Hungarian Accreditation Committee (MAB)

Site-visit team report

based on WFME 2020 standards

on the medical education of the Faculty of Medicine of Semmelweis University

Appendix of

Decision No. 2023/6/XV of the MAB BOARD

June 30, 2023





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I. Accreditation proposal

DECISION NO. 2023/6/XVFaculty of Medicine, Semmelweis
UniversityAccreditation of the medical school
is valid until 30 June 2031.

Based on the self-evaluation report of the medical school and the site visit, it can be concluded that the medical education of the Faculty of Medicine of Semmelweis University, on the basis of the WFME 2020 (World Federation for Medical Education) standards, has been evaluated as

- **compliant** with the minimum criteria (educational programme, selection of academic staff, admission and selection of students, educational infrastructure, clinical training resources, structure and organisation, organisational units supporting the operation of the medical school and its educational and academic activities),
- **compliant** with the quality assurance processes (mission statement, development and review of the educational programme, quality assurance of assessment, quality assurance),
- **compliant** with the support processes (educational methods used to deliver the educational programme, system of assessment, student support system, performance, training and development of academic staff),

and thus it can be granted an eight-year accreditation for a period from 30 June 2023 to 30 June 2031, pending a monitoring procedure combined with a site visit to be completed by 31 December 2027. The monitoring process shall primarily examine the institutional measures taken on the basis of the recommendations of this report and their effectiveness.

II General overview of the institution

Semmelweis University (hereinafter: University) is Hungary's largest medical institution, with six faculties and a doctoral school with eight disciplinary branches, located in Budapest. The University was founded in 1769, and its main activities involve education, research and innovation, as well as patient care. It offers education in three languages (Hungarian, English, German) to more than 13,000 students, of whom 35% are international students coming from over 110 countries of five continents. There are more than 300 research groups operating in the institution, supported by both national and international research grants. The University provides care for 2.5 million medical cases per year, about 6.5% of all in- and outpatients in Hungary, in four clinical blocks.

In August 2021, a considerable change occurred in the operation of the University, as its maintenance – as part of the model change within the Hungarian higher education system – was taken over by the Foundation for National Health Care and Medical Education from the Hungarian state.

The University is ranked 236th – improving 41 places since last year – in the Times Higher Education (THE) World Ranking 2023; according to the current THE rankings, Semmelweis University is the top-ranked higher education institution in Hungary.

The Faculty of Medicine (hereinafter: Faculty/medical school) is the oldest and largest of the faculties of Semmelweis University, representing one of the classical European medical schools, comprising 17 theoretical institutes, 27 clinics, 7 departments and 27 department groups. According to the university website, about 2800 of the ca. 5000 students of the Faculty are from foreign countries, attending the German and English-language programs, which have been running since 1983 and 1989, respectively. As stated in the Faculty's self-assessment report, the number of its teaching staff is currently 884, of whom 103 are full professors, 216 are associate professors, 283 are assistant professors, 265 are assistant lecturers and 17 are master educators.

Much of the research activity of the University is conducted in the Faculty, with hundreds of academics, graduates and PhD candidates actively involved.

The Faculty is headed by the Dean, who is assisted by the Vice–Dean for General Affairs, the Vice–Dean for Education, and the Vice–Dean for Strategy and Development. The Faculty's governing body is the Faculty Council, which includes the representatives of students and the management of the institutes, clinics, departments, research and other organisational units belonging to the Faculty. In addition, the Dean is supported by several standing committees, i.e., the Education Committee, the Studies and Examinations Committee, the OMHV Committee, which is responsible for student feedback on teaching performance (OMHV: Oktatói Munka Hallgatói Véleményezése – Student Evaluation of Teaching), the Accreditation Committee, the Scientific Committee, the Ethics and Disciplinary Committee, and the Credit Transfer Committee. The administrative management of the Faculty is conducted by the Dean's Office. Student support is provided by the Student Service Center, the Center for International Students, and other student interest groups, such as HÖK (Students' Union), IÖCS (Instructor Voluntary Group), or ISSA (International Semmelweis Student Association).

According to the Faculty's website, one of the primary objectives of the one-cycle medical programme, which underwent a major curricular reform in 2019, is to elevate clinical practical



education to a higher level. The long-term goals of the Faculty involves enhancing scientific research, innovation, fostering existing relationships as well as establishing new cooperations with national and international higher education institutions.

III Evaluation

III/1 Mission Statement

The University's mission statement – together with its vision and strategic aims – is included in the Institutional Development Plan of Semmelweis University for 2021-2024, which is publicly available on the university website. The new operating model of the University will enable to increase the competitiveness of the University and the Faculty in the health care industry. The University, for the period of 2021-2024, intends to develop a special ecosystem, which facilitates innovation, research, patient care and further developments, aiming to realize its strategic goals. One of the missions and visions of the University is to become a leading international specialized university and knowledge centre in Central Europe by 2024. By 2030, Semmelweis University strives to become one of Europe's five most successful universities in the field of medical sciences and to be among the top 100 of the 28,000 universities in the world.

According to the self-assessment report of the Faculty – and also confirmed during the on-site visit –, the University's mission statement was defined by the Rector and the members of the Senate. Within the Senate, academic staff members and researchers of the different faculties, students from the Hungarian, German and English programmes, PhD candidates, members of the trade unions and members elected by employees in other positions represent the stakeholders of the University. The main goal of Semmelweis University, as set in its mission statement, is to improve the state of health of the Hungarian citizens by high quality training, research, and patient care activities. All these areas contribute to the University and the Faculty's objective to become a leading knowledge centre at both national and Central European levels; the introduction of block-system in teaching, small group education, and the elective courses will help to reach these goals.

During the on-site visit, the site-visit team was informed that the Faculty of Medicine is in strong cooperation with its main stakeholders (research-oriented stakeholders, clinical/hospital stakeholders) in order to achieve the aims set in the University's mission statement. It was also confirmed that the Faculty's educational aims and activities co-align with the mission and vision of the University. The Faculty does not have its own, publicly available mission statement, but its educational plan and mission follow those of the University.

Recommendations:

• The Faculty should prepare its own mission statement and make it publicly available on its website. Although the Faculty's mission is in line with those of the University, the Faculty may set specific tasks and goals to achieve (e.g., besides the common, non-



communicable diseases the contagious diseases should also be in the focus of the basic/preclinical and clinical teaching).

- The Faculty may develop a document (activity plan) regarding the level of accomplishment of these goals and tasks, including the measures implemented and the aspects that were changed or improved, and make it publicly available.
- It is recommended that external stakeholders, such as training institutions and health industry partners are actively involved in the development and review of the Faculty's mission statement.

III/2 Educational programme

Standard 2.1: Educational programme

The Faculty has a publicly available and up-to-date educational programme on its website; a revised curriculum was introduced in 2019, which better integrates theoretical education and practical training, and places more emphasis on clinical practice. The needs of the central Hungarian region regarding medical care and medical education were considered at the development of the educational programme (recommended or model curriculum). The responsiveness of the educational programme to the needs of the region was ensured by the fact that the leading clinical teaching staff of the school is practically involved in the organization and provision of health care for the region through clinical departments of the Clinical Center and teaching or practicing hospitals of the Semmelweis University at the highest level of progressivity.

The Faculty contributes to a number of social responsibilities in the region but also in the whole country. The basic disciplines of biomedical sciences, the preclinical topics, clinical sciences, necessary practical skills, along with related behavioural and social sciences, medical humanities, public health sciences are clearly represented and documented in the curriculum of the medical school. The educational programme enables the students with the acquisition of clinical and professional knowledge, skills, attitudes, and responsibilities.

The Semmelweis University Faculty of Medicine is the largest among the four Hungarian medical schools meeting the needs of graduate medical training, postgraduate Ph.D. training, postgraduate resident, specialist training, and continuing medical education (CME) for medical specialists within the national framework. Based on staff interviews of the site-visit team, the faculty teaching staff, administrative personnel, and other faculty members are aware of the content of the educational programme and the related regulatory documents.

Recommendations:

• The responsiveness of the educational programme of the Faculty to the needs of the region could be further enhanced by a wider range of regular involvement of its external stakeholders into the development of the educational programme.

• The Faculty has introduced integrated learning, which is commendable; the implementation of an integrated curriculum (horizontal and vertical integration of clinical sciences with basic biomedical and social sciences) should be considered.

2.2 Standard: Development and review of the educational programme

The Faculty possesses clear procedures for adopting, reviewing, and regular monitoring of the educational programme. The qualitative and quantitative review of the educational programme takes place on a yearly basis. The review represents a standard procedure of the Faculty Council.

A recent comprehensive reform of the educational programme since 2019 removed unwanted futile redundancies and overlaps from the curriculum, introduced new teaching methods, emphasized practically important clinical knowledge and skills of the first 15 minutes of acute emergency medical care, and made the use of infrastructure more effective. Based on the panel interviews of the site-visit team, the curriculum reform appears to be well accepted both by the teachers and the students, including international students.

The review of the educational programme provides course directors with enough flexibility to apply state-of-the-art knowledge, new evidence-based diagnostic and therapeutic measures, and advancements in their scientific fields, but the renewal process is strictly controlled by the Faculty Council. Student opinion is regularly incorporated into the development and fine tuning of the educational programme. The faculty reaction to student feedback takes place at the level of the institutes and departments with an action plan to be published with one-month response time in each semester, addressing the feedback received through the course summative UNIPOLL questionnaires (for the basic and preclinical modules) or through the QR-code based feedback received at the end of completed teaching blocks (for the clinical module).

Advances in science are integrated into the educational programme without delay as course directors of the specific compulsory subjects represent the same persons directing and conducting the corresponding leading edge scientific research projects on the given basic science or medical area. Feedback from the labour market is also immediately entered into the review, renewal, and development of the educational programme through the communication between clinical departments with the basic science and preclinical departments, through a transparent Moodle teaching material system, and through the fact that teaching staff of the clinical departments represent the leading work force of the health care system of the region. Thus, information from the Graduate Career Tracking System (DPR) research take effect without delay through an extensive institutional and staff overlap. Course structure and priorities are evaluated on a yearly basis using research targeting the experience and job career of the already graduated students.

The 360 ECTS credits required for graduation are evenly distributed among basic science, preclinical and clinical courses. The credits are proportionally assigned to mandatory and optional subjects. Global higher education requirements are incorporated into the curriculum,



respect for human dignity and rights, animal rights, emphasis on patient safety, laboratory and radiation safety, protection of personal and sensitive data, the quick introduction of new informatics solutions into daily work and teaching, protection of the natural and cultural environment, ecological sustainability, value of global health, global prevention, awareness towards legal, economic and ethical aspects of work and education, emphasis on intercultural competencies, ensuring equal opportunities for university members, avoidance of unethical discrimination, and valuing diversity.

The Programme and Outcome Requirements (Képzési és Kimeneti Követelmények – KKK) direct the development of the educational programme through the decisions of the Faculty Council and the Senate after preparatory work of the course directors, the Education Committee and through expert counselling of the Center for Educational Development, Methodology and Organization.

Recommendations:

- Elected student representatives take part in the preparation of the review and monitoring of the educational programme and in the decision processes of the Faculty Council and the Senate, but detailed procedure on the contribution of suggestions of the student feedback (OMHV) should be specifically documented.
- The mandatory and optional courses of the Faculty should be regularly evaluated considering the KKK, as to which extent the transmitted competencies in a particular course are directed towards the KKK. Teaching and methodology of the softer competencies of the KKK (e.g., attitudes, responsibility, independence, resilience, emotional intelligence, empathic communication) should be clearly specified and documented in the description of the courses.

Standard 2.3: Educational methods used to deliver the educational programme

In addition to frontal teaching methods such as lectures and seminars, the Faculty applies a wide range of innovative and highly effective educational methods such as bedside teaching, case-based learning, near-peer and peer teaching (with the help of teaching assistant students), learning by doing (e.g., Students' Scientific Association – TDK), clinical shadowing, blended learning, flipped classroom, content and language integrated learning, professional practices with a structured programme, team-based learning, skills training, digital pathology teaching, Socrative teaching approach. The site-visit team personally observed the use of clinical shadowing and bedside teaching (Department of Internal Medicine and Haematology), digital pathology and Socrative teaching (1st Department of Pathology and Experimental Cancer Research).

The Center for Educational Development, Methodology and Organization provides methodological and teaching proficiency courses and teaching materials for the staff introducing novel effective methods in medical education, disseminates departmental good teaching practices and educational methods among the faculty's training staff. The selection of the appropriate teaching and didactic methods takes place on a yearly basis by course directors and by the faculty, together with the review and monitoring of the educational programme and with the results of the staff development programmes through mandatory or optional courses, webinars and personal coaching by the Center for Educational Development, Methodology and Organization. Course directors, whose courses are built on other subjects, continuously evaluate the effectiveness of teaching of the prerequisite courses. International teaching experience through ERASMUS and other cooperative international programs is also incorporated into the use of modern teaching techniques. The effectiveness of novel or newly applied teaching or pedagogical methods is evaluated by student feedback, by teaching staff meetings, discussed in detail with representatives of students and scientifically evaluated by the Center for Educational Development, Methodology and Organization. Clinical relevance of the basic science and preclinical courses is strengthened by using clinical examples, case-based techniques, parallel demonstration of clinical imaging results with the anatomical structures, incorporation of new medications into pharmacology teaching, or clinical pathology sessions. Teaching of the critical clinical diagnostic thinking starts already in the basic sciences module (theoretical module) by teaching staff with an M.D. degree, and by invited staff members practically involved in medical patient care. Teaching is perceived to be of high quality by students regarding theoretical and clinical content and regarding the use of foreign study languages, English and German. Outstanding students with the best grades are invited into faculty talent programs (Kerpel-Fronius Talent Support Programme), into research projects of the departments (Students' Scientific Association - TDK), receive special training, join selected department meetings with Ph.D. students and residents, and when qualified, can become teaching assistants (near-peer teaching).

- Further enhancement of near-peer teaching (demonstrator or teaching assistant programs) in clinical education could increase student motivation, deepen acquired knowledge and skills of the student assistants, provide a good teaching atmosphere for the less motivated students, and could contribute to the recruitment of teaching personnel.
- It is desirable to maintain a minimum number of teaching staff with an M.D. degree in basic science departments (departments of the Theoretical Module) despite the considerable current wage-gap between M.D.-s in physician positions of clinical departments and M.D.-s of basic science departments.
- A culture of formative assessment systems could be promoted at the medical school, guiding students in their preparations for summative assessments, and informing them on their specific stage of the learning process.
- Faculty-based pedagogical and methodological training for teaching staff should be further developed by the Center for Educational Development, Methodology and Organization to support new staff members and disseminate best teaching and assessment practices. At the same time a structured system of motivation for teaching personnel should be established to promote their pedagogical and methodological progress.



III/3 Evaluation processes of the educational programme

Standard 3.1: System of assessment

The Faculty has an up-to-date assessment requirement policy partly included in the Organizational and Operational Regulations, Study and Examination Regulations, partly as separate documents to regulate examinations and other study requirements. The Faculty regularly assesses the regulations, reviews the assessment processes at the level of the Faculty Council and at the level of the specific subjects and courses. The subject requirements and the assessment methods are based on the KKK.

The regular review of these requirements takes place in the frame of the basic, preclinical, and clinical subjects of the medical school together with the review of the educational programme (curriculum). The Faculty Council reviews the educational programme on a yearly basis and accepts changes based on the KKK and gives recommendations to course directors to complement their courses and subjects with new nationally and internationally available teaching materials, novel topics of scientific development, and state-of-the-art assessment methodology.

The form of assessment and the assessment methods are chosen primarily by the specific course directors, considering the advice of the departmental teaching staff and the feedback of students. The Education Committee and the Center for Educational Development, Methodology and Organization also give advice on assessment methodology. The educational programme of the Faculty provides sufficient possibilities for students to acquire proper knowledge and clinical skills through its courses, clinical practices, skills laboratory trainings and possibility for complementary optional practicing. The final examination is organized at a national level by the National Final Examination Commission (Országos Orvos és Gyógyszerész Záróvizsga Bizottság – OZVB).

The final examination consists of a written and oral theoretical and practical part, thus including patient case history, physical examination, establishment of a diagnostic and therapeutic plan, a summary of diagnostics and experiences of therapeutic strategies.

The questions of the written examination are randomly selected from a national database assembled and formulated by leading experts of the four Hungarian medical schools. The revision of these questions takes place by reviewing the questions through independent teaching staff of the other faculties considering student feedback, based on the recommendations of the Commission. The exam database is published in complete for students and staff of all Hungarian medical schools.

The National Final Examination Commission gives clear guidelines on oral final examinations that are held by leading experts of the clinical subjects of the specific medical school. The oral final examination committees have at least one external member from a Hungarian or international teaching or practicing hospital. The presidents of the oral examination boards are leading experts teaching and practicing the specific area of medicine that form the material of



Recommendations:

- A continuous effort should be maintained to provide KKK-based, highly examinationrelevant teaching materials focusing on graduate student development and not intending to prepare for postgraduate medical specialization at the various areas of medicine.
- It is recommended to increase the relevance of the final examination towards the KKK and to enhance the efficacy of rotational year clinical practices in the preparation for the final examinations. The leading medical staff of teaching and practicing hospitals could be increasingly involved into the work of the oral final examination boards and into the boards of the closing examinations of the rotational year clinical subjects.
- To emphasize the standards of the practical clinical training, the application of Objective Structured Clinical Examinations (OSCE) for all students is recommended to assess clinically relevant competencies based on objective testing through direct observation.

Standard 3.2: Quality assurance of assessment

The Faculty's assessment policy and quality assurance of assessment are clearly defined in the Study and Examination Regulations of the University's Organizational and Operational Regulations. The Regulations include the rules on methods of assessment and measurement of student performance, grades, system of assessment, correction and repetition of exam results, the recording of academic performance, publication of performance assessment, as well as the special provisions on the examinations and comprehensive examinations of compulsory subjects taught in the block system at years 4, 5 and 6 of the Faculty of General Medicine.

The OMHV survey system provides students with the opportunity to express their opinion through the Neptun system on teaching at the end of a semester or block, and the assessment methods are defined in line with the feedback results. The Neptun questionnaire form includes questions about the subject, teaching of practicals, and examination, available to students in the language of the course (Hungarian, English and German). During the on-site visit, representatives of the Faculty mentioned that feedback rates are higher in the Hungarian programme than in the English and German programmes.

The OMHV system is operated by the Center for Educational Development, Methodology and Organization (OFMSZK), aiming to use the feedback results to enhance the quality of education. Feedback on assessment methods are provided annually by the OMHV. The procedure of the OMHV survey and the related regulations are available in Part III.8. of the Organisational and Operational Regulations of the University. The OMHV system is reviewed by the Faculty's OMHV Committee, whose members report to the Dean and to members of the Faculty Council, and also provide expert advice for further educational development of the medical programme. The results of the feedback survey are made available to university citizens on the Moodle site of



OFMSZK, and the action plans prepared on the basis of the results are uploaded to the internal websites of the institutes and also submitted to the Dean's Office.

Another way of collecting student opinion on teaching is the QR code-based instant feedback at the end of each lecture. During the on-site visit, the QR code-based feedback on lectures was demonstrated by the Head of the Department of Anatomy, Histology and Embryology and the Deputy Scientific Director of the Department of Physiology; considering the students' comments and suggestions, lecturers can improve their subsequent lectures. At the end of the blocks in years 4 and 5, students provide feedback for the review and improvement of the whole block.

During the on-site visit interviews with the administrative and academic staff, pre-clinical and clinical year students, and the representatives of students' organizations, it was confirmed that the Faculty collects data from different sources and uses the feedback results and responses regarding learning process, teaching and assessment (examination) to improve the quality of teaching, to respond to student's needs and concerns, to further develop the departments' action plans and to introduce new methods and tools. The examples of implemented measures and improvements based on the received feedback related to the evaluation methods are well described in the self-assessment report of the Faculty and were also demonstrated during the site visit by the Department of Physiology (regularly updated multiple choice questions, question bank for the comprehensive exam, Moodle Test) and the Department of Biochemistry.

The Education Committee annually reviews the course syllabi and the normative and summative assessments (mid-term reports, tests and examinations) included, and may make recommendations on the balance between normative and summative assessment, the optimization of the number of examinations and further forms of assessment.

- Regular feedback on assessment (examinations and midterm tests) is currently in a pilot phase of development. Students can give comments and feedback on assessment, e.g., through evaluation of written Moodle examination questionnaires. A routine acquisition and evaluation of student feedback (OMHV) in this important area of student performance should be encouraged both for written and oral assessment settings.
- It is recommended that a questionnaire focusing on the evaluation of the overall assessment system and the new assessment methods used in the three modules of the curriculum be integrated into the Neptun UNIPOLL system to ensure continuous quality improvement of the existing assessment system.
- More promotion of feedback questionnaires to international students (English/German programmes) through student organisations is recommended.
- The action plans of the departments based on student feedback (OMHV) should be evaluated at least yearly for completion and for continuing efforts at the specified teaching areas. This evaluation could also be transparently published together with the next action plan.



III/4 Students

Standard 4.1: Admission and selection of students

The Faculty offers its medical programme in Hungarian, English and German languages, all of which have been accredited previously by MAB. In the case of the programme provided in Hungarian, the admission process is implemented according to the national Hungarian law. At faculty level, the Dean's Office is the structure responsible for the admittance procedures. All the information required for admission is up-to-date and can be easily accessed on the website of the institution in all the three languages. At the same time, the University provides an Admission and Academic Bulletin on its website which contains useful guidance for international applicants on the required application documents, admission, fees and costs, housing, student life etc. Simultaneously, online preparatory courses in Biology and Chemistry are provided for advanced level Matura every year.

The entire process of admittance in foreign language programmes takes place online via the SEMAPHOR system. The applicants for the English language programme must take an entrance exam in order to be admitted, while the admission for the German language programme is based on the applicants' documents analysis.

The procedures regarding the student and credit transfer are included in the Study and Examination Regulations. The website of the University contains a separate section with the documents and time schedule of the transfer process. The Studies and Examinations Committee is responsible to deliver the transfer decision, taking into consideration the academic performance of the students and the available capacity. The Credit Transfer Committee is in charge with the preliminary credit transfer decisions, while considering the feedback obtained from the course coordinator.

The institution offers the possibility of inactivating the status of student in different situations (medical or other justified reasons).

Standard 4.2: Student support system

The medical students are provided with a complex system of human, social and financial support during their study years. Students have the opportunity to join different programmes which aim to increase their academic achievements, to develop new skills and gain more personal and professional experience. Information on support is available on the University's website.

Additional support is provided for students by the faculty representatives of the Student Union (HÖK), who are in close cooperation with the Faculty leadership. Students are encouraged to become members of the students' associations such as Budapest Medical Students' Association (BMSA), where they can take part in various extracurricular activities, or Students' Scientific Association (TDK), which offers them the possibility of attending theoretical and practical research.

Organized talent support is provided by the Kerpel-Fronius Talent Support Programme, the Korányi Frigyes College for Advanced Studies, and the Students' Scientific Association. As the site-visit team was informed, mostly Hungarian students take part in the talent program, but the Faculty is working on extending this opportunity to the international students participating in the German- and English-language programmes, as well. Currently, of the 150 members of the talent programme, ten are German-speaking students.

The Faculty encourages the mental and physical well-being and health of students through the P.E. and Sports Center, Semmelweis Promotion Center and student counselling. During the meetings with students, the site-visit team observed that they are not only familiar with these opportunities, but they are also actively taking part in them. Therefore, we can highlight the importance the university places on the implementation of the students' support system. However, it was mentioned during the site visit that there are differences between the opportunities offered to Hungarian and foreign students – information and services are more organised for Hungarian students –, but the Faculty is taking efforts to provide international students with the same level of support as received by Hungarian students.

Information on support for students with disabilities and the contact details of the disability coordinator are included in the publicly available Equal Opportunities document of the University, while the related rules are set out in Article 55 in the Study and Examination Regulations.

The Faculty offers performance-based and social support to the students from the budget resources and other sources (such as donations, contributions etc). Students can also apply for a Teaching Assistant Scholarship, which allows them to receive a regular financial support while teaching and doing research in different departments.

The involvement of the students in the decision-preparing and decision-making bodies of the university is implemented according to the internal and national regulations. During the meetings, the site-visit team observed that the students are partners in the development of the educational and support system of the Faculty. Nevertheless, even though the students have the opportunity to give feedback for some parts of the available support system, they are not familiarised enough with the procedures and are not sufficiently encouraged to evaluate it. Therefore, an increased involvement of the students in offering feedback for the support system would contribute to its continuous improvement.

- It is recommended to increase awareness over the importance of students' feedback in the development of the support system by systematically promoting and collecting it.
- The general results of the students' feedback for the support system should be made public together with the measures meant to be taken in order to improve the quality of all the facilities.
- As the Faculty plans to increase the number of international students in its programmes, greater emphasis should be placed on the support and services provided to them. Also, the connection between the Hungarian, English and German programmes should be



improved in order to strengthen the relationship between Hungarian and international students.

• It is also recommended that students and academic staff are made aware of how to initiate formal complaints and appeal procedures (informing them of the key guidelines and procedural steps for submission).

III/5 Academic staff

Standard 5.1: Selection of academic staff

The University sets strict criteria for the selection of its academic staff to ensure high quality education and to meet its strategic goal of becoming among the top 100 universities of the world by 2030. These criteria, including job descriptions and competences, as well as requirements for the different positions are set out in Part II. (University's Employment Standards) of the Organisational and Operational Regulations, publicly available on the University's website.

To comply with the above strategic goal, a new recruitment system has been developed for both assistant and associate professorships, which requires a doctoral degree for employment for an indefinite period. Graduate residents may become assistant lecturers with a one-year fixed-term contract. During the panel interviews, it was mentioned that the most talented PhD students are usually invited to join the academic staff.

In order to ensure optimal circumstances for education and an adequate teacher-student ratio, the Faculty annually monitors the number of students and retiring lecturers, as well as the training programmes to determine the number of academic staff to be employed.

Recommendations:

- The Faculty should ensure that the teacher-student ratios are appropriate for the different components or modules of the curriculum, especially in clinical modules and in the supervision of students' clinical practice. As the Faculty plans to increase the number of international students in its programmes, it should pay attention to increasing the number of qualified academic staff in parallel with the growing number of students, in order to continue to provide high quality education.
- During the site visit, the members of the site-visit team were informed that the number of academic staff without a medical degree is increasing in preclinical institution (e.g. Anatomy). It is recommended to develop a grant system to make teaching in preclinical institutions more attractive for colleagues with MD degrees.

Standard 5.2: Performance, training and development of academic staff

The requirements, duties, and obligations of the academic staff regarding their position are described in Part II.1. of the Organizational and Operational Regulations of the University and communicated in departmental meetings and job advertisements. The ethical norms and requirements of behaviour are specified in the Code of Ethics applying to both students and the



academic staff. The Organizational and Operational Regulations and the Code of Ethics are publicly available on the University's website.

Regarding the evaluation of academic staff, an assessment is conducted annually, which evaluates staff members' performance in the areas of teaching and research, their participation in postgraduate training programs, talent management activities and resource-generating capacities and innovation performance. The performance assessment of a staff member is valid for a year. TÉR, the Performance Evaluation System of the University, is another tool for the assessment of academic staff, introduced in 2021.

Apart from that, students also play a significant role in the evaluation of the academic staff. After each lecture they can submit their feedback on the class with the help of a QR code. Furthermore, in the Neptun system a questionnaire (OMHV) can be filled in by students after the end of a block and each semester. The data collected is public and an action plan is formulated by each department with the possible changes to improve quality of teaching for the next academic year. The Merit Award is another indicator of performance, based on student feedback exclusively, given to the best lecturers and lab practice leaders.

The University's Center for Educational Development, Methodology and Organization offers a wide range of thematical courses and trainings related to teaching methodologies, learning techniques, digital skills etc, which can be found on the website. In addition, the Center offers conference and training opportunities in its newsletter, and the ERASMUS+ program is also available to the academic staff, providing further options for them to improve their language skills and overall academic development. A three-day course called "Introduction to academic teaching" is available online for new lecturers. During the site visit, it was mentioned by Faculty representatives that communication and sharing of best practices between the academic staff are facilitated by regular meetings.

Recommendations:

- It is recommended to reduce the administrative burden of academic staff to have more time for teaching and research.
- Further strengthening the methodological and pedagogical training of academic staff is suggested.

III/6 Infrastructure

Standard 6.1: Educational infrastructure

The Faculty has a widely developed infrastructure including buildings for the theoretical teaching, basic sciences; a new building for theoretical teaching (EOK₂) is currently under planning. The medical school possesses classrooms, seminar-rooms, departmental teaching rooms and associated facilities, computer equipped examination rooms for the in-house online examinations, libraries with a planned extension of the library capacities. The university library provides on-site continuous teaching possibilities for students 24 hours a day, 7 days a week, with



a transparent online booking and place reservation system. During the site visit, representatives of the students expressed their need for additional social and learning spaces.

A technical staff maintains teaching equipment and audio-visual instruments, keeps software and hardware up to date and instruct teaching staff in the proper use of the teaching facilities. There is a wide range of tools available to support teaching and learning (e.g., histology teaching and practicing software, seminars based on these applications, 3-D Anatomy instruction software, skills laboratory, seminar rooms and social facilities of clinical departments). Online digital teaching materials, scientific journals, medical databases, and clinical decision support tools are available for all students at the facilities of the medical school: in the libraries, in their learning spaces, in the apartments and student hostels of the students. Thus, course-independent learning possibilities are enhanced, and physical library spaces are spared.

Paper-based teaching materials are widely replaced by online available tools and publications providing a flexible teaching and learning experience. A transparent and continuously available online database of the teaching materials supports students with multi-platform teaching resources, making possible a flexible learning schedule. Repetition of the learned material is enhanced by video recordings of the lectures and seminars, together with short videos of practical skills. The Faculty regularly evaluates the adequacy of infrastructure in terms of general condition, functional features, state-of-the-art techniques, and teaching efficiency.

- Parallel to the extension of the physical library capacities, all effort should be maintained to enhance the availability of user-friendly online teaching materials, learning tools, scientific and medical resource documents, and databases. Student-adapted learning spaces, social meeting areas, consultation facilities, gathering and living spaces, sports and recreation facilities equipped with high-speed internet services should be increasingly held for extensions and additions of the university library services, providing personalized learning experience for students requiring largely different individual and social learning support.
- The faculty campus extending to a larger area, the rather fragmented infrastructure, the geographical distribution of university buildings and facilities make the communication between teaching staff, course directors, faculty leadership, student representation challenging but centrally important. The risk of staggering communication and the slow delivery of the necessary information to all locations and all departments should be avoided. The use of online communication channels, electronic platforms for the information flow, homepage, electronic teaching materials, learning resources and library databases should be further developed and extensively promoted, including video conferencing with distant departments, hospitals, training sites and external stakeholders.

Standard 6.2: Clinical training resources

The Faculty ensures the acquisition of clinical skills through necessary professional, human and infrastructural conditions. The medical school possesses a wide range of clinical training sites that support the delivery of the clinical part of the educational programme. In cooperation with the other three Hungarian medical schools, the Faculty of Medicine possesses a large number of accredited teaching hospitals and departments for the clinical practices of the Hungarian, English and German programme students. The range of clinical practical training sites include the University clinics, teaching hospitals and wards in Budapest, in the countryside, as well as throughout Europe and worldwide. The accreditation of the clinical training sites outside the European Union, the United States, and Canada is conducted by MAB. The clinical departments, national and international teaching and practicing hospitals adequately contribute to the acquisition of professional skills, attitudes, responsibility and in the end qualifications. A quality control of the teaching hospitals is conducted every five years by the Faculty.

During the visit, students informed the site-visit team that they receive sufficient information and guidance on the completion of their clinical practices, rotations and on the requirements regarding the improvement of their clinical skills. The quality management system of the Faculty and the student feedback are extended to the external clinical training sites including the Asclepios Hamburg Campus and the teaching hospital system to ensure high quality clinical practical teaching through a wide range of departments and hospital wards. The education materials of the Faculty are shared with the teaching hospitals. Clinical departments seem to be able to cope with the clinically oriented small-group bedside teaching and provide sufficient possibilities for clinical shadowing and professional support for students performing their block practices and clinical practices at the wards. During the on-site visit, language difficulties between international students and Hungarian patients were mentioned as a matter to be improved. Also, the establishment of a central Simulation Centre, or the equipping of all clinical units with such a facility to expand the capacity and accessibility of the current Simulation Centre was suggested.

- The multi-level system of clinical teaching facilities, teaching and practicing hospitals could be widened by applying clear criteria for international training sites.
- It is recommended to further improve and invest in the extension of the current Simulation Centre.
- To overcome language barrier between students and patients, it is recommended to place more attention on Hungarian language courses for international students. This problem could also be improved by setting up student groups that include both international and Hungarian students.
- To prevent a decline in the number of nurses, the Faculty should consider the development of a special scholarship system for nurses (non-medical staff) with outstanding performance.



III/7 Quality assurance

Standard 7: The quality assurance system of the medical school

The internal quality assurance system of the Faculty is an integral part of the University's quality assurance system and is aimed at developing, maintaining and improving the quality and standards of teaching, student learning experiences, research and services to the community. It is a system in which internal quality assurance mechanisms operate to maintain and enhance the quality of the educational programme level.

The Faculty has its own management, committees, departments and groups with clearly defined responsibilities. The composition of the faculty committees is determined by the Faculty Council, on the recommendation of the Dean. The responsibilities of the committees are defined in their publicly available rules of procedure. The Faculty's organizational chart is published on the faculty website.

The Faculty's quality assurance (QA) system is designed in accordance with and follows the quality assurance system of the University. The University's strategy, policy and procedures, and most of its QA documents (rules, regulations, reports) are accessible on its website. The QA system of the University is set out in Part I.5 of the institution's Rules of Organisation and Operation and is also defined in the Integrated Management System Manual; the latter document is accessible to all organizational units on the institution's intranet site. The publicly available Institutional Development Plan, including the mission and vision of the University, describes in detail the strategic objectives set for the period 2021-2024. At the university level, QA-related tasks are determined by the Senate and coordinated by the Quality Improvement Board. The medical school doesn't have its quality policy, although the institutional-level quality policy is relevant at the Faculty level. The University's quality policy is available on the website only in the Hungarian language. The quality policy is an essential document of the internal quality assurance system; since the majority of the students come from abroad, it is also expected to make it accessible to them in English and/or German.

At the faculty level, the development and operation of quality assurance system falls within the remit of the Faculty Accreditation Committee, which carries out tasks defined by the Dean. The latest Faculty Organisation and Operation Regulations, together with the relevant annexes, are available on the Faculty website. Most of the QA-related documents are available in Hungarian. The institution operates an integrated quality management system. The main basis of the system is the ISO 9001 standard, but it also takes into account the ISO 50001, ISO 14001, the MEES, the ESG 2015 and the WFME BME 2020 standards. The University has made efforts to harmonize the ISO and the ESG standards but linking them to the WFME standards is still in progress.

Each year the Faculty prepares a report evaluating the educational processes and goals achieved in the previous year. At department level, annual management reports are produced including the results of the quality objectives set. Every semester a faculty meeting is organized, where faculty members may share their ideas on the improvement of education. During the interviews, the site-visit team found that stakeholders, such as students, alumni and teaching hospitals, are actively involved in the development and implementation of the quality assurance activities of the Faculty. Students are represented in the Faculty Council and can thus take part in the decisionmaking of the Faculty. Students' opinions and proposals are collected through surveys and questionnaires, and the results are used to further improve education and clinical training. The Dean receives all feedback submitted. Contracts with teaching hospitals are renewed every five years by the Faculty based on its quality control system. Representatives of the teaching hospitals confirmed during the site visit that they meet the Dean twice a year to discuss and provide feedback on issues of education, thus contributing to the improvement of the teaching programme.

Recommendations:

- It is recommended to develop and implement a programme/handbook for quality assurance at the educational programme level including its regular review and improvement. A Quality Assurance Handbook should contain all the documents/regulations (or references to the documents, regulations, rules, codes), processes and procedures concerning activities in the quality assurance process of the Faculty of Medicine.
- It is recommended to separate the faculty-level QA policy from the institutional policy and make it as a key document for quality management available on the website in English and German.
- It is also recommended to harmonize the WFME standards with ISO and ESG systems and find the differences and overlaps in order to rationalize the operation of the integrated system.

III/8 Organisational frameworks

Standard 8.1: Structure and organisation

The Faculty management is led by the Dean, supported by the Vice Dean for General Affairs, the Vice Dean for Education, the Vice Dean for Strategy and Development, and the Economic Director. The primary governing and decision-making body of the Faculty is the Faculty Council (headed by the Dean), which exercises the right to take decisions and proposals, as well as to perform supervision in the areas of education, research, science and certain administrative matters. The tasks and responsibilities of the Dean and the Faculty Council are set out in detail in the updated Faculty Organisational and Operational Regulations, which is publicly available on the faculty website, together with the previous versions of the document. The decisions of the Council, which meets at least every two months during the academic year, are also published on the Faculty's website, with an annual breakdown. Every semester, the Dean reports to the Faculty Council on the results of the decisions of the Faculty Council and other University bodies.

The Dean is in close cooperation with the Head of the Clinical Center in the management of the clinics related to the Faculty's teaching activities.

Students are actively involved in the decision-making processes of the Faculty: of the 71 members of the Faculty Council, there are 18 student members representing the Hungarian-, the German-, and the English-language programmes.

Furthermore, there are several standing committees within the Faculty, established by the Senate and the Faculty Council. Detailed information on the composition, tasks, operation and responsibilities of the committees set up by the Faculty is publicly available on the Faculty's website. Information on the committees set up by the Senate, namely the Ethics and Discipline



Committee, the Credit Transfer Committee and the Study and Examination Committee are provided by the Directorate of Legal Affairs on the University's website, including their rules of procedure, the duties and responsibilities of the committee members, and the annual report of the committee concerned.

The Dean's Office assists the Dean in the performance of his duties and is responsible for the administrative management of the Faculty's study programme. It also oversees the operation of the Faculty's Coordination Group, the Monitoring and Compliance Group, the Secretariat Group, the Student Service Center, and the Registry Department.

At least every two months (or more often, if necessary) the Dean, the Vice Deans, the Head of the Dean's Office and the Head of the Faculty's Student Union hold a Dean's Cabinet meeting to discuss the most important Faculty-related issues.

The organisation chart of the Faculty is published on its website. The decision-making levels of the Faculty are distinguished and transparent. The operational risks of the institution are managed in accordance with the Regulations of the Internal Control System, which provide detailed information on risk identification and management, as well as on the persons responsible for assessing and addressing risks.

Standard 8.2: Organisational units supporting the operation of the medical school and its educational and academic activities

The Faculty is supported by various units in its operation, management and education. The Dean' Office is responsible for the administrative management of the Faculty, while the Registrar's Office provides assistance to students regarding their studies.

The Central Library is open 7/24 and offers a wide range of online books and journals, as well as various courses and sessions, taking into consideration the students' needs and feedback. The Library's occupancy status can be checked on its website. However, students mentioned to the site-visit team that it is difficult to find available seats in the Library during daytime. At the same time, the site-visit team was informed about the plans to expand the available library space in the Science Park of the University.

On the university website, detailed information on Erasmus+ mobility for students and academic/administrative staff is made available by the International Mobility Office, which belongs to the Directorate of International Relations of the University. During the site visit, the students mentioned the helpful attitude of the Office, but the site-visit team was also informed that the application procedure (especially the required paperwork) of staff mobility is too time consuming, and therefore a more streamlined procedure would contribute to the programme's popularity.

Within the Faculty, extensive administrative and educational IT support is available, such as the Neptun and Poseidon systems, the Electronic Mail Management System, the Contract Management System as well as Moodle, the latter including ample educational documents and



materials related to the various courses offered, managed by the Center for Educational Development, Methodology and Organization of the University.

When recruited, administrative staff members receive training on administration, document management, as well as personal training on the use of the Poseidon system. There are also optional online sessions each month for staff members on the use of different IT systems (Electronic Mail Management System and the Contract Management System), and on developing practical skills required to apply these systems properly.

Recommendations:

• To facilitate staff mobility, it is recommended to simplify the paperwork of the application process of mobility programmes and to increase the promotion of these programmes to staff members.



Members of the site-visit team:

Chair: Prof. Dr László Csiba Co-Chair: Dr Farida Nurmanbetova

Members: Prof. Dr András Varró Dr László Czopf dr Alexandra-Simona Zamfir dr Péter Levente Lakatos Anna Szombathelyi

Date of the site-visit: 21-23 November 2022

Annex 1

SUMMARIZED EVALUATION TO DETERMINE THE ACCREDITATION PERIOD

	STANDARD		ASSESSMENT			
	NO.	TOPIC	COMPLIANT	PARTIALLY COMPLIANT	NON- COMPLIANT	
MINIMUM CRITERIA	2.1	Educational programme	\checkmark			
	5.1	Selection of academic staff	\checkmark			
	4.1	Admission and selection of students	\checkmark			
	6.1	Educational infrastructure	\checkmark			
	6.2	Clinical training resources	\checkmark			
	8.1	Structure and organisation	\checkmark			
	8.2	Organisational units supporting the operation of the medical school and its educational and academic activities	\checkmark			
QUALITY ASSURANCE PROCESSES	1.	Mission statement		\checkmark		
	2.2	Development and review of the educational programme	\checkmark			
	3.2	Quality assurance of assessment	\checkmark			
	7.	Quality assurance		\checkmark		
SUPPORT PROCESSES	2.3	Educational methods used to deliver the educational programme	\checkmark			
	3.1	System of assessment	\checkmark			
	4.2	Student support system		\checkmark		
	5.2	Performance, training and development of academic staff	\checkmark			