

## ***National University of Public Service***

# **SELF-EVALUATION REPORT FOR THE INSTITUTIONAL EVALUATION OF THE EUROPEAN UNIVERSITY ASSOCIATION**

### ***Salus Universitatis Suprema Lex Esto!***

**The task of the National University of Public Service (hereinafter: NUPS) is to build a state capable of meeting the challenges of the 21st century, providing good and efficient governance, and a committed public service with the instruments of education and science.**

#### **Brief analysis of the self-evaluation process**

The members of the Self-Evaluation Group are employees filling the leading positions on various levels at the faculties and other functioning bodies of the NUPS. The members were selected based on their comprehensive knowledge on the functioning of the University and their professional and international experience. During the drafting of the report, besides having convened several times, the Self-Evaluation Group repeatedly discussed the wording of the report out of session in order to create a wording based on consensus.

The Rector Council, the Senate, the Governing Board and each Faculty Council of the NUPS have gotten acquainted with and discussed the final report.

#### **NUPS and the environment in which it operates (context)**

There are 69 institutions operating in **Hungarian higher education**, 29 of which are owned by the State. Universal regulations are provided by the Act CCIV of 2011 on national higher education. The purpose of these regulations is to raise the quality of higher education, to establish the criteria for the acquisition and transfer of competitive knowledge, and to guarantee the function of national higher education within the framework laid down in clause (3) of Act X of the Basic Law. The interdependent program levels of Hungarian higher education, which offer a degree in higher education, meet the so called Bologna principles of the European Higher Education Area: a) undergraduate b) graduate (masters), c) postgraduate (doctoral). The undergraduate and graduate programs may be organized as interdependent, divided programs or, in cases governed by the Law as undivided, continuous programs. The structure of the interdependent and undivided programs is determined by the Government. Within the framework of Hungarian higher education, programs which do not offer a degree in higher education may also be organized as vocational training or as specialized further training.

The two goals of the **higher education strategy of Hungary**<sup>1</sup> are the following: *(1) to develop a specialized and defined teaching-research profile, and (2) to integrate this profile into the complete national system of resources of higher education in a cooperative and complementary manner.* In accordance with the 2030 strategic vision of higher education, *“institutions will be highly specialized and will possess a definite teaching profile. [...] In the future, each university and college shall focus on its own, easily distinguishable area of teaching. In other words, institutions shall possess a definite teaching profile, and shall offer world-class level of teaching in their respective field. [...] All institutions will be world-class in the one or two fields, which will be their speciality, and collectively,*

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<sup>1</sup> The strategy titled “Fokozatváltás a felsőoktatásban” (Ministry of Human Capacities, 2015)

*these fields will cover all areas of science and all levels of knowledge. [...] By 2030, not only the specialization in education will have been achieved, but, at the same time, the research-teaching activities will have become focused. As a result, the resources will become highly centralized, and each field (of science) will be able to attract the most outstanding international talents to Hungarian institutions.”* The NUPS defines its goals with a view to the higher education strategy of Hungary.

The autonomy evaluation of the Hungarian institutional system in higher education is shown in the result of the **EUA Autonomy Survey III**. (see: Annex 1).

The NUPS is a **state-owned university**. It was established as a new university under the Act XXXVI of 2011 (hereinafter: NUPS Act) as of the 1<sup>st</sup> of January, 2012. In its capacity of being the legal successor, the new university integrated the Zrínyi Miklós National Defence University (original predecessor established in 1920), the Faculty of Public Administration (established in 1977) detached from Corvinus University of Budapest, and the Police College (established in 1971). As the primary University for the education and training of professionals in public administration, NUPS functions as a legal successor of the above institutions. The “owner’s rights” of NUPS rest with a representative body, the so called Governing Board. In consideration of the autonomy of NUPS as a higher education institution, the exercise of owner’s rights of the Governing Board is regulated by the NUPS Act.

The **establishment of NUPS** was preceded by a two year long preparatory process (2010-2011). During this process, the leading teachers of NUPS’ predecessors, numerous concerned institutions in public administration, and the representatives of the line ministries responsible for particular areas of public administration formed several committees and conducted preparatory negotiations for the sake of creating a modern education capable of supporting the performance of state-related tasks, further training, research, management and internationalization.

The establishment of the University was based on a feasibility study.

**The integrated and comprehensive approach served a dual strategic purpose** during the establishment process. On the one part, to establish an institutional hub within public service for public administrative, state defence, law enforcement and national security bodies in support of further training and the training of reserves. On the other part, to establish a knowledge-base, which is innovative even according to international standards, in support of the working out the concept of modern state and governance.

The **uniqueness of the University’s establishment and operation** is illustrated by the fact that while Hungarian public service, law enforcement and national defence accept professionals from other universities, **exclusively NUPS offers undergraduate and graduate programs** whose content is approved by the line ministries responsible for these sectors who are supervising the University in accordance with their human development objectives. Furthermore, only NUPS’ programs are career-oriented in the sense that they prepare students specifically for the task of being a civil servant or a commissioned officer within particular areas in public administration. Competition between the private sector and the Government’s HR management for talented youths is getting fiercer by the day. In this competition, NUPS’s aim is to acquire (and retain) youths for public service during their time in higher education and train them into professionals devoted to a career in public service. Being responsible for further training in public administration, NUPS provides further training and specialization for graduates during the course of their careers while also preparing them for leading roles. **As a result, besides undergraduate and graduate programmes, NUPS offers career training and management in the above areas of public administration, thereby improving the HR positions of public service, law enforcement and home defence in the competition for talents in the job sector.**

On the basis of its predecessor institutions, **NUPS was established with 3 faculties:**

- Faculty of Science of Public Governance and Administration (hereinafter: FSPGA)

- Faculty of Law Enforcement (hereinafter: FLE)
- Faculty of Military Science and Officer Training (hereinafter: FMSOT)

In 2015, NUPS' scope of duties was extended to include career training in diplomacy and international relations and, as a consequence, the Faculty of International and European Studies (hereinafter: FIES) was established. In 2017, the University became responsible for the long-term HR management of the water sector. Thus it took over the water sciences programs from a college in Baja, a small town along the Danube, and established a new Faculty of Water Sciences (hereinafter: FWS), where it started the training of water engineers<sup>2</sup> in support of the national and international objectives of both water management and water policy.

Primarily, NUPS attends to its national tasks through its education and training facilities in Budapest. Outside the Capital, the commencement of air force training is under way in Szolnok while the Faculty of Water Sciences is located in Baja. The complete and proportionate nation-wide presence in further training is secured by the cooperation in teaching and research between territorial government offices, other universities, local governments and authorities.

Compared to the general regulations on higher education, **NUPS is subjected to specific regulations**, which prescribe special, additional tasks. The NUPS act on public service, law enforcement and military science in higher education defines the goals of the NUPS as follows: to train professionals for the military, for public service and for law enforcement; to supply officers to military and law enforcement authorities; to establish the possibility of transition between the unifying career paths of public service.

***The NUPS Act regulates the educational model of the University: the educational area of political science. This area is special in the sense that its programs are based on the professional and competency requirements defined by the heads of the concerned departments. The study programs are prepared by the University and ratified by the members of the NUPS' Governing Board, which consists of the heads of the departments of public administration, jurisdiction, national defence and internal affairs. Consequently, these study programs are exclusive to NUPS. The programs of the 4 doctoral schools, which are based on the above programs, are also available only at NUPS.***

The NUPS Act defines **the area of political science** in which the University is entitled to award degrees, and to which the following branches of teaching belong:

- 1) *public politics and public administration in higher education*: undergraduate programs, which prepare for a career as a civil, public servant, and as a government official, and their related graduate programs, including the undivided, continuous program awarding a PhD in politics;
- 2) *law enforcement in higher education*: undergraduate programs, which train professionals in law enforcement, and their related graduate programs;
- 3) *military training in higher education*: undergraduate programs, which train military officers for the Hungarian Defence Forces, and their related graduate programs;
- 4) *national security in higher education*: national security undergraduate program, which train professionals in the area of national security, and its related graduate program;
- 5) *international and European public service in higher education*: undergraduate and graduate programs, which prepare for the international tasks of public service and for diplomatic tasks.

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<sup>2</sup> Civil engineers and environmental engineers with water management specializations.

Other additional tasks and special functional elements prescribed by the NUPS Act are:

- a) further training in public service: training of public servants; further training for public servants; training for leaders in public administration; fulfilment of certain tasks connected to the examination procedure for public servants;
- b) further training for new public servants specializing in public administration, and further training for leaders specializing in politics;
- c) military further training required to serve as a high-ranking officer in the Hungarian Defence Forces, and training and further training of civil personnel for national defence.

The underlying idea is that NUPS as a member of higher education shall be subjected to the **regulations on state universities. In 2016, the Hungarian Accreditation Committee (HAC) completed the external evaluation of both the quality of teaching and scientific research at NUPS and its quality assurance system.** Thereafter, the HAC accredited the NUPS and its undergraduate and graduate programs until 2022. With reference to the NUPS, the HAC concluded the following: *“it possesses the permanent teaching and research staff necessary for the performance of its activities (70% of its researchers possess a scientific degree); it organizes scientific circles for students; with respect to some of its programmes, it has the capacity to offer teaching in a foreign language; it possesses the financial and material assets necessary for teaching and scientific research; within the framework of its adequate quality assurance system and improvement processes, its procedures of management, planning, control, measurement and assessment meet the requirements.”*

The **data on the application for undergraduate and graduate programs** indicates the quality of these programs in a measurable way. By 2017 all programs became oversubscribed. **Among the total number of applicants, oversubscription was 300% while, among the applicants whose first choice was the NUPS, oversubscription was 200%.** Nevertheless, looking at Hungarian higher education in general, the number of applicants forecasted to decrease due to demographic recession, “migration” of students to Western-European universities and the attraction of the private sector.

## **1. The institutional self-evaluation of the National University of Public Service**

### **1.1. Values, mission and goals of NUPS**

The essence of NUPS’ mission is to become a high quality research and educational basis of the development of Hungarian public service, of careers in public service and of the challenges of sustainable development; to become a devoted supporter of Hungarian-language higher education abroad; and, in cooperation with the World’s leading universities, to become actively involved in international academic and higher educational networks.

The National University of Public Service, the “University of Cooperation”, where the collective organizational model of the needs of society, of national-strategic and governmental goals and of the cooperation between independent universities is present in the operational practice as well. The cooperation between teachers, students and researchers is also present in the diverse forums, where knowledge is shared and produced.

**NUPS serves as a model for creating and reinforcing public values.** The cornerstones of the NUPS’ strategy and development are the common values, public interest and community building. The creation of public values serves to strengthen the people’s trust in both public service and the government, to build teaching and knowledge oriented careers in public service and to develop an approach in the favour of good governance. Teaching and research activities are directed at the coordinated concentration of knowledge within the institutions of public service. The essence of this process and state is to create, manage and disseminate – with scientific means and in cooperation

with public service – knowledge, which is adapted to both the actual state (level of knowledge and competency) and the challenges (in the systems and institutions) of Hungarian public service (governance and administration).

**Promoting good governance: “Good governance”** is the primary condition of economic development and effective public administration. In addition, good governance is defined both as integrated system of goals and as a value-oriented factor in the function of the State and in the activities of public service. The good governance and good public administration are also described in international and European documents, thence contributing to the selection of goals in favour of European values (European public good) and international values (international public good).

The **education and training task of the University** is to provide public service-oriented training for the youth in combination with modern and comprehensive knowledge based on solid moral and values. The University is an important venue for professionals to improve on their community and a “cohesive force” in the close relationship between higher education and public service.

The **research task** of the University is to produce, partially through international cooperation, results, which support the capabilities of the State, promote the values of public service and improve the efficiency of governance. Furthermore, within the framework of a renewed **political science**, the University’s task is to conduct transdisciplinary research into the areas of government, public administration, public order and “protection” (national defence, law enforcement, disaster relief), and security (national security) in order that NUPS might produce innovative results for the good of the academic world. **The most important and fundamental goal of NUPS is to organize and promote, through comprehensively organized cooperation, research into the kind of knowledge which underlines and improves public administration.**

As a member of the **European University Association (EUA)** and the **International Association of Universities (IAU)**, NUPS is an initiator and active participant in the collective endeavour of the world’s leading universities to produce values for the entire society. The University follows and strengthens the principles of *Magna Charta Universitatum*, thus independently creating, assessing and transferring the values of human culture in education. In line with the spirit of the Charta, the University’s research and training activity is independent of political and economic powers both in ethical and spiritual sense. **As a University always ready for discussion, NUPS serves as a forum of the cooperation between students and teachers.** A forum for teachers, who are able to transfer their knowledge, and possess all the means necessary to improve their knowledge through research and innovation. A forum for students ready to broaden their knowledge.

The University, in conjunction with other universities from the **European Higher Education Area (EHEA)** countries, conducts open discussions, seeks and follows common goals and principles while taking into consideration various political, cultural and academic traditions. The **“Yerevan Communiqué” (2015)**, which laid down the foundations of the common European planning period lasting until 2020, with the intention of strengthening the visions shared by universities, urges the consolidation of trust between universities, the mutual recognition of studies and qualifications, and the freedom of the mobility of students and teachers. The strategy<sup>3</sup> of the NUPS builds on such values shared by universities as the efficient, high-quality teaching and learning, and the rapport between university teaching and the world of work.

Cooperation is directed at public goals and is in the interest of the common good. The strategy of EHEA highlights three dimensions of the “University of the Future”: the people, partnership and “policy”. The Organisation for Economic Co-operation and Development (OECD) and the European

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<sup>3</sup> Institution development strategy.

Union expect the strategy for “innovation in public service” from universities. It is the strategic interest of Hungary that universities should collectively perform well in the competition. Finding the points of cooperation in higher education, ascertaining the common interests and locating the complementing resources are of equal importance to the competition itself.

Cooperation is the primary goal on several levels:

- at NUPS, to strengthen the ability of cooperation both between and within faculties and between the prospective leaders in public administration and their colleagues;
- cooperation of NUPS and its Hungarian partners (teaching, research institutes and organizations in the government and in public service), and
- cooperation between NUPS and its international partners (teaching, research institutes and international organizations). Cooperation is an asset insofar it manifests as collective work of the University, which produces added value in favour of public service.

Besides NUPS, numerous other institutions are engaged in the production of such research and knowledge which underline good governance and good public administration, or the function of the Government in general. The goal is to interconnect, through cooperative links, the capabilities of institutions. In other words, to establish a **research and knowledge network** in order to summarize and make available the results of the systematic and scientific research, underlying the activities of the State (especially governance). The scientific mission of the NUPS is centred upon **innovative, comprehensive, (inter/trans/multi)disciplinary, comparative and practicable research in public service**. Due to its high-priority, national-strategic tasks, NUPS strives to **cooperate with other institutions in Hungarian higher education**. In this respect, good practice constitutes in the maintenance of the cooperation network between universities, a network which has been in existence since 2013.

**NUPS’ model of cooperation:**



The medium-term vision of the University’s Institutional Development Plan (hereinafter: IDP) intends to make NUPS:

- one of the best and most attractive universities in Hungary;
- a stable teaching and research base both of the development of Hungarian public administration and of careers in public administration;
- a devoted supporter of Hungarian-language higher education both in Hungary and abroad;

- actively participate in the international higher educational and academic relations in cooperation with Europe's and the World's leading universities.

**NUPS aligns its field of research and study to the vision of Hungarian higher education**, and strives to offer world-class standard teaching in this field.

On its journey to excellence, NUPS is constantly improving its performance indicators and at the same time it significantly contributes to the development and modernization of public administrative and governmental institutions of Hungary. In the fields of training and further training, NUPS performs such "additional tasks" into which it needs to integrate its own "independent interest", public interest and the needs of public administration. NUPS is also constantly extending its partnership network.

## **2. Introduction and evaluation of NUPS' operation**

### **2.1. Institutional governance and decision-making**

NUPS is an independent state university with a unique governance structure. In contrast to other Hungarian state-owned universities, there is no chancellor<sup>4</sup> and consistorium<sup>5</sup> at NUPS. Instead, NUPS is controlled by the representatives of several governmental institutions. The members of the **NUPS' Governing Board (hereinafter: GB)** are delegated by the heads of the Ministry of National Development, the Ministry of Justice, the Ministry of Defence and the Ministry of Interior<sup>6</sup>. The GB commissions the NUPS and exercises social control over its activities. In the exercise of its authority, the GB respects the University's independence in ascertaining its own methods and content of teaching and research. The GB's role is to decide whether the submitted proposals are lawful, comply with the founding document, and are in line with the needs and requirements of the sector's human resource policy.

The primary governing body of NUPS is the **Senate**, which is chaired by the Rector. The Senate decides on the University's teaching and research tasks, and supervises their execution. It also refers the IDP together with the related research-educational innovation strategy to the GB for validation. The Senate makes proposals for the content of invitation to proposals, which are issued by the Rector, and evaluates these proposals. In addition, the Senate elects the candidates for Rector, and evaluates the executive work of the Rector.

The Senate approves of the following: study programs of the University; organizational and operational regulations; regulations on Doctoral programs; principles of wage allocation based on performance and quality; allocation of budget within the framework given by the GB; the yearly report based on accounting directives. It also defines the University's systems of student counselling and of student's evaluation of teaching activities. With the consent of the GB, the Senate initiates development programs, lays down the budget management plan and establishes or acquires shares in economic bodies. Furthermore, the Senate is engaged in: establishing academic committees and selecting their members and heads; evaluating proposals for teachers, students, researchers and

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<sup>4</sup> According to standard regulations, state-owned universities are to be governed by the chancellor, who is appointed and employed by the controlling authority. The chancellor is responsible for the supervision of the following areas: economy, finance, controlling, IT systems, budget, HR, internal accounting, legal affairs, management, logistics and acquisition.

<sup>5</sup> In the state higher education institutions, a so called consistorium is working for the institution's strategic decisions and for professional support and control of financial management activities. The consistorium has five members, three members are delegated by the relevant ministers plus the rector and the chancellor.

<sup>6</sup> In case of other state-owned higher education institutions – "FOIs" - the controlling rights rest with the minister responsible for education.

executives; granting of awards and titles; establishing or dissolving doctoral schools; introducing new doctoral programs; initiating the award of national grants in higher education; initiating the introduction or discontinuation of study programs.

The Senate establishes a permanent board for the management of the students' educational, exam-related and social issues. In case of student-related matters, representation shall be secured for students within the acting board on the condition that the proportion of student delegates in the permanent board dealing with such cases cannot be lower than 25%. Irrespective of the delegates of the Students' Union and the Student Union of Doctoral Students, only persons employed in higher education or in public administration are entitled to hold a place in the Senate. The Rector and the Deans are members of the Senate of their own whereas the other members are elected. General Senate elections are held every 4 years. The Senate's sessions are open to the employees and students of the University.

As the principal leader and representative of the University, the **Rector** decides on all cases except those which are referred to other persons or bodies by law, organizational and operational regulation or a collective agreement. The controlling authority may commission or decommission the Rector by referring to the President of the Hungarian Republic. Furthermore, it has official authority over the Rector.

The work of the Rector is aided by the **Vice-Rectors** for education, for science and for international affairs. Central administration of the University is supervised by the **Chief Secretary**. In financial, economic and operational matters, the Rector acts through the **Director General for Economic Affairs**.

In planning and decision-making, the Rector is aided by the **Rector Council**, whose members are the principal leaders of the NUPS. The representatives of the Students' Unions are invited to attend the sessions as guests.

Authorized by the Rector, the **Dean** leads and represents the faculty while s/he is responsible for and has official authority over the faculty based on the employment matrix. The Faculty is a functional unit, which educates students, conducts research and further training, and which includes students, teachers and other employees not employed as teachers or students. The Faculty has an allocated budget within the limits of which it operates.

In line with the principles of cooperation and partnership, NUPS operates numerous **bodies and boards** in the course of planning and decision-making. These bodies are: Rector Council; Doctoral Council; Habilitation Board; Academic Council; Educational Development Council; Quality Assurance Committee; Students' Union; Student Union of Doctoral Students; Board of Scientific Student Circles; Board of Student, Studies, Exam and Social Affairs; Board of Social Affairs of Doctoral Students; Credit Transfer and Validation Board; Student Redress Board; Equal Opportunities Board; Committee on Public Service; Board of Alignment of Interest; Risk Management Board; Employment Board; Selection Board.

The operation of these boards is transparent and is constantly improved. Normally, their sessions are open and accessible to all citizens of the University. Most bodies admit students to their sessions.

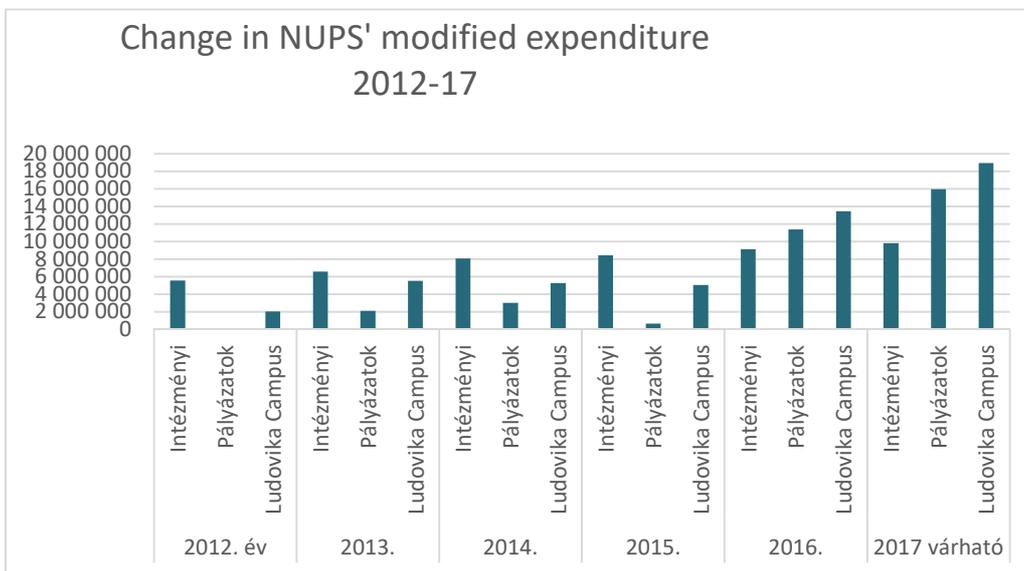
## **2.2. Financial management of the NUPS (Funding)**

In Hungarian higher education, the studies of students on a state scholarship are financed from the State budget whereas the costs of study programs with tuition fees must be covered by the students themselves. The tuition fees are determined by the institutions within the framework provided by the Government. Aside from FMSOT, which only offers scholarship programs, NUPS offers both scholarships and programs charging tuition fees. In case of state scholarships, the legally defined

costs are covered by the State while the students undertake that they will acquire a degree within the assigned time limit and then they will be employed in Hungary for a certain duration. In case of programs with tuition fees, the costs are fully covered by the students. However, upon request, a favourable loan construction called "Diákhitel2" (StudentLoan2) is available to students with an interest rate fixed by the State.

Budgetary support given to universities consists of a mixed system of fixed funding and activity based funding. This is complemented by the universities' own income to which funding from proposals contribute significantly. These proposals are for financing research and development.

The construction of the University's new campus – with a total cost of 180 M EUR – is financed by the Hungarian Government. The goal is to establish a collective campus for those 4 faculties of NUPS which are located in Budapest. Until 2017 the faculties have been located at different places, but since 2017 3 faculties have been operating at Ludovika Campus. Due to the fact that the infrastructure of the predecessor institutions had not been considerably modernized since 1990, their study environment failed to meet even the minimal requirements.



*Explanation of the text in the diagram:*

*Intézményi = institutional*

*Pályázatok = tenders*

*Év = year*

*2017 várható = 2017 forecast*

#### Change in the NUPS' modified expenditure (in thousand HUF)

Name	year 2012	year 2013	year 2014	year 2015	year 2016	year 2017
institutional budgetary income	5 561 711	6 586 253	8 073 865	8 420 223	9 138 337	9 899 506
income from tenders	129 135	2 109 622	3 023 206	649 291	11 356 202	15 856 710
Ludovika campus investment income	2 043 000	5 527 240	5 287 872	5 044 096	13 459 543	18 914 045
<b>Total income</b>	<b>7 733 846</b>	<b>14 223 115</b>	<b>16 384 943</b>	<b>14 113 610</b>	<b>33 954 082</b>	<b>44 670 261</b>

The operational and management model of NUPS must be **transparent, planned, efficient, economical, regulated, ethical, and accountable.**

The NUPS' **management** strives for financial balance, adopts the practice of activity based funding, and at the same time follows a development-oriented approach. The NUPS operates with a rigour in the use of state aid with a view to maximizing efficiency in the use of development resources. All data, analysis, and documents, relating to the management and function of the University, are accessible and transparent.

Following standard regulations on financial management, the management rights are distributed in a professional manner while taking into consideration the goals of the University.

The University possesses all assets, which are necessary for the proper performance of its functions, and support its basic activities such as teaching, research, training and further training (see: Annex 11). The University is responsible for the operation, maintenance and protection of its properties.

### 2.3. Human resources

**The primary resource of the University is the people. The University cannot realize its visions without a community of employees, teachers and researchers, which is devoted to the common goals, and which is constantly striving to motivate and improve itself and its environs. According to the HAC's accreditation, for the 2017-2022 accreditation timeframe the NUPS "possesses the permanent research and teaching staff necessary for the performance of its duties".** Similarly as in the case of other higher education institutions, the teachers of NUPS are designated through the **HAC's rigorous qualification procedure**. From associate professor level upwards teachers are subjected to the following requirements:

- ability to hold lectures in a foreign language;
- have at least 10 years of experience in higher education;
- be active in publication, in curriculum development, and in the organization of teaching programs and research, and to do the aforementioned also in a foreign language;
- be active in public life;
- possess extensive national and international connections, and be publicly recognized.

As an institution with definite goals and a clear vision, the University has attracted many teachers from other higher education institutions. Close to 60 full professors, associate professors and senior lecturers have come to work at NUPS ever since it was founded in 2012. Numerous excellent teachers and researchers support the University as visiting teachers.

The University is a "**learning institution**", which means that its management is self-critical and is open to external observations. The executives also participate in the learning process (executive training), and use their acquired leadership skills consciously. The other employees also make use of the goal-oriented further training opportunities, and in general, enjoy the advantages of being part of a community.

Through the founding of the Centre of Excellence, the University has established the organizational framework not only for conventional staff functions but also for human resource management in its broadest sense. In cooperation with the faculties and other central administrative bodies, the Centre of Excellence has established a quality assessment system for competency measurement and evaluation. In addition, the Centre has launched an extensive executive training program, and maintains an internal further training system. Since the University attributes strategic importance to human resource management, it has created a strategy for human resource management.

The EU financed projects of NUPS have necessitated considerable **organizational and administrative developments**. The management of these projects require great care in financing and flexibility in risk management. All this requires deliberate and exact planning.

The 2 non-profit companies of the NUPS provide competitively priced quality services, and operate in a transparent and exemplary manner. On the whole, in all areas, measuring and improving the services' satisfaction index (of students, employees, partners, and participants) are the primary standards of the **quality of services**.

#### 2.4. Quality culture

NUPS is dedicated to introduce the aspiration for quality and excellence into its **administrative culture, management philosophy and daily work of its staff**. The control and quality assurance of administrative activities are necessary, but not sufficient conditions for this. To maintain the culture of quality is exceptionally challenging since **both the national and the international quality requirements of higher education and public service must be met**. At present, the review of the quality policy is under way and the proposed amendments have already been referred to the Rector Council.

The basis of quality higher education is the system and culture of **self-evaluation and self-correction**. **In Hungarian higher education, the main body responsible for quality assurance is the Hungarian Accreditation Committee**. However **the University must meet European and international quality requirements** as well, and to achieve this NUPS attaches great importance to its self-evaluation procedure and the subsequent external evaluation. Based on NUPS' self-evaluation the following strengths have been praised by the HAC:

- a) clear medium term strategic goals, solid values, and stable quality policy (Institutional Development Plan for 2015-2020);
- b) strong identity of both the University and its faculties, and professionalism;
- c) large number of applicants, and increasing student interest in the University;
- d) student excellence, and scientific productivity;
- e) excellence in education, excellence of teachers /teaching staff;
- f) significant degree of professional cooperation in the management of government and public service related tasks;
- g) high level of student satisfaction;
- h) high degree of motivation and systematic career management on law enforcement and military programs;
- i) the work of professional colleges and student circles meets the highest-standard;
- j) high-standard ICT based teaching ability (e-learning, on-line teaching);
- k) diverse and close professional connections in public service;
- l) dynamic improvement in establishing international connections and partnerships;
- m) creation of a collective knowledge base in public service through the Joint University Module.

The current quality assurance system was created in 2012 based on the quality assurance systems of the predecessor institutions. This system extends to all activities of the University, and it is **designed to align and support the University's function and goals**, which are directed at the needs of the controlling authority and NUPS' partners, and which above all serve the students' professional development. The governing principles of the system are **self-evaluation and quality-centred management**. These 2 principles collectively ensure that the development goals are set, their implementation is monitored, and the necessary steps and interventions are determined and implemented.

In the creation and operation of its quality assurance system, the University **has taken into consideration the PDCA's model** for continuous improvement.

- **Planning:** The University's Institutional Development Plan (see: Annex 3) designated those strategic directions from which the main goals (including quality-related strategic goals) can be inferred. These quality-related goals are integrated and directive. The tasks necessary for achieving these goals are set by the Quality Improvement Program (QIP).

- Implementation (Do): the planned activities are realized through study programs, research and their supporting activities.
- Assessment and evaluation (Check): measuring the progress in attaining the goals set, surveying the satisfaction of students and employees, and processing the occasional quality assessment questionnaires are done through the following systems: University's Quality Assurance Analysis and Evaluation System; Evasys; Neptun Unipoll system.
- Review (Act): the non-conforming processes and the irregularities are revealed immediately or upon the yearly measuring point at the latest. These errors are either corrected pre-emptively or followed by correcting measures.

The University's quality assurance system has revealed the following operational deficiencies: **with respect to the implementation of the PDCA cycle, the University excels in planning, but the evaluation of the realization of goals has room for improvement.** The underlying reason might be that in 2012 this system was created primarily for the integration of the separate operating units. In 2015, based on 3 years of experience the University realized that in order to "excel" some modification has to be made to the system. In other words, the need to turn the University into a stable and excellent institution resulted in an **increased demand for quality.** As a result the identification and review of the operational processes were launched.

The key document on which the quality assurance system is based is the **Quality Assurance Regulation** (hereinafter: QAR). The aim of this document is to define both duties and competencies of particular roles and administrative bodies, and to coordinate actions related to quality assurance in a manner, which is in line with both internal and external requirements. The Quality Assurance Regulation also designates the basic documents and bodies of the University's quality assurance system, which are: the Leadership Declaration; Quality Policy; the QAR; the University's Quality Assurance Committee. Additional documents of the quality assurance system are the Mission Statement and the Quality Improvement Program (hereinafter: QIP), which lays down the quality improvement measures and is developed by taking into consideration the results of IDP implementation and self-evaluation.

The main control over the quality assurance system is in the hands of the Rector while the Vice-Rector for Science in his position of the quality manager of NUPS is responsible for the operation of the quality assurance system. The University Quality Representative coordinates the quality assurance system. The person chosen for this post is an expert in quality assurance, who supports the work of the Rector and the quality manager.

The supervision of the quality assurance system falls under the competency of the Quality Assurance Committee, their work is regulated by detailed rules of operation. The Deans and the heads of the institutes are responsible for quality assurance at their particular faculties and institutes. The Quality Assurance Regulation stipulates that the leaders of all organisational units at NUPS are responsible for maintaining and improving the quality of the processes both within their own scope of authority and at the University as a whole.

## 2.5. Teaching and learning

**NUPS' teaching profile and programs** (see: Annex 2): The NUPS offers undergraduate, graduate and undivided programs in the fields of *politics, technical sciences, social sciences, and economics.*

Doctoral (PhD) programs are offered in *technical and social sciences* while further training opportunities are provided in *politics, economics, and technical sciences.*

At present there are 4 doctoral schools at NUPS: Doctoral School of Military Sciences (hereinafter: DSMS); Doctoral School of Military Engineering (hereinafter: DSME); Doctoral School of Public

Administration Sciences (hereinafter: DCPAS); Doctoral School of Law Enforcement (hereinafter: DSLE), which started its teaching activities in the fall of 2016.

The undergraduate, graduate and further training programs have been developed in consideration of the educational needs of the members of the GB and their client institutions such as the Hungarian Defence Forces, law enforcement authorities, and public administrative bodies. The Institutional Development Plan (IDP) for the 2015-2020 period lays down the dual basis of curriculum development:

- 1) Based on the requirements of the respective career paths, the content and output of the study programs are determined by the controlling authority. However,
- 2) the curriculum and required knowledge base of each program is put together and is validated by the University.

Based on the above mentioned, the University adheres to the following guidelines in the design, development and review/improvement of its study programs, curricula:

- compliance with the legally defined educational and output requirements;
- in line with the trends of the job sector fulfilment of the customers' needs transmitted through the GB;
- application of the European and international standards of higher education;
- integration of the latest scientific results;
- utilization of the results obtained when measuring the students' satisfaction;
- utilization of the results obtained when analysing the students' progress.

Working groups are established for the yearly development and assessment of study programs. The leader of each working group is designated by the Dean of the concerned faculty. Each working group consists of the following members: the teachers of the relevant program; usually one person responsible for the organization of the program; a delegate of the Students' Union; and occasionally an external advisor. The task of the working group is the creation of an educational document with specific structure and content based on the above criteria. The completed document draft is submitted to the Faculty's educational development forum for evaluation. During this phase the professional, content and methodology-related aspects are being discussed together with the program's compatibility with the existing teaching portfolio.

In case of a new program, the submitted document must be accompanied by its cost estimate, which is made by a member of staff from the Directorate-General for Finance in cooperation with the head of school.

The final document ratified by the EDC is first forwarded to the concerned Faculty Council, and then to the Senate. Finally, the Senate's decision sanctioning the new program needs to be approved by the GB before it can take effect.

#### **Student-centred approach in teaching and learning:**

**1. The University provides flexible study routes for students.** Students have the opportunity to complete courses at a different time as it is recommended in their curriculum. In case of optional course modules, the necessary credits can be obtained by completing any optional modules taught at NUPS irrespective of whether the said module belongs to a graduate or an undergraduate program. On account of personal circumstances, serious research or foreign studies, students are entitled for a "facilitated" curriculum. In addition, students may also interrupt their studies several times. Upon authorization from the University, students may once change their study program or area of specialization, or switch from full-time to part-time studies. Doctoral programs mostly involve self-study and individual work.

**2. The University applies several methods to transfer its knowledge and improve competency while at the same time it adjusts these methods to its study programs.** An important aspect of the

creation of study programs is the aim of the teaching activity relevant to a particular program. This aim is formulated with the competency development (of students) in mind, and facilitated by well-tested teaching methods. In case of courses with a large number of students, more “traditional” teaching methods are used for knowledge transfer. For instance, lecture, explanation, description, illustration and representation. In case of courses with relatively few students, practice-based sessions provide opportunity for the application of interactive teaching methods relevant to the content of the course. For instance, document or legal text analysis, presentation, case study, project participation, field work, excursion, training, problem solving, cooperative work, and simulation. The deans and senior lecturers visit the sessions, where they evaluate the work of their colleagues and give recommendations on the application of appropriate teaching methods.

**3. The University encourages students to think independently while maintains the mutual respect between teacher and student. It also provides guidance and support to its students.** According to the Ethical Codex, the purpose of teaching activity is to promote the professional, the personal, and the ethical development of students, and at the same time enable the development of their innate abilities. To this end, teachers, through their behaviour and professional activities, should set a good example to students while keeping in mind and respecting the dependence of students on their teachers. The students should be willing to cooperate with other university citizens, especially with their teachers. The institutions of fostering talented students, the practical elements in the study programs, individual student counselling and the involvement of students in the quality assurance procedure encourage student autonomy, and at the same time ensure the teachers’ guidance and support.

**4. The University uses specific quality assurance processes to evaluate the studies of students.** The requisites for attaining the necessary credits, and the schedule and ways of assessment are defined by the course requirements, which are made available to students. The instructions for the forms, methods and schedule of assessment are described in detail in the Studies and Exams Code (SEC). Assessment occurs both in term time and in exam period in the form of exams.

Both the quality assurance system and the development of each program ensure that, with respect to each module, the material is taught by and the assessment is made by a professional, who is competent in the subject and possesses the necessary competencies for the assessment. The faculties and inter-faculty institutes provide for the training and support of these professionals in different ways taking the particularities of each study program into account.

**The University’s regulations on study requirements extend to all aspects of student life.** The whole body of these regulations is public and is accessible through the University’s web page (see: section on regulations).

**NUPS provides various services for students.** In the training of officers, physical education (PE) is essential. The infrastructure in service of various PE activities provides an excellent opportunity for recreational activities, as well. The modern well-equipped (kitchen, internet access...) dormitories of the University are capable of accommodating nearly 2000 students. Officers in training, who are required to board at NUPS, receive meals free of charge. For civil students meals are available for a reasonable price (approximately 3 EUR). The educational services of NUPS are constantly expanding thanks to extensive IT developments. Among these services, the expanding online library has the most relevance to students. Apart from students with relatively fixed career prospects, students are encouraged to attend our NUPS’ professions and career expo organized every year. In addition, counselling and administration are available to students whole year. Positive trends are the introduction of counselling in mental hygiene, and the Students’ Unions’ online problem solving initiative, a novel online service which addresses quality issues as well. Besides its legally defined duties (provision of an IT system, legal assistance, representation of students’ interest), the Students’ Union (SU) provides an extensive range of services aligned to the traditions of NUPS. Thanks to its close connection with students the SU organizes large scale of events and cultural programs, and also

provides mentoring for 1<sup>st</sup> year students. By means of the Be-Innovative program the SU attempts to make full use of its possibilities with a focus on the implementation of students' ideas while constantly receiving and analysing feedback on its activities.

There are **2 separate students' unions at NUPS**: the Students' Union and the Student Union of Doctoral Students'.

## 2.6. Research

Important elements underlying the quality of the programs are the **high standard research** and the **curriculum development** based on it. According to the archives of the Hungarian Academy of Sciences, the teachers and researchers currently working at NUPS have **more than 4000 publications in a foreign language**, which constitutes 25% of the total number of publications associated with NUPS. In the last 2 years our teachers have given **presentations at more than a 100 different scientific conferences abroad**.

The standards of scientific **values as defined by the research, development and innovation strategy for 2016-2020** are:

- *ascertainment of truth*: ascertaining the laws governing nature and human society corroborates our knowledge, explains the relationships between facts, and as a result enables us to utilize our acquired knowledge for the good of humanity.
- *critical approach*: contrasting our knowledge on society with the results of our research and with prevailing social practices can help us verify our theories in practice.
- *renewal*: the productive application of sciences improves both humanity's relation to nature and the co-existence of individuals in society.
- *freedom of expression*: the free movement of ideas, opinions and knowledge.

Research objectives are defined in 3 areas:

- Research, which legally and effectively support legislation, the development of governmental functions, and the daily activities of the State.
- Raising the standards of higher education through the following: provision of modern textbooks, notes and other teaching implements; developments in methodology in line with the changing social needs; didactic application of scientific results; supporting the emergence of independent individuals.
- Enriching the scientific methodology and know-how in the fields related to public administration.

### Highlighted research areas of NUPS

- a) The kind of **research conducted into "good governance"** provides an example, which should also be adopted into the strategies and methods used in the research of other areas. This research relies on a **system, which measures and evaluates the efficiency of governance** in the various affected areas. (Report on Good Governance)
- b) The system measuring the efficiency of governance in the **areas of public security, law enforcement, jurisdiction/legal certainty, competitiveness of businesses, and the Government's attempt to curb tax related bureaucracy**. The research, which underlines this **impact assessment/measurement system** of public administration, contributes significantly to the renewal of politics, to international discourse, and to state reforms.
- c) Working out the **sciences of governance and comparative governance** in the area of State governance.
- d) Creation of a knowledge base on **local governance**, efficient town organization, and local democracy (Local Governments' Research Centre).

- e) The **renewed research into reforms in legal procedures and arbitration** is of great importance in the field of public administration.
- f) **Increasing the efficiency of public administration** is a common theme in the reforms in Europe's public sector. Research is carried out into ways to **decrease the administrative burden on public sector**, the measurability of "good" and efficient public administration, and the applicability of international methods.
- g) **Personnel policy** in public service consists of the areas of human policy, human resource management, public administrative legislation and work culture.
- h) Representation of the latest schools and research results in the relationship between the State and public administration. The latest developing research areas in public administration are performance management, corporate and individual performance assessment and integrity management.
- i) Conducting research into economic policies and their analysis, and into sustainable public finance and management in light of the increasing role and importance of the **knowledge on public finance and on the economy of the external sector**.
- j) **Digital State**: the direction of the developments at NUPS: As part of the development of the Digital State, conducting international standard research in e-public administration, and developing IT-based specific systems in public administration. Providing educational and research support for local public administration, especially in connection with the development of governmental helpdesks, with a view to improving administrative culture and cutting back bureaucracy. Following international trends and the examples of **innovative programs in public service** (OECD programs, European Public Sector Award program) NUPS is gradually becoming a leading research hub both in Hungary and internationally.
- k) Several faculties of the NUPS conduct teaching and research in the areas of **cyber security** and **information security**. Building on its synergies the University has become Hungary's primary research hub in the area of cyber security. (**NUPS Cyber Security Academy**)
- l) **Military research** at the NUPS is directed at three main areas: military theory and warfare; home defence and good governance; transdisciplinary research. Among these six directions of research have been designated: strategic leadership; military forces of the future; challenges of hybrid warfare; human affairs in the military; application of modern technologies in warfare; regional and geopolitical crises. It is of great practical and theoretical importance that research activities are in line with the strategies, objectives and activities of both NATO and the EU.
- m) The NUPS is Hungary's sole research institution in the field of **law enforcement**. Research at international level are mainly conducted in collaboration with the European Police College (CEPOL). The University applies a novel "administrative-sociological" approach to its **research into the ways to counter corruption**, and into integrity issues. For the sake of improving its scientific potential in law enforcement, NUPS has made significant investments in its infrastructure and research development. NUPS has produced significant results in its research relating to criminalistics, forensic sciences, and ways to counter organized crime. NUPS is also in the process of establishing a network for teaching and research in behavioural sciences both at national and at international levels.
- n) **Migration** has turned into a phenomenon which influences the future of both Hungary and Europe. For this reason NUPS and its institutions have been researching the problem of migration on several levels. This research is integrated into the overall development strategy of the University. In Hungary, only NUPS offers a degree related to migration. In addition, through the founding of the Inner Security Found, NUPS has been researching the application of robotics in border control, and the ways to prevent the deportation of under-aged migrants.
- o) The curriculum of the International and European Studies program is centred upon the following topics: **security and defence policy, minority rights, regional studies (America Knowledge Centre, China Knowledge Centre)**. The research in global and regional tendencies extends to fields of **global economy, foreign economic policies and European studies**. There are

specific research centres, each focusing on a particular region, country or culture. In the Hungarian media, the NUPS is gradually becoming the expert in most international topics.

p) In the area of **water management**, research is aimed at answering the challenges related to climate change, to the protection of both natural and built environment, and to the preservation of water resources. The primary tasks is to anticipate the negative impacts of potential, natural catastrophes resulting from human activity, and to effectively control and repair the caused damages.

q) In connection with **sustainable development**, NUPS has a long history in the research related to water security and climate change. Capitalizing on its research capacity and international connections, **NUPS' Institute for the Study of Sustainable Development has become a recognized research hub in the field**. The research of the Institute covers the following topics: preservation and supply of drinking water; natural environment; climate; food and energy security; social resources; the culture of sustainable lifestyle; transformation of attitudes.

In order to finance research activities, special bodies have been established at NUPS: the **Research Council** and its research colleges, each responsible for a particular research area. At NUPS, the research proposals of teachers and researchers are subjected to a multi-stage procedure, and need to be approved by the concerned research colleges, the concerned faculty and the Research Council as well.

At NUPS, special **inter-faculty institutes** ensure that research activities remain coordinated and focused. The inter-faculty institutes are: Institute for Research and Development on State and Governance; Institute of Disaster Management; Institute of National Security.

**NUPS is active in the fostering of talents**. The students' research is conducted at scientific student circles and professional colleges, where students have the opportunity to immerse themselves in their topic of choice.

As a result of NUPS' talent nurturing, and with the support of their teachers, our students frequently participate in competitions organized by the National Scientific Students' Associations Conference.

Through its doctoral schools (Doctoral School of Military Sciences, Military Engineering, Public Administration Sciences, and Law Enforcement) NUPS has awarded **53 PhD degrees** since 2015.

In conjunction with 12 other Hungarian universities, *NUPS operates 16 research institutions in the field of public administration*. From the said universities, there are presently 19 teachers and researchers participating in the doctoral and post-doctoral programs of NUPS. With respect to the remaining research programs of the University, there are *close to 250 researchers employed either by the Hungarian Academy of Sciences or by other Hungarian universities*, who participate in these programs.

## **2.7. Services provided to society, participation in society.**

The basic and research activities of NUPS **directly support the strategies directed at the modernization of the State, and at the development of both public service and its career prospects**. As a professional contributor NUPS **participates in numerous government and public service related tasks** including:

- State reform II. program;
- Government's public administration development strategy for 2014-2020;
- Personnel related strategies in public administration such as career development programs in the areas of national defence and law enforcement;
- Anti-corruption strategies;

- Tasks related to information and cyber security in public administration;
- Tasks related to disaster relief.

**The primary asset of the NUPS is knowledge:** the intellectual properties created by the citizens of the University through their teaching and research activities. Intellectual property should be made accessible as much as possible (open access) with the full use of the possibilities provided by the IT sector. The knowledge accumulated by NUPS should be made available to students, civil servants, and the academic community. The currently running “developing the intellectual property of public service, and facilitating access to knowledge” **project’s** aim is to establish a nation-wide network for knowledge transfer and competency development. In the development of this network, the role of the University Library is essential. The aim is to create a “smart library”, whose function is to disseminate knowledge content, which is either produced or accumulated by NUPS and its library, in the academic world and in the sphere of public administration, and to do this in accordance with the teaching and research portfolio of the University. By expanding its digital content and joining various international services (WorldCat, Scopus, Webscience ...) the University is aiming for the following: to create a scientific archive; to create, digitally analyse, and store collections (for example: Collection on Regime Change). The physical foundations of the “smart library” have already been laid down at Ludovika Campus while the respective content of each faculty is transferred to the library in parallel with the relocation of the faculty.

Since attendance of **Ludovika Open University’s** programs and of the **Ambassador’s Forum** is unrestricted, anybody irrespective of their social background is able to receive knowledge in various scientific areas. The **museums** operated by NUPS (permanent exhibition on officer training in higher education and News museum) and the **building management** located in the historically protected main building also serve to educate and provide information.

## 2.8. Internationalization

In international higher education there is a **delicate balance between competition and cooperation**. The competition is for students and research resources. The later cannot be acquired without cooperation as is shown in the growing prevalence of successful international research projects. **At NUPS holds that only through international cooperation can an institution achieve international success in higher education.** Cooperation is mainly carried out along **research and teaching networks**. Such networks form the basis for establishing research connections, collaborations, and joint projects. The “*soft*” area of cooperation consists in increasing cultural and educational variety through expanding mobility. In its existing partnerships with internationally high-ranking universities and international organizations/institutions/networks, NUPS are primarily looking for possibilities for joint research. **As an open, welcoming and mobility friendly institution with a curriculum which admits of credit transfer, the University are constantly striving to put these qualities into practice as much as possible.**

Its extensive **international connections in public service** give NUPS a comparative advantage over other Hungarian universities. These connections are based on the main tasks of the University, and are special compared to the kind of research and teaching connections typical of universities. Cooperation between NUPS and EU institutions relates to vocational training programs while cooperation with embassies accredited to Hungary focuses on knowledge management and the organization of programs and conferences for professionals. NUPS actively participates in the collective work of the OECD<sup>7</sup> and the European Public Administration Network (EUPAN) in the course of which governments receive advice on their work and activities connected to public administration are monitored and evaluated. NUPS represents Hungary in the management of the European

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<sup>7</sup> The NUPS is a founding member of the **OECD Global Network of Schools of Government** (established in 2014), which is a platform of teaching and research connecting almost 100 governmental universities across the globe.

Institute of Public Administration (EIPA), where it seeks cooperation and makes use of the Institute's capacities in favour of developing public service training in Hungary. The University also maintains a close relationship with NATO and its allied military organizations and with the European Security and Defence College (ESDC) in the field of military science. In the field of law enforcement, the University cooperates with the CEPOL in organizing various graduate programs.

NUPS' **Institutional Development Plan (for the 2015-2020 period)** prescribes that the University must perform well when subjected to international higher education external evaluation.

Since 2013 NUPS has been a member of the European University Association, which runs **one of Europe's most well-known and best recognized institutional evaluation program**. NUPS applied for the evaluation round 2017-2018 and has been accepted to participate in the program (Institutional Evaluation Program, IEP). As a full member of the International Association of Universities (IAU), the University intends to **implement the IAU's international institutional evaluation program** as well.

In 2015, in cooperation with 6 European universities and CEPOL, NUPS started the **Policing in Europe English-language joint graduate program, which is also accredited by Spain**. The first graduates, who came from 27 countries, received their degree at NUPS in October, 2017. **In 2015, the University started the International Relations of Public Service** English-language program for which more and more foreign students are applying. The commencement of the following graduate programs is under way: **Public Administration in Transition** Hungarian-Lithuanian-Polish-Estonian joint program; **Cybersecurity** program; **International Water Governance** program. According to the electronic education record system, between the academic years 2011/12 and 2016/17 the **number of subjects taught in a foreign language had risen from 69 to 265**, which constitutes a significant increase. At the same time, the number of foreign students had risen from 32 in 2012 to 161 in 2017.<sup>8</sup>

**At present, NUPS maintains 109 active partnerships with European universities, and 39 active partnerships with universities outside of Europe.**<sup>9</sup> Our university is the **3<sup>rd</sup> among Hungarian universities based on the international (excluding Europe) Erasmus ranking in the mobility of students and teachers**. **In 2016, NUPS received the most funding for improving mobility** among Hungarian universities. In the last two terms, 42 foreign universities from 37 countries sent students to study on NUPS' English-language programs including 30 PhD students.

Further important partnerships:

- **Central and Eastern European E-Governance (CEE e-GOV) program;**
- **Network of Institutes and Schools of Public Administration in Eastern and Central Europe (NISPAcee);**
- **Eastern Partnership Cooperation in the Fight Against Irregular Migration;**
- **Network of Directors of Institutes and Schools of Public Administration (DISPA);**
- **European Security and Defence College;**
- **European Group of Public Administration (EGPA);**
- **European Institute of Public Administration (EIPA);**
- **European Decision Science Institute (EDSI);**
- **Transatlantic Policy Consortium (TPC);**
- **International Association of Schools and Institutes of Administration (IASIA);**
- **International Institute of Administrative Sciences (IIAS);**

<sup>8</sup> For relevant data, see: Annex 9.

<sup>9</sup> Some notable numbers by country are: Poland (13); Germany (12); United Kingdom (4); China (9); USA (2); Russia (2); Israel (1).

- **International Military Academy Forum (IMAF);**
- **FOURLOG Logistic Training and MAGLITE Multinational Joint Logistics Exercise;**
- **Association of European Police Colleges (AEPC);**
- **European Border and Coast Guard Agency (FRONTEX);**
- **George C. Marshall European Centre for Security Studies;**
- **Central European Forum on Military Education (CEFME);**
- **European Consortium for Political Research (ECPR).**

The Vice-Rector for International Affairs is responsible for the internationalization of NUPS. In its work, the Vice-Rector is supported by the International Relations Office and by the international Vice-Deans of the respective faculties.

### **3. Quality assessment at NUPS**

The IDP for 2015-2020 lays down that NUPS is committed to follow the **Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)**.

The validity and recognition of the degrees awarded by NUPS are based mainly on the 5 “spheres” of their accreditation as below:

- international organizations and partner institutions;
- NUPS’ bodies responsible for quality assurance: Doctoral Council; Habilitation Board; Academic Council; Educational Development Council; Quality Assurance Committee;
- Hungarian partner institutions including the Hungarian Academy of Sciences;
- job sector: in case of the NUPS, the demands of the public sector are of main interest. Nonetheless, several of our graduates are employed in the private sector as well;
- **official accreditation** issued by Hungary’s Educational Authority and the Hungarian Accreditation Committee (HAC) .

Although the accreditations issued by the above 5 “spheres” are not equivalent, they are interdependent. During **official accreditation**, the inner quality assurance system and the operation of its functional – evaluation, qualification – bodies are being evaluated. In addition, the degree of international recognition, the labour market and employment conditions are also examined and taken into account. The customers have an enhanced trust in the HAC accredited study programs and rate them very highly. Lastly, the recognition of NUPS by its partner institutions, is a fact which has an impact on all the 5 “spheres” of accreditation.

At present, NUPS’s quality assurance system focuses on assuring quality. However, this **system is being further developed into a quality management system**, which is more cause, value, result and impact oriented. As a first step, in 2016, the University began to map its value creating, management, support and output related processes based on which the University’s Quality Assurance Regulation is currently being transformed into a Handbook of Excellence. In 2016, as part of the “Development of the Centre of Excellence in Public Service” sub-project, a new organisational unit, the Centre of Excellence in Public Service (CEPS) was established. One of the main areas of expertise of the Centre is university level quality management with the task to develop the quality management system. This system is expected to get into operation in the course of 2018, so as from January 1st, 2019 the CEPS will be responsible for operating the system.

The Quality Assurance Regulation specifies what actions are being implemented by the NUPS during the different phases of the PDCA cycle.

#### **3.1. Strategy planning**

The operation of NUPS is based on the planning, implementation and realization of its strategies. In order to achieve its goals, NUPS relies on effective identification, planning and control mechanisms. The basic document of the NUPS' development is the IDP, which lays down the following:

- vision of the University, and the milestones of its realization;
- correlations between the interests/needs of public service and the development in education and research;
- the connection between research requirements and the University's research capacity;
- the overall development strategy of NUPS;
- the principles of measureable quality and the directions of quality development;
- tools and methods for the development.

The first IDP ran from 2012 to 2015. The second IDP for 2015-2020 has been aligned to the current strategic and development phase of the EU, which remains in effect until 2020.

During the IDP for 2012-2015, NUPS produced the following **strategically important results**:

1. Mutual respect and efficient cooperation were established between the University, the controlling authority and various public bodies.
2. Both the University's management and its teaching/research development share the same approach and are driven by common goals and interests.
3. The University's teaching portfolio was clarified and modernized, and several new study programs were developed and introduced.
4. The University has become Hungary's primary institution in the training and further training of civil servants.
5. Integration created "inter-faculty" institutes: the Institute of Political Science was established in order to coordinate and integrate the research of the different faculties and institutes;
6. Inner cooperation resulted in joint programs: joint study programs, joint public service training, and cooperative internationalization.
7. Within its field of science, the University has achieved leading role in talent nurturing.
8. A unified university culture has been developed with common symbols, marketing policy, and events.
9. The integration of the predecessor institutions was carried out without harming their basic values.

Nonetheless, at low and medium levels, the integration of processes still has room for improvement. For this reason, the University should continue to increase the level of integration among its numerous sub-units, and should remain devoted to the common values and goals.

**Each IDP is outlined and approved through a long consultation process. The draft plan created by the Planning Committee is evaluated by the Faculty Councils, the Rector Council, and lastly by the Senate. Then, the final plan is submitted to the GB for ratification. The current IDP was ratified by the GB without amendments.**<sup>10</sup>

There are three specific strategies related to the IDP:

- research, development and innovation strategy for 2016-2020
- IT strategy for 2017-2020 called "Transition to the digital era"
- Sport strategy for 2017-2020

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<sup>10</sup> The IDP declares that "in accordance with Act X of Basic Law of Hungary, the NUPS shall be the institution of the freedom of teaching, learning and scientific research. In deference to NUPS' autonomy as a university, the controlling authorities shall take into account and respect the directions of teaching and research set by the NUPS. The NUPS shall be fully devoted to teaching and research: through developing public administration, it shall contribute to the common goals of the European integration, and shall promote international peace, security and solidarity."

Through the establishment of the Smart University, the NUPS' IT strategy (the **Digital Strategy**) aims at revealing to university citizens the directions and methods of digital transition.

### **3.2. Self-evaluation**

In higher education, the basis of quality lies in the adequate system and culture of self-evaluation and self-correction.

During self-evaluation, feedback on the realization of set goals is collected. In its quality-centred management, the University evaluates the results on continuous basis, sets new goals/targets to improve their quality and defines indicators for measuring the attainment of the goals set. In the past, the aim of the University with this procedure was only to comply with regulations and specifically to meet accreditation requirements.

In order to carry out its assessment-evaluation procedures including its yearly self-evaluation against a common set of criteria, the University has developed an electronic platform, the Quality Assurance Analysis and Evaluation System (QAAES). This on-line IT platform, besides supporting self-evaluation both on the level of faculties and on university level, is also capable and used to compare – from year to year – the results gained from these individual self-evaluation procedures. During NUPS' accreditation in 2016, the University's self-evaluation was accomplished through the QAAES.

On a yearly basis, the University monitors the completion of the strategic goals relating to quality management as part of its yearly self-evaluation. The check on the fulfilment of goals set out in the QDP for 2017 and based on this evaluation the formulation of recommendations for modifications and areas for improvement is expected to take place in the 1<sup>st</sup> quarter of 2018.

### **3.3. Surveys**

In order to constantly monitor the satisfaction level of its current and former citizens and to receive feedback from the job sector on the performance of its graduates, NUPS frequently asks its citizens to complete satisfaction questionnaires/surveys through the Neptun and the Evasys systems. Participation in these surveys is voluntary and anonym.<sup>11</sup>

A report is made on each completed survey and is submitted to the Rector Council for evaluation. Based on the report, the RC formulates an action plan, which lays down the foundations of potential interventions. In this way, the leaders of the concerned bodies of NUPS are informed and able to answer the needs and requirements of those having completed the said survey. Taking these surveys into account, new actions are introduced into the QIP. The (success of the) implementation of the quality improvement measures is evaluated by the Quality Assurance Committee.

The last student survey conducted in 2017 showed that 2 out of 3 teachers at the NUPS possessed good teaching skills, were well prepared for their lessons and were exceptionally helpful. Overall, 70% of the teachers were rated either "good" or "exceptional" by students.

## **4. Strategic management and adaptability: how the University transforms itself for the sake of development**

Reference has been made in different parts of this report to essential changes that should be key points in the strategic management of the coming years. A summary of them is provided below:

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<sup>11</sup> For more information on these surveys, see: Annex 10.

The key challenge of NUPS is to balance two opposing areas: 1. providing for the educational and recruitment needs of Hungarian public service by using a comprehensive approach; 2. at the same time, excelling in research and innovation focusing on governance, and public sector development by anchoring its activities in international discourses, networks and the broad ecosystem of academic knowledge creation. Point (1.) is executed by aligned strategic systems of leadership, planning and systematic control, while (2.) is ensured by autonomous research, faculty promotion, and pluralism of working routines and methods.

Strength in this system lies in the integrated and aligned leadership and governance structure extending from “top to bottom”. Supervisory board, Rector and Vice-Rectors, Deans and Departments plan and execute strategies in an integrated, coordinated and well-regulated/monitored system. Both internally and externally NUPS is a well-integrated university with strong institutional cultural elements and identity. Organizational units of the University have established an ***intense relationship with their internal and external environment***. Departments, institutes and other organizational units are generally able to react fairly quickly to environmental signals.

However, relevant data show that greater harmony needs to be achieved in the autonomy of knowledge creation and research. Several mechanisms and ***endeavours of institutionalization*** have been implemented ***for ensuring autonomous academic work***. These are: systems of academic career progress; membership in international institutions and maintaining dialogues; continuous development of English-language courses; regular employment of foreign visiting professors; raising the number of exchange students; mobility programs; bi-lateral cooperation; running independently accredited doctoral programs; ***increasing academic and international visibility and transparency***.

***Cooperation with stakeholders and partners*** is a key strategic feature and unique institutional characteristic of NUPS. This is essential in those areas where the university has a monopolistic market position such as in the continuing education sector of public service development -with the exception of specialized trainings (military, law enforcement, national security...).

The research incentive system as well as the personal and organizational conditions should be improved in order to be able to enhance the scientific prestige of the University and to ***increase the volume, the quantity and the quality of scientific research outputs***. Increased emphasis needs to be given to financial recognition and motivation – coupled with developmental opportunities - of scientific activities.

However, it is important to point out that NUPS given its special mission will always have the responsibility to provide high quality education in such unique fields as military and law enforcement training, a fact which limits its classic academic autonomy. This is essential in some special undergraduate, graduate and further training programs. However, it is less relevant in doctoral education, in general management and leadership programs and in the standard fields of social sciences. Therefore, ***the harmonization of the “top to bottom”, integrated institutional structure with the individual initiatives and the independent needs of academia should be considered as an inherent feature of the NUPS***.

Given its unique nature as an academic institute, the NUPS applies diverse strategies to establish partnerships. Being aligned with top-level initiatives, partnerships flourish on faculty and in cases on departmental levels. This is a feasible way to harmonize the disciplinary pluralism and diversity with the integrated strategy.

NUPS’s key strength and guarantors for continuous development and learning are its:

- systematic strategic planning and monitoring mechanisms,
- quality assurance and management systems,

- pluralist governance structure as far as supervisory board is concerned,
- pursuit of independent domestic and international accreditations.

The SWOT analysis provided below helps to clearly identify strategic focus points of the University, and then derive an action plan based upon the analysis.

### Conclusion

<b>STRENGTHS</b>	<b>OPPORTUNITIES</b>
<ul style="list-style-type: none"> <li>• definite medium-term strategic goals, strong university values, stable quality policy (Institutional Development Plan 2015-2020)</li> <li>• strong identity of the University and its faculties, professional ethos</li> <li>• high number of applicants, increasing student interest in the University</li> <li>• student excellence, scientific results</li> <li>• qualified teachers</li> <li>• significant degree of cooperation of professionals/teachers in the governmental/public administrative tasks (codification, organizational development, strategic planning)</li> <li>• high level of student satisfaction</li> <li>• high level of career motivation among students and systematic career management on military and law enforcement programs</li> <li>• extensive and high standard professional college and student circle activity</li> <li>• high standard ICT-based technical teaching ability in further training (e-learning, on-line teaching)</li> <li>• diverse and close professional relations in public service</li> <li>• dynamically improving relationship building and participation in European and international associations in higher education (IAU, EUA)</li> <li>• joint public service training</li> <li>• in connection with governmental/public administrative tasks (codification, organizational development, strategic planning) channelling the cooperation of professionals into scientific publications and study program development</li> </ul>	<ul style="list-style-type: none"> <li>• becoming a public administrative centre of excellence, national network of state-focused transdisciplinary research, exploiting research synergies between universities</li> <li>• connecting applied research in social sciences with state reform and with the centre of impact assessment in public administration (Good Governance Research)</li> <li>• as an important actor of programs on state reform and public service development, strengthening research potential and research relations</li> <li>• coordinated improvement of research, knowledge development and education</li> <li>• international accreditation of the NUPS' study programs (CEPOL, EAPAA, ISACA)</li> <li>• development of new foreign-language programs and new joint programs</li> <li>• new scholarship programs (Erasmus+, SH), further expansion of university mobility outside Europe</li> <li>• adoption of effective ICT-based teaching technology and teaching methods used in public administrative further training into "gradual" study programs</li> <li>• extending cooperation with Hungarian partner universities in the area of further training</li> <li>• improving joint student training programs in public administration, attaining coherent and collective knowledge and experience in public administration</li> <li>• the collective and integrated development of unconnected library services</li> <li>• collective campus for Hungarian and foreign</li> </ul>

	<p>students, community experience, development of services for students</p> <ul style="list-style-type: none"> <li>• introduction of performance evaluation and career planning for employees</li> <li>• development of a collective and integrated information system</li> <li>• improving the content of the University's joint module</li> <li>• improving the system for the student's evaluation of teaching activities</li> </ul>
<p><b>WEAKNESSES</b></p> <ul style="list-style-type: none"> <li>• assessment of teaching performance is not systematic</li> <li>• unconnected information and data systems</li> <li>• low level of international R+D activity</li> <li>• low citation rate (MTMT) among teaching/research staff</li> <li>• the international positions of NUPS' publications are weak</li> <li>• infrequent human policy planning and career support at faculties</li> </ul>	<p><b>THREATS</b></p> <ul style="list-style-type: none"> <li>• decrease in the number of students due to long-term demographic recession, student migration to Western-European universities, attraction of competitive sector and foreign work opportunities</li> <li>• less attractive teaching/research career prospects at home</li> <li>• decrease in the number of applicants for doctoral programs (shrinking supply of researchers)</li> <li>• relatively homogenous (profession-wise) teaching/research staff with low mobility</li> <li>• contrast between the teacher's attitudes/traditional teaching and the digital learning habits/abilities of the younger generation.</li> <li>• security challenges for the IT system of the NUPS</li> </ul>

With respect to the identified areas which need improvement information can be found in the relevant strategies and in their action plans.

**Budapest, 12.2.2018.**

**Dr. habil Györgyi Nyikos**

**Chair of the Self-Evaluation Group**

**Prof. Dr. András Patyi**

**Rector, National University of Public Service**

## Annexes

### Annex 1. – Autonomy assessment of the Hungarian institutional system in higher education (EUA Autonomy Survey III).

- **23rd** in Organisational
- **28th** in Financial
- **22nd** in Staffing
- **16th** in Academic

#### Recent developments:

- Creation of the position of chancellor in 2014 with large responsibilities including staffing and finances. Position directly appointed by the Prime Minister
- Since 2015 possibility for universities to undergo programme accreditation with any ENQA-member organisation (Bachelor and Master levels)
- Restricted capacity for universities to set the level of fees applying to national and EU students enrolled on a fee-paying basis

#### **Organisational autonomy: medium low**

The selection and dismissal of the executive head is confirmed by the President of the Republic. The law also prescribes selection criteria and the maximum term of office. External members forming the board-type of governing body are appointed externally. Hungarian universities are constrained in their capacity to organise themselves by the newly established position of chancellor, appointed by the Prime Minister, with extensive decision-making powers.

#### **Financial autonomy: low**

Universities cannot freely allocate public funding internally. They may not borrow funds and require the approval of external authorities to sell buildings. Universities may set the level of fees under a fixed ceiling, for those students who are not allocated a state-funded study place. Financial matters at the university are now fully overseen by the chancellor and the consistory.

#### **Academic autonomy: medium low**

In academic terms, Hungarian universities have more autonomy than in 2010 thanks to the opening-up of programme accreditation to EQAR-registered foreign bodies. Admissions remain controlled externally at Bachelor level and programme accreditation is mandatory. Universities can design the content of their academic programmes and choose the language of instruction.

#### **Staffing autonomy: medium low**

There has been little change since 2010 and the constraints associated with the civil servant status of the university staff remain. Salary levels are regulated via set minimum and maximum salaries. Final decision-making powers with regard to recruitment, salaries and promotions now rest with the chancellor appointed by the Prime Minister.

**Annex 2. - NUPS' teaching profile and programs**

Field of Education	Field of higher education (clause 3 of NUPS Act)	Unit responsible for the education	Number of continuing programs (term 2017/2018)			Controlling minister
			Undergraduate education	Graduate education	Specialized further training	
political science	<i>political science and public administration</i>	FSPGA	1	2	13	Minister of Justice and Minister of National Development jointly
	<i>military</i>	FMSOT	3	3	1	Minister of Defence
	<i>international and European public administration</i>	FIES	2	3	1	Minister of Justice and Minister of National Development jointly
	<i>law enforcement</i>	FLE	5	2	6	Minister of Interior
		IDM	1	1	0	Minister of Interior
<i>national security</i>	INS	1	1	0	Minister of Interior and Minister of Defence jointly	
technical science	-	FMSOT	0	1	0	-
	-	FWS	2	0	5	-
social science	-	FIES	0	1	0	-
<b>In total</b>			<b>15</b>	<b>12</b>	<b>26</b>	<b>53</b>

### **Annex 3 – Institutional Development Plan of NUPS**

#### **Institutional Development Plan in Hungarian higher education**

Under Act CCIV of 2011 on national higher education higher education institutions are required to prepare an Institutional Development Plan (IDP), whose approval falls under the competency of the Senate.

The IDP is a tool for strategic management. The IDP sets the guidelines based on which institutions should designate those development directions and goals for the realization of which they intend to apply for state aid. When designating strategic goals, institutions should also take into account the controlling authority's national-strategic objectives and proposals related to higher education.

The IDP is for medium-term with a minimum duration of 4 years. The performance of tasks is organized by year, and state subsidies are granted based on the performance of these yearly action-plans. Each institution is expected to fulfil the tasks and achieve set results undertaken in the context of the IDP.

#### **Institutional Development Plan of NUPS**

##### **(abstract)**

The current IDP of the University has a duration of 5 years: the plan sets tasks for the 2015-2020 period. Progress made in the performance of these tasks is assessed in the 1<sup>st</sup> quarter of a given year at the Rector Council's sessions, where a declaration on the results is also prepared and then submitted to the Senate. The final IDP amended according to the modifications of the Senate is approved by the Governing Board.

##### **Aim and content of the Institutional Development Plan (IDP):**

**The IDP provides a framework for both the controlling authority's strategic, public administrative objectives and their supporting university development plans. In addition to the basic concepts of measureable quality, it contains the directions and underlying values of the planned developments.**

The IDP' **aim** is to ascertain:

- the University's vision and the milestones of its execution;
- the connection points between the values and needs of public administration and teaching and research development;
- the relation between the research needs connected to the tasks, organization and function of the State and the University's research capacity;
- the University's national and international development strategy;
- the basic concepts of measureable quality and the directions of planned quality improvement;
- the tools and methods of the development.

Among others the following is included in the IDP: NUPS' vision and mission; fundamental elements of the strategy for 2015-2020 period; description of the strategic environment and its challenges; underlying values of NUPS' development; directions and targets of NUPS' development; main development processes aligned to strategic directions and implemented in order to monitor the IDP's execution; strategic results of the previous IDP for 2012-2015.

#### **STRATEGIG GUIDELINES FOR 2015-2020**

**The task of the National University of Public Service:**

- **to build a state with good and efficient governance, which is capable of meeting the challenges of the 21st century, and to create a committed public service with the instruments of education and science;**
- to provide public service oriented training for youths based on modern and complex knowledge and stable moral values;
- to participate in the further training of professionals in public administration;
- to produce partly through international cooperation results, which support the capabilities of the State, efficient governance and the values of public service;
- to assume a leading role in international cooperation in Hungary through introducing prevalent international partnership practices into Hungarian public administration.

In the field of European higher education, the University is fully committed to the **standards and guidelines of quality assurance**. As a participant of the Hungarian higher education system, the **University follows both the legal regulations governing universities and governmental goals connected to public administration**. Furthermore, the NUPS realizes those **special objectives and additional tasks** which are assigned to it by Hungarian law. Regal regulations provide a framework for teaching and research activities, which are primarily directed at the **production of values**.

The NUPS' activities are based on the **collective value system of good governance, good public administration and good state**, a system which the University constantly endeavours to support and uphold.

#### UNDERLYING PRINCIPLES OF NUPS' DEVELOPMENT

**The fundamental question surrounding the development planning of the University:** what aspects of NUPS' basic activity might contribute to values and progress, and in what manner these aspects should be changed in order to achieve this? The attainment of excellence, high standard and quality requires the clear comprehension of the underlying values. Actual progress is indicated both by the relation between values and their assigned targets and by their quality-based measurability. The discernment of the underlying values and relevant quantitative parameters should be carried out through the following areas: teaching, research and their correlation; curriculum development; institutional function; efficiency in cooperation.

The **University's quality indicators** and their assessment are based on the following **indicator system**:

Area	Number	Indicators
EFFICIENCY IN COOPERATION	1.	Increasing the number of publications and programs realized through the cooperation of Hungarian institutions (universities, public administrative institutions).
	2.	The number of publications and programs realized through the international cooperation of institutions.
	3.	Increasing the amount of R+D funds obtained through cooperation among Hungarian institutions.
	4.	Increasing the amount of R+D funds obtained through international cooperation among institutions.
EDUCATION	1.	Increasing the proportion of BA/MA applicants whose 1 <sup>st</sup> choice is the NUPS to accepted applicants.
	2.	Increasing the number of foreign students.

Area	Number	Indicators
	3.	Increasing the number of credits obtained by NUPS' students while attending foreign programs organized within the framework of inter-institutional agreements.
	4.	Increasing the number of foreigners obtaining a PhD degree at NUPS.
	5.	Increasing the number of academic subjects taught in a foreign language.
	6.	Increasing the number of single/joint/double degree programs taught in a foreign language.
	7.	Improving the students' (educational) satisfaction index.
EDUCATION	8.	Improving the satisfaction index of public service employers.
	9.	Decreasing the unemployment rate among graduates.
	10.	Decreasing the number of employees leaving the public service sector.
	11.	Increasing the number of participants in Scientific Student Association Conferences and Pro Scientia award winners.
	12.	Increasing the number of students of professional colleges.
	13.	Increasing the number of BA/MA pre-degree holders.
	14.	Increasing the ratio of PhD holders to PhD students.
	15.	Increasing the selection of further training programs in public service.
	16.	Increasing the satisfaction index of further training in public service.
	17.	Decreasing the proportion of students discontinuing programs.
	18.	Decreasing the proportion of students failing to obtain their degrees on account of not having a foreign language certificate.
RESEARCH CAPACITY	1.	Increasing the number of newly habilitated teachers and teachers with a new DSc degree.
	2.	Increasing the proportion of teachers with PhD or DSc degrees among the total number of teachers.
	3.	Number of newly designated professors.
	4.	The proportion of professors among teachers.
	5.	Rankings of teachers'/researchers' publications in their respective fields of science.
	6.	Increasing the teachers'/researchers' publications in journals based on classification of the Hungarian Academy of Sciences.
	7.	Increasing the independent quotations of teachers/researchers
	8.	Increasing the total number of publications of teachers/researchers
	9.	Increasing the number of monographs and scientific books written by teachers/researchers
	10.	Increasing the number of scientific publications by teachers/researchers published abroad.
	11.	Publications by our teachers/researchers published in foreign language in Hungary.
	12.	Increasing the proportion of R+D funding within research spending.
DEVELOPMENT	1.	Number of new teaching material.

Area	Number	Indicators
	2.	Number of new electronic teaching material.
OPERATIONAL EFFICIENCY	1.	Increasing the ratio of number of teachers per administrative capacity.
	2.	Increasing the ratio of number of students per administrative capacity.
	3.	Increasing the proportion of income in relation to state aid.
	4.	Improving the satisfaction index of services.

## STRATEGIC DIRECTIONS AND OBJECTIVES OF NUPS' DEVELOPMENT

**I. Efficient cooperation:** cooperation is a value and an aspect of culture in which the NUPS must set an example in public service.

**II. University of political science:** in conjunction with Hungarian and international academic institutions the NUPS should re-establish the position of political science within the system of social sciences.

**III. Public service development 2020:** in the 2014-2020 development phase the financial framework and resources for the development are secured by the Public Administration and Civil Service Development Operational Programme (KÖFOP) sanctioned by the Government. In the framework of KÖFOP the University intends to execute 2 complex projects, titled "A development of public service in the field of complex competency, model career, and teaching technology" and "Public service development as basis of good governance". Alongside these projects, the University aims at developing teaching technologies with a view to the objective of the KÖFOP program which is to establish and maintain a service-oriented state.

**IV. Excellent training and further training:** as far as educational development is concerned, the NUPS's mission is to provide a firm training and further training basis for career paths and developments in Hungarian public service.

**V. Productive research:** the shaping of the research strategy, research priorities and the system controlling these processes should be viewed in the light of the notion of transforming the NUPS into an university of political science.

**VI. International quality:** in connection with the NUPS' performance, strengths should be indicated and weaknesses should be identified and improved by means of internationally compatible measurements.

**VII. Modern infrastructure and services:** establishing a modern infrastructure; developing and disseminating intellectual assets; improving IT capacity and services; developing additional student services (student counselling, alumni community in favour of maintaining connection between the NUPS and its former students).

**VIII. Sensible institutional operation and "good governance":** the NUPS has a unique operational-management model, which needs to be developed into an efficiency model of public finance, a task entrusted to the Rector and its management.

**IX. Culture of quality and excellence:** the NUPS must function within the complex and coherent system of quality regulations. The basic document of the quality assurance system is the Quality Improvement Program, which contains the long-term, quality-centred principles of operation (quality policy), and improvement plans directed at the realization of these principles. **The University must prove itself in the Hungarian and European accreditation system at the same time. Setting a good example for Hungarian public institutions, the NUPS should excel in the culture of quality and excellence.**





**Annex 5 – Number of students and student demography**

5a – by faculty

FSPGA 2017-2018/1								
Denomination	Level of education					Mode of study		In total
	Undergraduate programs	Graduate programs	Specialized further training	Undivided programs	Doctoral programs	Full-time	Part-time	

**Age group**

18-21	641	5	1	100	0	710	37	<b>747</b>
22-25	249	101	110	32	9	287	214	<b>501</b>
26-29	104	22	298	17	17	33	425	<b>458</b>
30-34	105	11	315	18	15	12	452	<b>464</b>
35-39	66	11	411	4	9	4	497	<b>501</b>
40 or above	142	17	1354	18	18	7	1542	<b>1549</b>
In total	1307	167	2489	189	68	1053	3167	<b>4220</b>

**Place of birth**

Hungary	1273	167	2489	189	47	1004	3161	<b>4165</b>
Abroad	34	0	0	0	21	49	6	<b>55</b>

**Type of secondary school\***

High school	242					203	39	<b>242</b>
Vocational high school	48					10	38	<b>48</b>

FMSOT 2017-2018/1								
Denomination	Level of education					Mode of study		In total
	Undergraduate programs	Graduate programs	Specialized further training	Undivided programs	Doctoral programs	Full-time	Part-time	

**Age group**

18-21	221	0	0	0	0	221	0	<b>221</b>
22-25	109	1	0	0	4	106	8	<b>114</b>
26-29	17	0	1	0	30	24	24	<b>48</b>
30-34	2	2	0	0	33	5	32	<b>37</b>
35-39	8	19	0	0	22	22	27	<b>49</b>
40 or above	17	16	12	0	62	34	73	<b>107</b>
In total	374	38	13	0	151	412	164	<b>576</b>

**Place of birth**

Hungary	355	38	11	0	142	384	162	<b>546</b>
Abroad	19	0	2	0	9	28	2	<b>30</b>

**Type of secondary school\***

High school	73					73	0	<b>73</b>
Vocational high school	23					23	0	<b>23</b>

FLE 2017-2018/1								
Denomination	Level of education					Mode of study		In total
	Undergraduate programs	Graduate programs	Specialized further training	Undivided programs	Doctoral programs	Full-time	Part-time	

**Age group**

18-21	515	0	0	0	0	497	18	<b>515</b>
22-25	316	24	0	0	3	209	134	<b>343</b>
26-29	291	30	2	0	8	16	315	<b>331</b>
30-34	271	50	4	0	8	8	325	<b>333</b>
35-39	179	65	5	0	8	1	256	<b>257</b>
40 or above	139	99	20	0	14	0	272	<b>272</b>
In total	1711	268	31	0	41	731	1320	<b>2051</b>

**Place of birth**

Hungary	1709	268	31	0	41	729	1320	<b>2049</b>
Abroad	2	0	0	0	0	2	0	<b>2</b>

**Type of secondary school \***

High school	257					165	92	<b>257</b>
Vocational high school	126					40	86	<b>126</b>

FIES 2017-2018/1					
Denomination	Level of education			Mode of study	In total

	Undergraduate programs	Graduate programs	Specialized further training	Undivided programs	Doctoral programs	Full-time	Part-time	
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**Age group**

18-21	288	7	0	0	0	274	21	<b>295</b>
22-25	93	150	0	0	0	188	55	<b>243</b>
26-29	15	41	0	0	0	24	32	<b>56</b>
30-34	10	21	0	0	0	10	21	<b>31</b>
35-39	5	19	0	0	0	7	17	<b>24</b>
40 or above	4	5	0	0	0	2	7	<b>9</b>
In total	415	243	0	0	0	505	153	<b>658</b>

**Place of birth**

Hungary	386	221	0	0	0	454	153	<b>607</b>
Abroad	29	22	0	0	0	51	0	<b>51</b>

**Type of secondary school \***

High school	121					107	14	<b>121</b>
Vocational high school	2					2	0	<b>2</b>

FWS 2017-2018/1								
Denomination	Level of education					Mode of study		In total
	Undergraduate programs	Graduate programs	Specialized further training	Undivided programs	Doctoral programs	Full-time	Part-time	

**Age group**

18-21	41	0	0	0	0	40	1	<b>41</b>
22-25	80	0	3	0	0	62	21	<b>83</b>
26-29	28	0	25	0	0	9	44	<b>53</b>
30-34	16	0	21	0	0	1	36	<b>37</b>
35-39	16	0	15	0	0	0	31	<b>31</b>
40 or above	8	0	20	0	0	0	28	<b>28</b>
In total	189	0	84	0	0	112	161	<b>273</b>

**Place of birth**

Hungary	183	0	84	0	0	106	161	<b>267</b>
Abroad	6	0	0	0	0	6	0	<b>6</b>

**Type of secondary**

**school \***

High school	7					3	4	<b>7</b>
Vocational high school	14					14	0	<b>14</b>

**5b – for the whole NUPS**

<b>University (total)** 2017-2018/1</b>								
Denomination	Level of education					Mode of study		In total
	Undergraduate programs	Graduate programs	Specialized further training	Undivided programs	Doctoral programs	Full-time	Part-time	

**Age group**

18-21	1706	12	1	100	0	1742	77	<b>1819</b>
22-25	847	276	113	32	16	852	432	<b>1284</b>
26-29	455	93	326	17	55	106	840	<b>946</b>
30-34	404	84	340	18	56	36	866	<b>902</b>
35-39	274	114	431	4	39	34	828	<b>862</b>
40 or above	310	137	1406	18	94	43	1922	<b>1965</b>
In total	3996	716	2617	189	260	2813	4965	<b>7778</b>

**Place of birth**

Hungary	3906	694	2615	189	230	2677	4957	<b>7634</b>
Abroad	90	22	2	0	30	136	8	<b>144</b>

**Type of secondary school \***

High school	700	0	0	0	0	551	149	<b>1400</b>
Vocational high school	213	0	0	0	0	89	124	<b>426</b>

\* data refer to undergraduate students

**Gender distribution of students by faculty**

	FSPGA		FMSOT		FIES		FLE		FWS		University (total)*	
	2016-17/2	2017-18/1	2016-17/2	2017-18/1	2016-17/2	2017-18/1	2016-17/2	2017-18/1	2016-17/2	2017-18/1	2016-17/2	2017-18/1
<b>Male</b>	443	1393	479	459	211	283	1147	1475	191	195	2471	3805
<b>Female</b>	1242	2827	100	117	251	375	463	576	63	78	2119	3973

<i>In total</i>	1685	4220 <sup>12</sup>	579	576	462	658	1610	2051	254	273	4590	7778
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\*excluding inter-faculty institutes

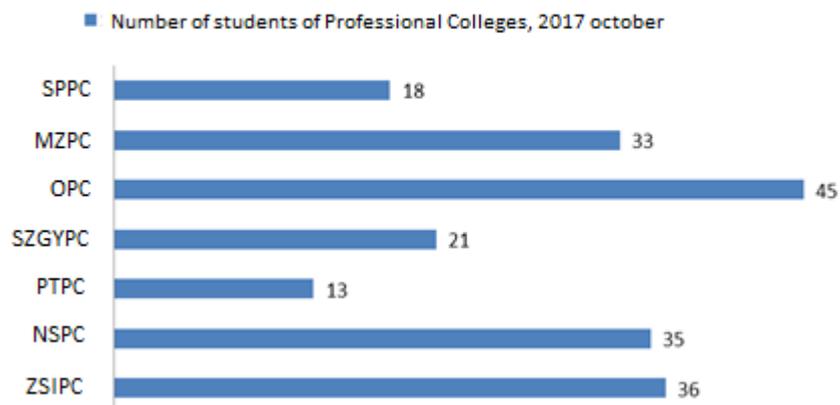
### Dropout rate

Term	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	In total
Successfully completed final exams, and passed during first attempt	2075	1834	1607	1889	1583	10109
passed during resit	1504	1308	1144	1465	1372	7484
Did not obtain a degree (discontinued, failed or did not take final exams)	571	526	463	424	211	2625
	186	183	105	97	107	813

### Number of students at NUPS' doctoral schools

Denomination	Number of students*				
	HDI	KDI	KMDI	RDI	In total
Scholarship (public service)	40	22	12	6	80
Self-financed	40	64	58	31	193
Stipendium Hungaricum	4	16	0	0	20
<b>In total</b>	84	102	70	37	293

### Number of Students of Professional Colleges, 2017 october



<sup>12</sup> Graduate and postgraduate students combined.

BSZK – Security Policy Professional College  
 MZSZK - Magyary Zoltán Professional College  
 OSSZK - Ostrakon Professional College  
 SZGYSZK - Szent György Professional College  
 PTMSZK - Puskás Tivadar Technical Professional College  
 NBSZK – National Security Professional College  
 ZSSZK - Zsuffa István Professional College

	POLITICS AND LAW	MILITARY AND LAW ENFORCEMENT	PUBLIC ADMINISTRATION	TECHNICAL SCIENCES	SOCIAL SCIENCES	UNIVERSITY IN TOTAL
FSPGA	11	1	5	0	8	25
FMSOT	0	33	0	0	0	33
FIES	0	28	0	0	3	31
FLE	10	64	0	0	0	74
FWS	0	0	0	2	0	2
IDM	0	33	0	0	0	33
INS	0	2	0	0	0	2
Σ	21	161	5	2	11	200

### *Rate of students per teachers*

#### *Student/teacher ratio*

(person)	FSPGA		FMSOT		FIES		FLE		FWS		University (total)**	
	2016-17/2	2017-18/1	2016-17/2	2017-18/1	2016-17/2	2017-18/1	2016-17/2	2017-18/1	2016-17/2	2017-18/1	2016-17/2	2017-18/1
Term												
Number of (active) students*	1685	4220 <sup>13</sup>	579	576	462	658	1610	2051	254	273	4590	7778
Number of teachers	156	127	270	237	71	51	153	196	29	42	679	653
Student/teacher ratio	10,8	33,2 <sup>14</sup>	2,1	2,4	6,5	12,9	10,5	10,5	8,8	6,5	6,8	11,9

<sup>13</sup> Graduate and postgraduate students combined.

<sup>14</sup> Due to the significant number of postgraduate students.

### Annex 6 – Number of teachers

#### *Number of teachers including age and gender distribution*

Teachers' age (year)	2017-2018/1					University in total*
	FSPGA	FMSOT	FIES	FLE	FWS	
<30	6	6	6	7	3	28
31-40	51	38	20	49	10	168
41-55	42	111	18	88	18	277
56-64	23	65	5	36	7	136
>65	5	17	2	16	4	44
<b>In total:</b>	<b>127</b>	<b>237</b>	<b>51</b>	<b>196</b>	<b>42</b>	<b>653</b>
<i>Female</i>	53	46	21	70	10	200

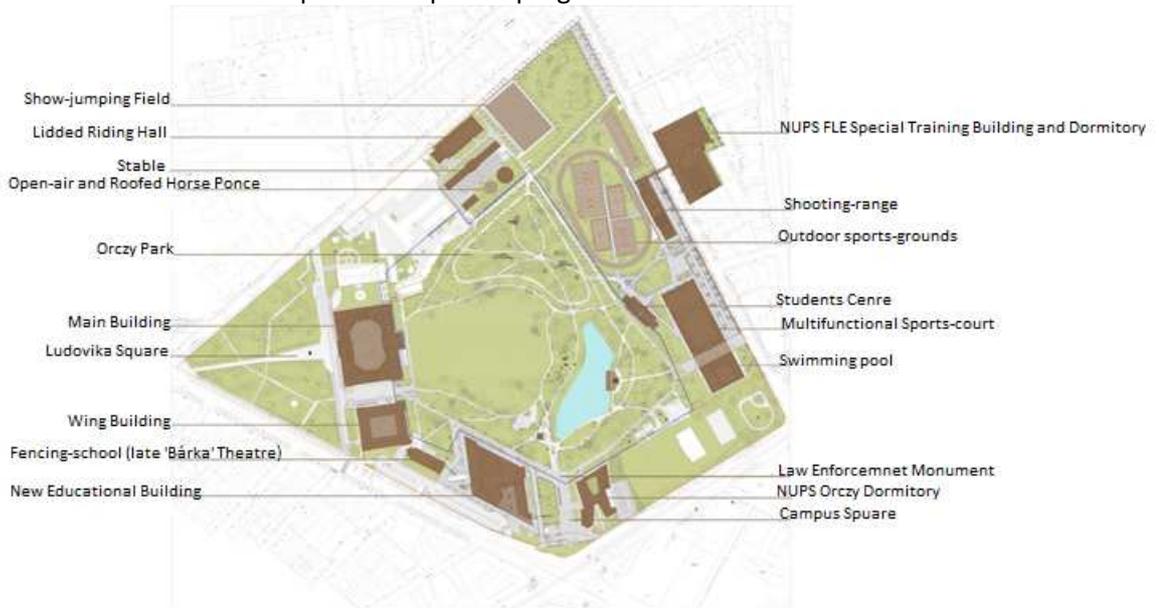
#### *Number of qualified teachers by rank and faculty*

	FSPGA		FMSOT		FIES		FLE		FWS		University (total)**	
	2016- 17/2	2017 8/1	2016 17/2	2017 18/1	2016 17/2	2017 18/1	2016 17/2	2017 18/1	2016 17/2	2017 18/1	2016 17/2	2017 18/1
<b>Qualified</b>	NDA	89	NDA	107	NDA	34	NDA	76	NDA	19	NDA	325
<b>Not qualified</b>	NDA	38	NDA	130	NDA	17	NDA	120	NDA	23	NDA	328
<b>Doctor of HAS</b>	NDA	5	NDA	4	NDA	0	NDA	3	NDA	0	NDA	12
<b>University teacher</b>	16	15	18	17	7	3	10	10	0	0	51	45
<b>College teacher</b>	2	0	0	0	1	0	0	0	2	2	5	2
<b>Assistant professor (University)</b>	38	38	43	47	19	18	24	32	0	2	124	137
<b>Assistant professor at (College)</b>	0	0	0	0	2	0	0	0	12	11	14	11
<b>Senior lecturer</b>	25	30	13	17	9	11	10	14	3	5	60	77
<b>Teacher/instruct or without PhD degree</b>	5	6	3	2	0	2	8	8	0	0	16	18
<b>Instructor</b>	19	23	22	36	8	13	30	36	2	2	81	110
<b>other *</b>	47	15	133	118	23	4	65	93	10	20	278	250
<b>trainee</b>	0	0	0	0	0	0	1	3	0	0	1	3
<b>"not provided"</b>	4	0	38	0	2	0	5		0	0	49	0
<b>In total</b>	156	127	270	237	71	51	153	196	29	42	679	653

\* engineer teacher; technical teacher; language teacher; PE teacher; "other kind of teacher/instructor;

## **Annex 7 – Infrastructure in relation to the number of students and teachers**

The elements of the Campus development program



Ludovika main building



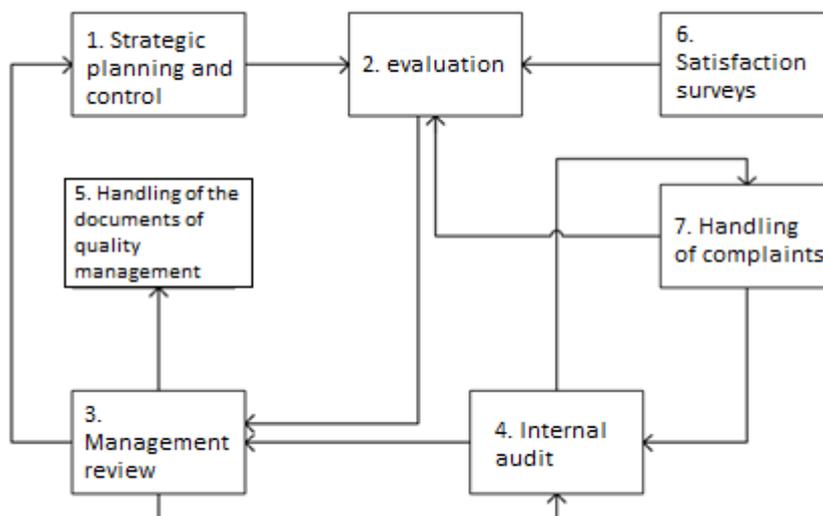
## **Annex 8 – Directions of the development of the quality assurance system**

Development of internal quality assurance processes:

As the transformation of quality assurance system into quality management system is under way (see: chapter 2.4), the development of related processes must be carried out in parallel. The Handbook of Excellence describing the quality management system and its processes is taking shape with an expected entry into force on the 1<sup>st</sup> of January, 2019. The Handbook will contain the following quality management procedures:

- strategic planning and control;
- evaluation;
- management review;
- internal audit;
- handling of the documents of quality management;
- satisfaction surveys;
- handling of complaints.

Most of the above listed procedures have already been applied in the quality assurance system. However, their recent evaluation revealed several opportunities for improvement, which need to be introduced into the shaping quality management system. These improved procedures in conjunction with the ones being introduced in the Handbook greatly aid the consolidation of a quality-centred approach within the operation of the University. In order that the system is continuously provided with information on the adequateness of the procedures, we assign specific indicators to each procedure, and determine their expected and tolerated limits. Thanks to these indicators, we are able to identify both the areas where the system performs nominally and those areas which are critical or need improvement.



In the 1<sup>st</sup> quarter of a given year, a check is performed whether the provisions of the QIP are complied with on both university and faculty levels. The check is decreed by the University's Quality Representative at the session of the University's Quality Assurance Committee. Both the University as a whole and each faculty have their respective quality affairs delegates, who are responsible for the execution of the check. As the QIP was finalized in 2016, its first review took place in December,

2017. Based on the review' results, potential modifications to the QIP are expected to take effect in the 1<sup>st</sup> quarter of 2018.

In higher education, the basis of quality lies in the system and culture of adequate **self-evaluation and self-correction**. One of the main features of the former quality assurance system was the procedure of self-evaluation. Upon re-examination, NUPS' Quality Representative has decided that the scope of this procedure could be expanded with potential external assessment processes. The reformed procedure regulates the processes connected to the acquisition and evaluation of information necessary for the (self or external) evaluation and to the identification of arising problems. In addition, the procedure also implements the plans deriving from the identified improvement opportunities. To facilitate the evaluation, a detailed methodological guide has been created, which provides information on relevant methodology to all agents involved in the process. Data evaluation is done through the Quality Assurance Analysis and Evaluation System (QAAES). In all cases, the resulting report is reviewed and evaluated by the management.

The **internal audit** procedure, whose aim is to identify good practices, results, non-conformities in the processes and their improvement opportunities, is an improved derivative of a former quality process of the NUPS. At present, the audit system is governed by the Internal Audit Regulation. However, due to the fact that the University's quality operation structure has undergone significant transformation while new foundations have been laid down for the quality assurance system, the internal audit system has been dysfunctional without producing any results since 2015. Currently, the University employs 40 internal auditors for whom further training programs are scheduled in 2018 so that the new quality management system taking effect in 2019 will operate effectively. Internal audits might be either pre-planned or initiated in reply to procedures which have been put into motion to rectify detected non-conformities. At the end of a given year, based on the records of internal audits a yearly internal audit report is put together, whose evaluation and ratification fall under the competency of the University's Quality Assurance Committee.

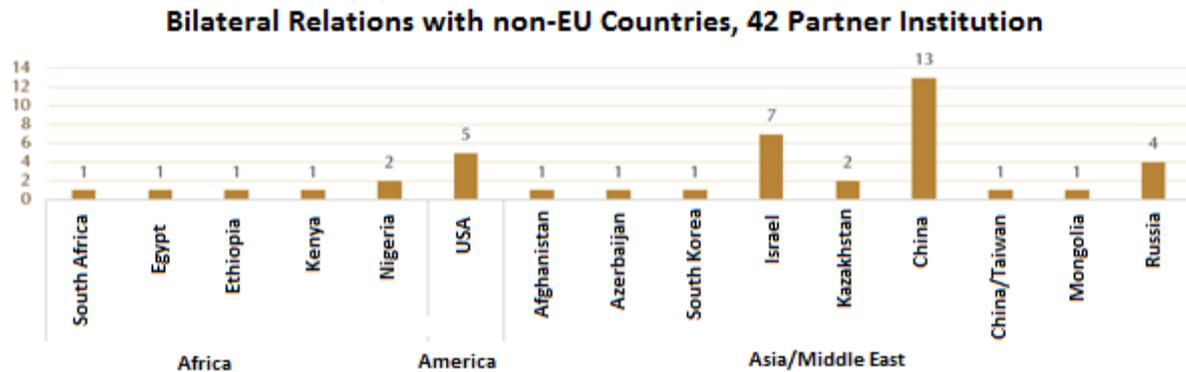
From 2019 the Handbook of Excellence will replace the documents on quality assurance. The Handbook will contain all executive, support and value-creating processes, which together with their supporting documents and methodological guidelines should be constantly monitored and regulated. For this reason, the quality management documents should be handled with a view to maintaining their coherent structure and full accessibility to all citizens of the NUPS.

At present, the **satisfaction measurement** procedure operates nominally, so it receives only minor adjustments, which primarily concern planning and the dissemination of results. Alongside the satisfaction surveys currently in use, the University has started the development of a central system aimed at collecting feedback from employers on the employment of graduates and on the successfulness of the NUPS' study programs. This system complements the GCTS (Graduate Career Tracking System), since it provides relevant feedback from graduates as well.

At present, not all faculties and inter-faculty institutes possess information channels through which employers might provide feedback on the employment situation and expertise of NUPS' graduates. With respect to military training, the Chief of Staff of the Hungarian Defence Forces provides occasional feedback on the performance of officer graduates at workshops or at the so called "Conference of Young Officers". With respect to the IDM's programs, the meetings on human affairs held by the National Directorate General for Disaster Management of the Ministry of Interior provides the venue, where territorial leaders might share their experiences and expectations concerning the officer graduates working under them. Currently, the FIES only has graduates employed in the sectors of national security and defence, who generally fulfil tasks related to home defence and foreign affairs. The fact that there is a close professional relation between the representatives of the sector and the teachers of the faculty facilitates the constant flow of feedback

on the performance of the FIES' graduates. In addition, concrete and readily analysable information can be gained from external consultants and examiners and from the records of examination boards, where some of the members are not affiliated to the NUPS.

## Annex 9 – International relations



### Regional dimension

- Central and Eastern European e|Dem and e|Gov Days, CEEE|GOV DAYS
- Network of Institutes and Schools of Public Administration in Central and Eastern Europe, NISPAcee
- International Military Academic Forum, IMAF
- FOURLOG Multinacionális Logisztikai Képzés

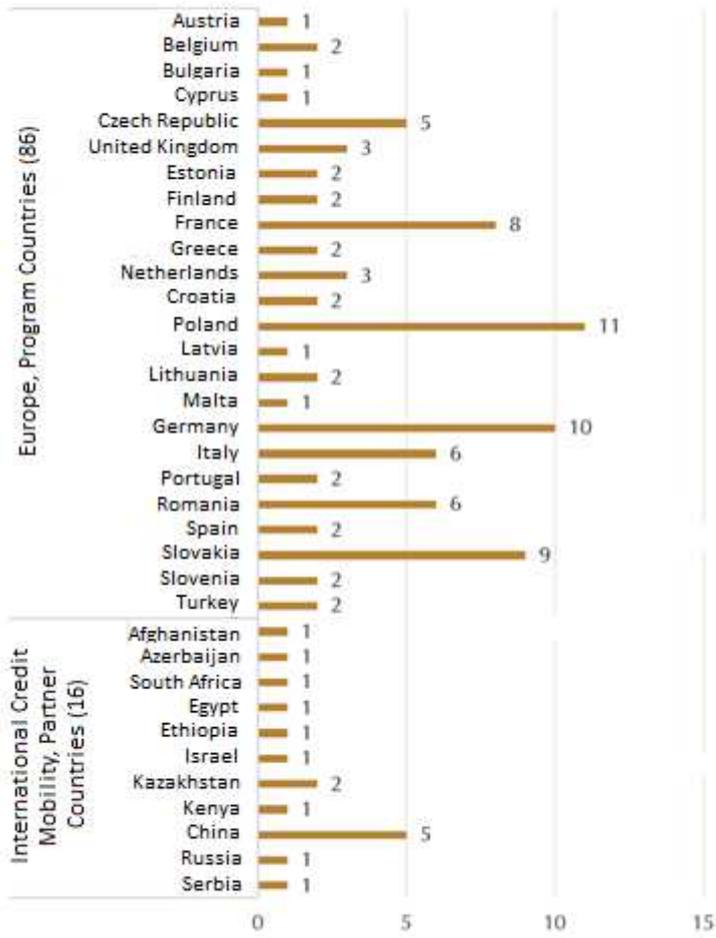
### European dimension

- European University Association, EUA
- European Security and Defence College, ESDC
- European Union Agency for Law Enforcement Training, CEPOL
- Association of European Police Colleges, AEPC
- European Group of Public Administration, EGPA
- European Institute of Public Administration, EIPA
- European Decision Sciences Institute, EDSI
- Directors of Institutes and Schools of Public Administration, DISPA
- European Association of State Territorial Representatives, AERTE

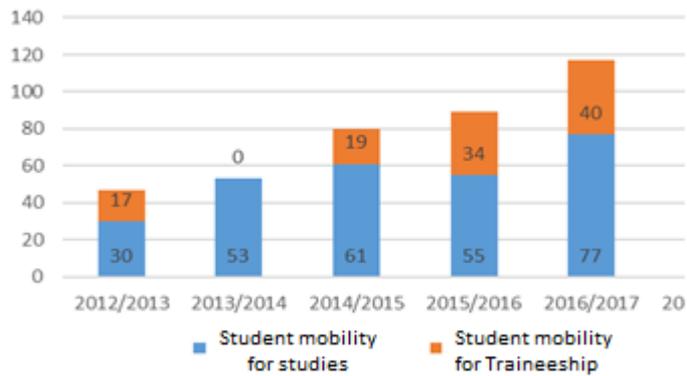
### Global dimension

- International Association of Universities, IAU
- International Association of Schools and Institutes of Administration, IASIA
- International Institute of Administrative Sciences, IIAS
- OECD Global Network of Schools of Government, GNSG
- NATO Bureau for International Language Coordination, BILC
- International Society of Military Sciences, ISMS
- Association for Unmanned Vehicle Systems International, AUSVI

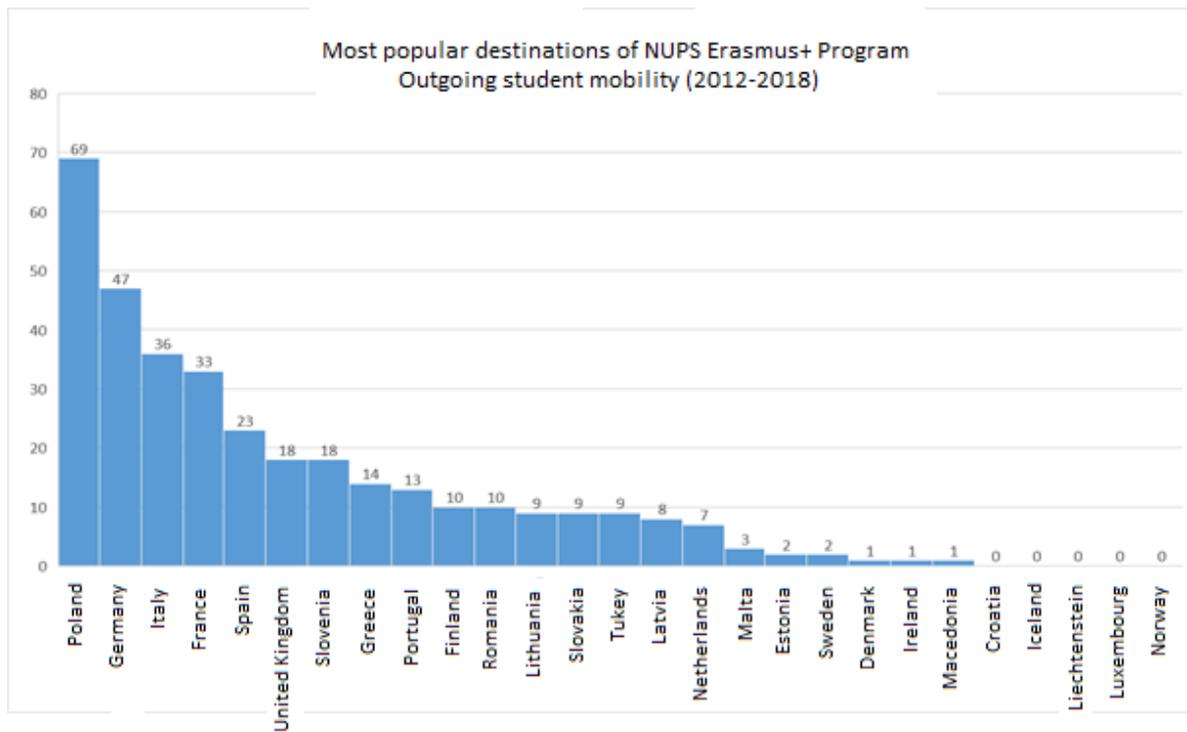
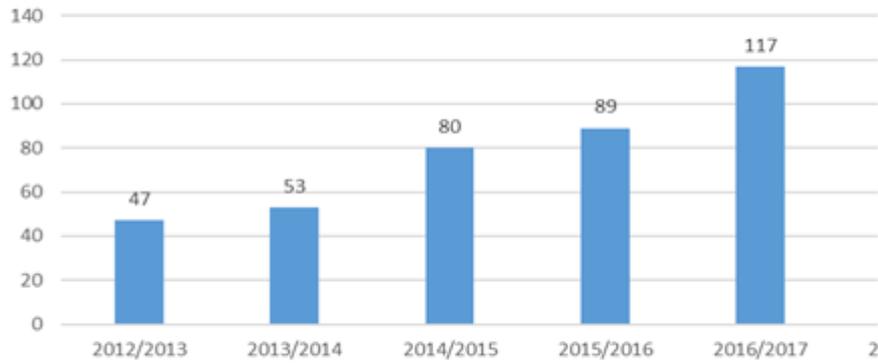
### Erasmus+ Partner Institutions (102)

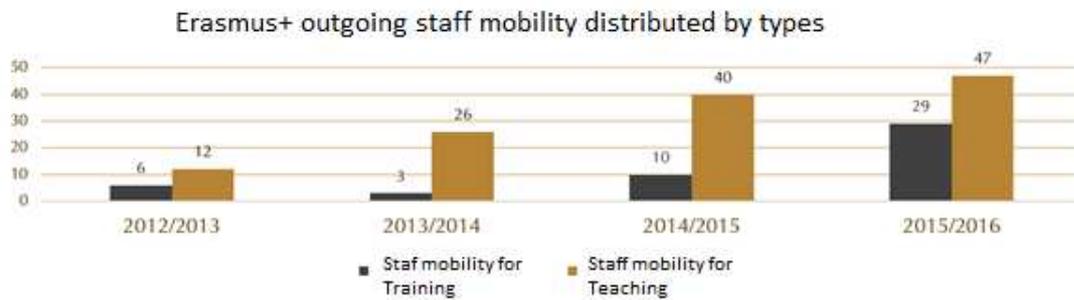
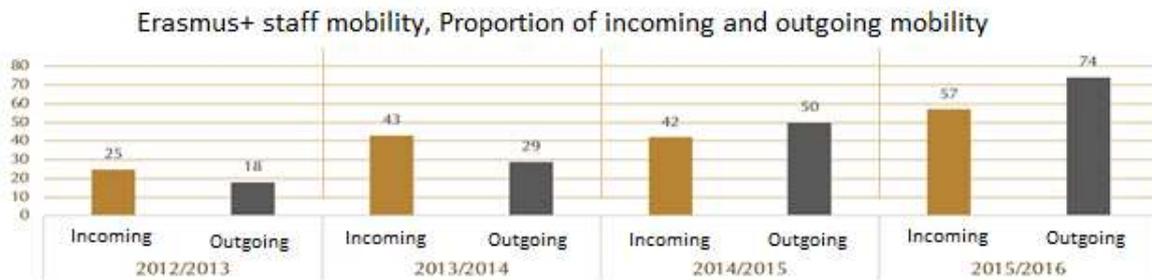


### Erasmus+ proportion of student mobility for studies and traineeships per academic years



### Erasmus+ Outgoing Student Mobility per Academic Year





### Number of foreign students

Neptun	2011-12/2	2012-13/1	2012-13/2	2013-14/1	2013-14/2	2014-15/1	2014-15/2	2015-16/1	2015-16/2	2016-17/1	2016-17/2	2017-18/1
Undergraduate	20	21	18	15	14	10	9	13	13	13	21	21
Graduate	8	3	4	1	1	4	4	5	15	21	24	25
Doctoral	4	3	3	2	2	8	6	11	11	20	17	31
Specialized further training	0	0	0	0	0	0	0	0	0	2	2	2
Visiting students	0	4	20	11	37	28	57	29	32	42	53	82
<b>In total</b>	<b>32</b>	<b>31</b>	<b>45</b>	<b>29</b>	<b>54</b>	<b>50</b>	<b>76</b>	<b>58</b>	<b>71</b>	<b>98</b>	<b>117</b>	<b>161</b>

## **Annex 10 – The areas where the University currently conducts surveys**

### **Employee satisfaction survey**

The University measures the satisfaction of its employees (teachers, researchers, functional staff) yearly by issuing on-line questionnaires via the Evasys system. The level of satisfaction is measured in the following areas: operational culture, individual performance, leadership, infrastructure, internal operation, and recognition of the institution. The survey for 2017 took place in December, and its evaluation is scheduled for the 1<sup>st</sup> quarter of 2018.

### **Student satisfaction survey**

The University measures the satisfaction of its active students by a yearly survey, whose execution is aided by a specific institutional unit supervised by the Vice-Rector for Education. The completion of the relevant on-line questionnaires is done via Neptun's Unipoll system. The survey measures the level of satisfaction in the following areas: University and its sub-units, administration, and infrastructure including IT infrastructure. The survey for 2017 took place in December, and its evaluation is scheduled for the 1<sup>st</sup> quarter of 2018.

### **PhD survey**

This survey is designed to gauge the satisfaction of PhD students. It is conducted yearly, and its execution is aided by a specific institutional unit supervised by the Vice-Rector for Education. The evaluation of received data is carried out both on university level and on the level of doctoral schools. The survey for 2017 took place in December, and its evaluation is scheduled for the 1<sup>st</sup> quarter of 2018.

### **Students' evaluation of teaching activities (SETA)**

The University lays a great emphasis on providing quality education. An important gauge of the degree of success achieved in this endeavour is SETA survey, which provides information for the management, teachers and students of the NUPS. Research forms an important part of the quality assurance system, which among other things models the relationship between students and teachers, and the features of teaching/learning processes particular to the University.

The survey is conducted twice a year at the end of each term, and provides feedback on both the performance of teachers and the subjects running in that given term. Within the pertaining system, the content of the questionnaires, the actual execution of the evaluation and the identification and adoption of derived results are all controlled and regulated. The survey extends to the whole student body of the NUPS.

Students are motivated to complete the survey in so far as those completed it can apply for exams earlier. The introduction of this incentive significantly increased the willingness of students to participate in the survey (the rate of students willing to take part in the survey reached 54,3% when it was last measured in the spring of 2017).

The SETA survey provides valuable information on how the students rate the performance of both teachers with decades of teaching experience and the new generation of teachers. This information is indispensable in the creation of a student-friendly teaching portfolio supported by a highly qualified teaching staff.

Each teacher has access to the summarized data on his/her performance while the whole body of data is available to the leaders of the concerned sub-unit and faculty. Additional accessibility is governed by pertaining regulations.

Adoption of the SETA's results: the results of surveys where participation reached at least 25% among those entitled to participate must be taken into account in the evaluation of the teachers' performance and progress while adhering to the pertaining regulations.

In addition, the leaders of the concerned university unit and faculty compile a detailed record on the results of the teachers' performance evaluation.

Documents on the results of the surveys and the SETA's regulations are available on the University's web-site.

### **GCTS (Graduate Career Tracking System)**

The purpose of the GCTS is to

- provide information to the University on the students' opinion on the institution and their motivation;
- aid students in developing their future careers;
- track the careers of alumni;
- receive feedback on the employment conditions of graduates;
- strengthen the connection between the University and its former and current students;
- improve the University's standards of service and education;
- improve relationships with the representatives of the labour-market;
- provide data for the system set out under point (e) of paragraph (2) of clause 19 of Act CCIV of 2011 on national higher education.

Within the framework of the system, research is carried out via questionnaires, whose completion is voluntary, among the current students and alumni with a degree no more than 5 years old. All relevant research is in compliance with the contents and deadlines set by the Minister of Human Capacities.

The Graduate Career Tracking System is supervised by the Vice-Rector for Education. The aggregated results of the GCTS' research are available on the University's web-site.

### **Additional satisfaction surveys**

- Student and teacher surveys connected to the University Joint Module (frequent);
- Student survey among first-year FLE students on basic training programs (yearly);
- Survey among visitors of open days or the Educatio Exhibition. The survey measures the visitors' satisfaction concerning the said events, and inquiries into their areas of interest.

### **Management of the students' complaints, appeals**

Students can submit their complaints and observations either in person or electronically to the management, student administration or teachers. In most cases, complaints made in person are accepted by the student administration during office hours while a dedicated e-mail address is provided for electronic submission. The processing of the submitted problem depends on the procedure under which the given problem belongs. The pertaining regulations prescribe which university leader or committee (in which student participation is secured) shall consider the submitted complaints and appeals. On university level, the Vice-Rector for Education is responsible for maintaining connections with the SU while at the faculties this role is assumed by the Vice-Dean

for Education, the Dean's office and the faculty's student administration. In addition, the Vice-Rector for Education holds separate consultations with the representatives of the SU on a monthly basis. The University's regulations also extend to the procedures of evaluation and redress, and to the rights and obligations of students.

**Annex 11 – Properties managed and used by the NUPS**Properties managed by the NUPS:

Number	Property's address	Topographical number	Function, purpose
1	Orczy road 1., Budapest, 1089 (Ludovika square 2. Budapest, 1083) (Üllői road 80., Budapest, 1083) (Üllői road 82., Budapest, 1083) (Korányi Sándor street 3/b., Budapest, 1083) (Diószeghy Sámuel street 21-23., Budapest, 1089)	36030	teaching, research, library, management, dormitory, sport facilities, restaurant, public park, warehouse
2	Diószeghy Sámuel street 38-40., Budapest, 1089	36009	teaching, research, dormitory, management, warehouse
3	Ménesi street 5., Budapest, 1118	5063	teaching, research, management, sport facilities, restaurant
4	Pinty street 1., Budapest, 1121	9158/4	teaching, management, warehouse
5	Pinty street 5., Budapest, 1121	9158/5	teaching, management, warehouse
6	Rácz Aladár close 15., Budapest, 1121	09155/3	woodlands
7	Farkasvölgyi street 12., Budapest, 1121	9240/10	teaching, research, library, management, dormitory, sport facilities, restaurant
8	Bajcsy-Zsilinszky street 12-14., Baja, 6500	5342/2	teaching, research, management, dormitory, restaurant, warehouse, sport facilities, library, archives,
9	Magyaregregy, 7332	0212	teaching, research
10	Érsekcsanád, 6374	0149/8	teaching, research
11	Deszkás street 2., Baja, 6500	972/2	dormitory

The University has the right of use in connection with the following properties:

Number	Property's address	Topographical number	Function, purpose
1	Hungária circuit 9-11., Buapest 1101	38900/13	teaching, research, library, management, accommodation, sport facilities, restaurant, warehouse, archives
2	Kilián street 1., Szolnok 5008	0785/3	teaching, library, management, research, sport facilities, restaurant
3	Dózsa György street 12-14., 2000 Szentendre	24/1, 24/3, 24/4	teaching
4	Budakeszi road 99-101., Budapest, 1121	010886/39 011204/3 11228/4	teaching
5	Nagykovácsi road 3., Remeteszőlős, 2090	0106/17	teaching
6	Tordai út 4. Kolozsvár 400193 (400193 Cluj-Napoca, str. Calea Turzii nr. 4.), Romania	8228/1	teaching

