignment with other curricula (particularly tracking existing courses in case of cross-departmental teaching activities, as well as ensuring consistency of courses included in multiple curricula),
- updating of teaching materials.

4.1.2. Curriculum consultation

Consultation is always carried out with the involvement of the relevant Faculty/University Centre Board (Specialty Committee). During the consultation, the feasibility of the programme plan and the impact of the modification on the curricula of other degree programmes (joint courses, unified requirements) must be examined. This particularly includes the case of curricula implemented in cooperation between faculties/university centres, as well as programmes announced at multiple locations. In such cases, the educational units involved in the implementation of the programme must be included in the consultation.

4.1.3 Curriculum Review

Compliance with the legal requirements concerning the content and format of the curriculum is reviewed by the Directorate of Academic Affairs (hereinafter referred to as “DAA”). It must be examined whether the modifications comply with the legal regulations, as well as with the requirements of the Neptun system and the Student Requirement System (hereinafter referred to as “SRS”). The DAA prepares a curriculum review report, which is returned to the submitting organisational unit,

so that the curriculum can be modified in accordance with the report before final approval.

4.1.4 Curriculum approval

The approval of the curriculum falls within the competence of the Faculty Board/University Centre Board responsible for the training programme.

However, decisions regarding modifications to registered degree programmes included in the institution's education portfolio are made by the Senate, with the approval of the Operator, in the following cases:

a, when the programme is announced at a new location, in a new form of study or in a new language,

b, when the programme is to be deleted from the education portfolio.

Proposals for the modification of an educational programme may be submitted to the Senate by the faculty/university centre responsible for a given programme as programme leader.

In cases other than those listed above, decisions on possible modifications are made by the Faculty Board/University Centre Board.

The new curriculum is reviewed by the committees competent under the operating regulations of the organisational unit responsible for the programme. The finalised curriculum, having passed the review process, must be sent to the Education and Credit Transfer Committee (hereinafter referred to as "ECTC") for information.

4.1.5. Curriculum publication

The approved modifications must be incorporated into the curriculum document as follows:

- The approved modifications must be listed in detail on the change management form, which forms part of the curriculum (it is recommended that the most recent changes be highlighted in a different colour in the document).

- The new document must be marked on its cover with a distinctive version number, the date of entry into force must be indicated, and it must be authenticated with the signatures and seals of the Dean of the Faculty/Director General of the University Centre and the programme leader.
- The original signed document must be submitted to the Directorate of Academic Affairs within 5 working days, which will code and record it in the ETR.
- The modified curriculum must be published in the University's official Institutional Bulletin.

The modified curriculum document must be submitted to the Directorate of Academic Affairs at the latest by 15th November for the autumn semester and by 15th April for the spring semester. Responsibility for submission lies with the Dean's Office of the Faculty / University Centre Secretariat. The DAA ensures that the new curriculum is entered into the study information system (Neptun) no later than the 14th week of term time and checks that the curriculum has also been published in the Institutional Bulletin.

Student notification is carried out in accordance with Section (3) of Article 53 of the ImpDec, through the institutional information bulletin (published on the website).

4.2 Development of a new course syllabus

4.2.1 Syllabus planning

When needs arise during curriculum development, or if the credit value, contact hours or requirements of an existing course change, then – in most cases, especially if the modification is not uniform across all model curricula – a new course must be created. The syllabus of the new course is prepared by the instructor acting as course leader.

The submission of a new course syllabus must include:

- the name of the course in Hungarian and English,
- the code(s) of compulsory prerequisite(s),
- the name of the course leader,
- the name of the unit responsible for the course,

- the type of course (in the primary curriculum),
- the semester(s) in which the course is offered (autumn, spring, both),
- the required number of hours broken down into lecture + seminar/practice + laboratory practice, expressed in weekly hours for full-time students and semester hours for part-time students,
- the form of testing in accordance with Section (3) of Article 55 the SRS, and the type of evaluation in accordance with Section (23) of Article 55 of the SRS,
- the credit value of the course,
- the model curricula in which the course is announced, the way it is announced in the curriculum (e.g., compulsory course in the model curriculum of the ... degree programme, compulsory course with an elective module in the ... module in the model curriculum of the ... degree programme, elective course),
- the purpose of the course in Hungarian and English,
- the content of the course and the body of knowledge to be acquired in Hungarian and English,
- the system of testing and assessment in Hungarian and English (method of assessment, conditions for course signature in the registration course book, bibliography),
- supplements related to possible distance learning forms.

4.2.2. Syllabus consultation

During the consultation, the following must be examined:

- the integration of the new course into the model curriculum (particularly for courses included in multiple curricula and for courses offered in multiple study formats),
- the option for electivity in other programs,
- overlaps of knowledge areas with other active courses,
- in the case of curriculum modification, the necessary transitional prerequisites (due to backward compatibility), including alternative and exclusive prerequisites,
- compliance of the course leader with accreditation requirements, and capacity utilisation.

4.2.3 Syllabus review and approval

The content and formal requirements of the syllabus are primarily reviewed by the Education and Credit Transfer Committee. It must be examined whether the changes comply with legal regulations, with the provisions of the SRS, and with the criteria of the unified education system.

The approval of the syllabus must precede curriculum modification and its integration into the curriculum.

4.2.4 Publication of the syllabus

The DAA records the data of a new course in the study information system. In each announced semester, the syllabus is approved in the ETR in accordance with the SRS. Students can download the approved syllabi for each semester from the ETR.

I. Supplementary information:

Regulations concerning the content of the Diploma Supplement:

Before the beginning of each final examination period, the organisation responsible for the training programme must verify that the following menu items in Neptun are up to date to ensure the accuracy of the Diploma Supplement content. The basis of the review is the TOR, the SRS and the curriculum.

II. Relevant menu items in the Neptun Unified Education System:

Under tab "Training programme – Specific Data 1": Programme objective, System of knowledge assessment, Nature and duration of practical training, Admission requirements for the programme.

Under tab "Training programme – Specific Data2: System of evaluation, Entitlements for further studies.

Any intention to modify must be submitted in writing, in both Hungarian and English, to the Coordination and Curriculum Development Department of the Directorate of Academic Affairs.