

# Decision of the FIBAA Accreditation and Certification Committee



9<sup>th</sup> Meeting on March 22, 2023

## PROGRAMME ACCREDITATION

<b>Project Number:</b>	21/132
<b>Higher Education Institution:</b>	Kodolányi János University
<b>Location:</b>	Budapest, Hungary
<b>Study Programme:</b>	<ol style="list-style-type: none"><li>1. Bachelor of Arts in English and American Studies</li><li>2. Master of Arts in English Studies</li><li>3. Master of Arts in Translation and Interpreting</li></ol>
<b>Type of Accreditation:</b>	<ol style="list-style-type: none"><li>1. Initial accreditation</li><li>2. Concept accreditation</li><li>3. Concept accreditation</li></ol>

The FIBAA Accreditation and Certification Committee has taken the following decision:

### 1. Bachelor of Arts in English and American Studies

According to § 7 (6) in conjunction with § 9 (1) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from January 1, 2021, the study programme is accredited with three conditions.

Period of Accreditation: March 22, 2023 till March 21, 2028

### 2. Master of Arts in English Studies

According to § 7 (6) in conjunction with § 9 (1) in conjunction with § 9 (4) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from January 1, 2021, the study programme is accredited with three conditions.

Period of Accreditation: September 1, 2023, till August 31, 2028

### 3. Master of Arts in Translation and Interpreting

According to § 7 (6) in conjunction with § 9 (1) in conjunction with § 9 (4) of the FIBAA General Terms and Conditions within the framework of procedures for the award of the FIBAA Quality Seal for Programmes from January 1, 2021, the study programme is accredited with three conditions.

Period of Accreditation: September 1, 2024, till August 31, 2029

### Conditions for all programmes:

**Condition 1:** The HEI implements a concept with concrete measures which would strengthen the international orientation (see chapter 1.2).

**Condition 2:** The HEI ensures that reading lists for courses are reviewed and updated (see chapter 3.3).

**Condition 3:** The HEI establishes quality assurance goals and ensures systematic and regular data collection, evaluation, and monitoring (see chapter 5.1).

Proof of meeting these conditions is to be supplied by December 21, 2023.

The FIBAA Quality Seal is awarded.



**FOUNDATION FOR INTERNATIONAL  
BUSINESS ADMINISTRATION ACCREDITATION**

FIBAA – BERLINER FREIHEIT 20-24 – D-53111 BONN

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## Assessment Report

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**Higher Education Institution:**

Kodolányi János University, Hungary

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**Bachelor/Master programme:**

1. Bachelor programme English and American Studies
2. Master programme English Studies
3. Master programme Translation and Interpreting

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**Qualification awarded on completion:**

1. Bachelor of Arts in English and American Studies
2. Master of Arts in English Studies
3. Master of Arts in Translation and Interpreting

# General information on the study programmes

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## **Brief description of the study programmes:**

### **Bachelor of Arts in English and American Studies (BAEN)**

The Bachelor of Arts in English and American Studies is a practice-oriented liberal arts language programme. The aim of the Bachelor programme is to train professionals who have a good knowledge of the English language and culture and can interpret, communicate, and produce written and oral texts involving critical understanding in English at level C1 of the Common European Framework of Reference for Higher Education in everyday, cultural, political, economic, social, linguistic, and literary studies. They can also manage, solve, and take responsibility for middle management level tasks in national and international organisations, companies, municipalities, cultural management, education, journalism, and public relations. They are qualified to pursue their studies at the master's level.

### **Master of Arts in English Studies (MAEN)**

The Master of Arts in English Studies is a practice-oriented liberal arts language programme. The aim of the Master programme is to train specialists who have full proficiency (C1 level) of the English language, are proficient users of the language and have the necessary theoretical, methodological, and practical skills. Rather than mere passive receivers of information, students graduating from this Master programme will be specialists fully capable of undertaking independent and original investigations in a wide range of topics.

Degree holders have in-depth knowledge of the English-speaking countries, including the UK, Ireland, USA, Canada, and South Africa and their literature and culture, their social and political establishment, and history. Degree holders also know the basics of modern theoretical and applied linguistics, main trends, research topics, and all relevant research results relating to the English language. Degree holders can use their skills in business, media, education, book publishing, diplomacy, institutions of international relationships, tourism, project management offices, regional and national levels of administration, and cultural institutions. Degree holders are prepared to pursue research and doctoral studies.

### **Master of Arts in Translation and Interpreting (MATI)**

The Master of Arts in Translation and Interpreting is a highly practice-oriented liberal arts programme. The purpose of the programme is to train translators and interpreters who can provide oral and written mediation on a professional level from a foreign language into Hungarian, as well as from Hungarian into a foreign language. They can transform the written or heard text of the source language into the target language with exact content and grammatical correctness; they are also aware of ethical and rhetorical rules of language mediation.

Degree holders are informed about the political, economic, social, and cultural lives of the countries of source and target languages, including the UK, Ireland, USA, Canada, and South Africa, as well as of the EU member states. Degree holders can use their skills in business, media, education, book publishing, diplomacy, institutions of international relationships, tourism, project management offices, regional and national levels of administration, and cultural institutions. Their acquired skills provide them with the ability to further their education within the frame of PhD studies.

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**Type of study programme:**

1. Bachelor of Arts in English and American Studies: Bachelor programme
2. Master of Arts in English Studies: Master programme
3. Master of Arts in Translation and Interpreting: Master programme

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**Projected study time and number of ECTS credits assigned to the study programme:**

1. Bachelor of Arts in English and American Studies: 3 years / 6 semesters; 180 ECTS credits
2. Master of Arts in English Studies: 2 years / 4 semesters; 120 ECTS credits
3. Master of Arts in Translation and Interpreting: 2 years / 4 semesters; 120 ECTS credits

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**Mode of study:**

All programmes: full-time and part-time

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**Didactic approach:**

All programmes: study programme with obligatory class attendance

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**Double/Joint Degree programme:**

All programmes: no

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**Scope (planned number of parallel classes) and enrolment capacity:**

1. Bachelor of Arts in English and American Studies: 100 students
2. Master of Arts in English Studies: 50 students
3. Master of Arts in Translation and Interpreting: 50 students

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**Programme cycle starts in:**

All programmes: fall and spring semester

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**Initial start of the programme:**

1. Bachelor of Arts in English and American Studies: September 2006
2. Master of Arts in English Studies: September 2023
3. Master of Arts in Translation and Interpreting: September 2023

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**Type of accreditation:**

1. Bachelor of Arts in English and American Studies: initial accreditation
  2. Master of Arts in English Studies: concept accreditation
  3. Master of Arts in Translation and Interpreting: concept accreditation
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# Procedure

A contract for the initial accreditation of the Bachelor of Arts in English and American Studies and for the concept accreditation of the Master of Arts in English Studies and the Master of Arts in Translation and Interpreting was made between FIBAA and Kodolányi János University (KJU) on March 2, 2022. On July 11, 2022, the HEI submitted a self-evaluation report, which included a detailed description of the programmes and further documents in order to prove that the criteria for programme accreditation are met.

At the same time, FIBAA appointed a review panel<sup>1</sup>. The HEI has agreed with the chosen experts. The panel consisted of:

**Dr. Rudolf Camerer**

elc-European Language Competence, Frankfurt, Germany  
Head of elc-European Language Competence (Foreign Language Requirements in International Professional Contexts, Intercultural Communication Skills)

**Prof. Dr. Andrea Dlaska**

Middlesex University London, United Kingdom  
Professor em. of English and German Studies (Foreign and Technical Language Courses, Language Assessment, Courses with English as the language of instruction, Internationalization, Intercultural Communication)

**Prof. Dr. Juliane House**

University of Hamburg, Germany  
Professor em. of Language Teaching Research (Translation Theory, Contrastive Pragmatics, Discourse Analysis, Intercultural Communication, Misunderstanding in Intercultural Discourse, English as a lingua franca)

**Elisa Knief**

University of Bremen, Germany Student of English-Speaking Cultures & Hispanistik (B.A.)  
(English/American Studies, English Literature, Hispanic Studies)

**Dr. Gergely Kováts**

Corvinus University of Budapest, Hungary  
Ass. Professor, Senior Advisor and Managing Director of the Center for International Higher Education Studies (Business Administration, Economics of Education, Organizational Theories, Management, Organizational Behaviour, Public Management, Human Resources Management in public organizations)

FIBAA project manager:  
Priv.-Doz. Dr. Marco Haid

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<sup>1</sup> The panel is presented in alphabetical order.

The assessment is based on the self-evaluation report, amended by further documents, as requested by the panel, and an online conference. The online conference took place on November 28-29, 2022, via the video conferencing tool Zoom. At the end of the online conference, the panel has given a short feedback on its first impressions to representatives of the HEI.

The assessment report based on this was delivered to the HEI for comment on February 27, 2023. The statement on the report was given up on March 6, 2023. It has been taken into account in the report at hand.

## Summary

The Bachelor of Arts in English and American Studies, the Master of Arts in English Studies and the Master of Arts in Translation and Interpreting offered by Kodolányi János University, fulfil with few exceptions the FIBAA quality requirements for Bachelor and Master programmes and can be accredited by the Foundation for International Business Administration Accreditation (FIBAA) for five years (for Bachelor of Arts in English study programme it starts on March 22, 2023, and finishes on March 21, 2028; for the Master of Arts in English Studies programme it starts on September 1, 2023, and finishes on August 31, 2028; for the Master of Arts in Translation and Interpreting it starts on September 1, 2024, and finishes on August 31, 2029), under conditions. The programmes are in accordance with the national and the European Qualification Frameworks and the European Standards and Guidelines in their applicable version, valid as of the time of the opening of the procedure, and in accordance with the Bologna Declaration.

The panel members identified need for improvement regarding the following aspects<sup>2</sup>. They recommend the accreditation on condition of meeting the following requirements:

**Condition 1:** The HEI implements a concept with concrete measures which would strengthen the international orientation (see chapter 1.2).

**Condition 2:** The HEI ensures that reading lists for courses are reviewed and updated (see chapter 3.3).

**Condition 3:** The HEI establishes quality assurance goals and ensures systematic and regular data collection, evaluation, and monitoring (see chapter 5.1).

Proof of meeting these conditions is to be submitted by December 21, 2023.

The panel members also identified several areas where the programmes could be further developed:

- The panel recommends that the HEI invite more guest lecturers from different Anglophone countries (3.3.3 Guest lectures).
- The panel recommends that the HEI implement measures to increase the number of international students in order to achieve a higher internationalisation of the student body (3.4.2 Internationality of the student body).
- The panel recommends that the HEI integrate businesses, organisations or other practitioners more strongly into teaching, for example through guest lectures or team teaching (4.1.4 Practical business experience of faculty).
- The panel recommends to further develop the website and provide all the information in English to attract international students (5.3.1 Programme description).

The measures that the HEI takes in order to implement the recommendations of the panel members will have to be considered during the re-accreditation.

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<sup>2</sup> These aspects are asterisk criteria which means that they are essential for the study programme.



There are criteria in which the programmes exceed the quality requirements:

- Internal cooperation (see chapter 4.1.5);
- Student support (see chapter 4.1.6);

For the overall assessment of the programmes, please refer to the quality profile at the end of this report.

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# Information

## Information on the Institution

Kodolányi János University (KJU), founded in 1992, is a state-accredited non-profit private university offering undergraduate, graduate, and post-graduate study programmes. The institution focuses on applied research in the fields of tourism & hospitality, business management, mass media & communication, social sciences, history, performing arts, cultural and language studies, and computer science & engineering. Besides the academic programmes, KJU also offers a wide range of post-secondary, LLP courses for trainers and trainees, as well as international semesters, summer courses, study tours and internship programmes.

KJU's mission is to provide disciplinary and interdisciplinary studies, research, and innovation services related to the new economy, knowledge economy (ICT NBIC technologies) and sustainable development in the fields of management and business services, social sciences, humanities, performing arts and teacher training. The mission of KJU is to function as a pioneering cooperative model in Hungarian higher education.

Kodolányi János University (KJU), as a new institution, began in 1992 with the 3-year English language teacher and 4-year English language and literature teacher training programmes (also with French and German programmes). Reflecting the acute shortage of language knowledge and language teachers in Hungary after the change of regime, the main profile of the institution for about 15 years was language teacher training. With the introduction of the Bologna system in 2006, the Bachelor degree programmes in English and German were launched; however, students could continue to study pedagogy as a minor, as well.

Since teacher training was taken over by the state institutions in 2011, KJU has concentrated on language and literature as part of the Humanities. The English Department recognised the need to prepare the students for joining the labour force after graduation. The subjects related to translation and business soft skills, therefore, became a compulsory part of the programme.

The curricular grid has, in all cases, been adapted to the then-current Hungarian National Qualification Framework.

The Bachelor programme modules were divided according to the following principles: transversal skills (10 credits), professional core (30 credits), specialisation - English and American Studies (48 credits), elective (26 credits), differentiated professional module (50 credits), optional minor (pedagogy) (12 credits), thesis (4 credits). In this network, a 50-credit module package called the Differentiated Professional module was inserted, which was a completely new concept in the field of English Studies in Hungary.

In 2009 the Social Sciences and Economics Translation (and Interpreting) postgraduate training diploma programme was launched; this programme provides complex theoretical and practical training for professionals who choose translation (and interpreting) as a career. The teaching staff, which includes native speakers and practising translators, make it a priority to introduce the practice of linguistic and cultural transfer and mediation and in teaching the use of the latest CAT Tools software (Trados and MemoQ) essential for professional translation. The course is student-centred, and the use of personalised, modern technology is an important requirement. Individual, often online, assignments are part of the curriculum, and the course is also characterised by

development-oriented assessment: teachers assess their students on a personalised basis, jointly developing pathways and opportunities for further personal development.

Changes caused by the Higher Education Act of 2011 led to the repositioning of the degree on the training market. The BA English Studies programme was relegated to the background by the state and church universities, the number of student applications decreased, the programme was transferred to Budapest; no English Studies courses offered in Székesfehérvár; therefore, the number of staff at the Department of English Language and Literature had to be reduced.

Until 2010, there were state-funded places at KJU; the Bachelor of Arts in English study programme also received state-funded places proportionally; the number of applicants dropped drastically with the introduction of the A-levels because the large state universities took more than half of the English language applicants; and at the same time, the language skills of the most talented students, the students who entered the programme, were much poorer in their knowledge of English than those of the pre-Bologna English language students. The reduced number of students contributed to the start of a new phase of development at KJU, which has facilitated the introduction of a personalised student training.

The emphasis has shifted from theory-based education to practical, problem-based education. Recently, there has been an increased demand for a more practice-oriented approach to science, and the training has incorporated this into the Bachelor programme.

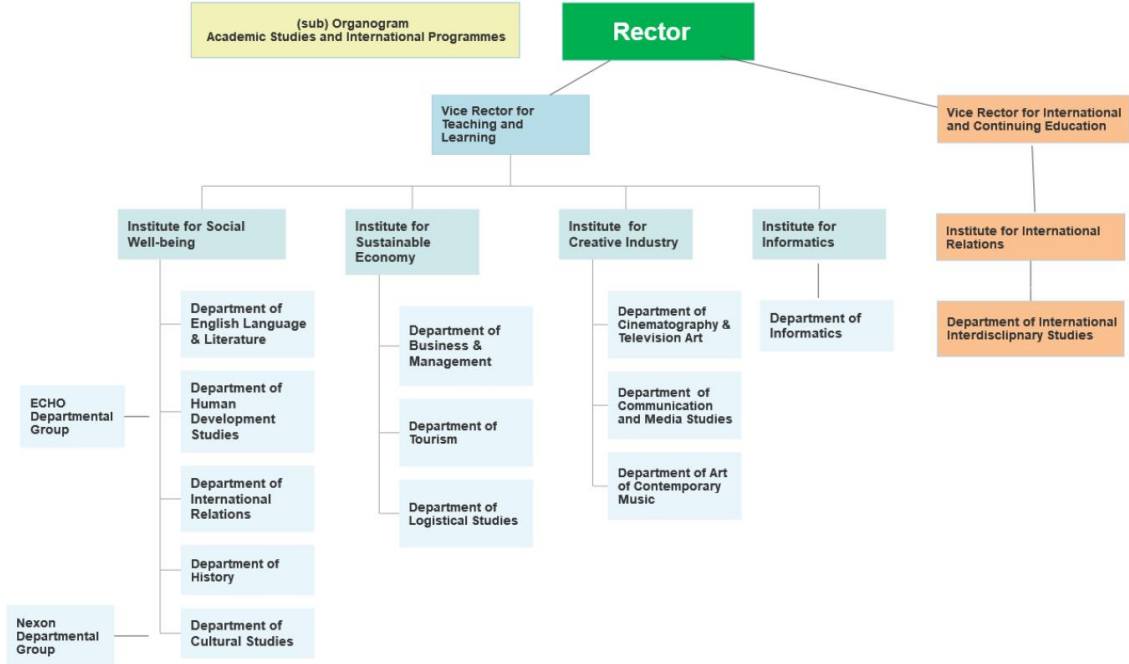
The aim of the KJU Bachelor of Arts in English Studies programme has changed from teacher training to developing the language skills of business and NGO organisations, thus representing a special focus in the Hungarian higher education language teaching market.

The Master's programme in English Studies at KJU aims to provide in-depth knowledge of multi-level global/European/national/local governance, transnational business and civil language communication services, the design and management of language service programmes, the organisation and management of related research on language use, cultural and environmental contexts, and the development of quality and innovative service models.

The Master of Arts in Translation and Interpreting at KJU aims to upgrade the existing (since 2009) postgraduate training programme to the master's level, with research skills in specialised subjects in translation studies, specialised language interpreting and translation programmes (international relations/business language/protocol), with a special focus on the positioning of creative interpreting/translation service business in Budapest, and the management of independent businesses. The training will aim at organising research into changing language use, literature, culture, media, and their global flows. The aim of the training is to understand the three functions of higher education: sustainability, sustainable language and culture, communication services and social responsibility.

The organigram of KJU provides a graphical overview of the positioning of the Department of English Language and Literature within the HEI.

Figure - Organigram of KJU



Since 2004 KJU has received many awards as the IASA Shiba Award in 2004, the Hungarian e-learning award in 2006, the EFQM Recognised for Excellence 5\* Award in 2006, E-Quality European Quality Award in 2007, the National Quality Award in 2009 in 2014 the award-winning pedagogical model PIQ&Lead was implemented which also received the International Quality Innovation Award in 2014. In 2016 the applied research service model RIQ&Lead was introduced. KJU was the finalist in the EFQM Innovation Challenge in 2019 and in 2020 the finalist for the International Quality Innovation Award. In 2021 KJU was the winner of the National Award for Excellence. This is based on an organisational self-assessment on the EFQM Model 2020, which is a full, evidence-based presentation of the applicant organisation's activities and achievements.

Since 2020, KJU has been maintained by Docler Holding, a multinational company (with interests in Europe, the US, India, and Hong Kong) whose main profile is the development of digital business services. KJU has developed a model of professional education and learning and developing a model of creative learning and creative education as one of its objectives for the period 2021–24.

## Statistical data of the Bachelor programme English and American Studies (BAEN)

The years between 2016 and 2021 show the BAEN becoming more stable in its number of applicants and the drop-out tendency gradually falling. This fall is due to the implementation of the PIQ&Lead personal MT mentoring and counselling programme (<https://www.kodolanyi.hu/en/student-life/mentoring>) adopted between 2014 and 2016. Additionally, the PIQ&Lead model curriculum was adopted in 2014. These implementations helped reduce the drop-out rate and, through a personalised mentoring system, gave the students greater support to finish their studies.

Table 1: Statistical Data BAEN

		1. Cohort 2016	2. Cohort 2017	3. Cohort 2018	4. Cohort 2019	5. Cohort 2020	6. Cohort 2021
# Study Places offered by HEI		100	100	100	100	100	100
# Applicants	∑	118	107	127	149	124	159
	f	75	78	76	78	74	86
	m	43	29	51	71	50	73
Application rate		118,00%	107,00%	127,00%	149,00%	124,00%	159,00%
# First-Year Students ( <i>accepted applicants</i> )	∑	77	77	62	74	83	83
	f	47	45	41	51	64	63
	m	30	32	21	23	19	20
Rate of female students		0,61038961	0,584415584	0,661290323	0,689189189	0,771084337	0,759036145
# Foreign Students	∑	3	1	0	0	0	0
	f	3	1	0	0	0	0
	m	0	0	0	0	0	0
Rate of foreign students		0,038961039	0,012987013	0	0	0	0
Percentage of occupied study places		77,00%	77,00%	62,00%	74,00%	83,00%	83,00%
# Graduates	∑	44	17	23	20	18	19
	f	31	11	15	11	12	7
	m	13	6	8	9	6	12
Success rate ( <i>students who finished their studies</i> )		78,57	85,00	79,31	68,97	81,82	73,08
Dropout rate ( <i>students who dropped their studies</i> )		7,10%	6,70%	6,57%	6,57%	6,34%	6,22%
Average duration of study		6 semester	6 semester	6 semester	6,5 semester	6,24 semester	6,25 semester
Average grade of final degree		4,17	4,05	4,20	3,85	3,88	4,12

Statistical data show the following:

- The rate of the number of applications increased in the considered period; the two-year pandemic shows a setback in the application rate and a fall is noticeable in the average grade of the final degree.
- The number of graduates shows a definite increase in the given period, and the percentage of occupied study places show a slow, but growing tendency.
- The dropout rate also shows a gradual decrease in the given period.
- The number of female students shows a gradual rise in 2020 and 2021.
- Foreign students, being people already living in Hungary, do appear in the programme in 2016 and 2017, but not later.
- Foreign students, through the ERASMUS student mobility programme, enrol in the BAEN courses each semester, but they only stay for one or two semesters and, as such, do not feature as any given number within the statistical data table.
- The percentage of occupied study places has increased in 2020 and 2021, and this percentage has been stable in 2020 and 2021.
- The success rate of students finishing their studies shows a drop in 2019, but in 2020 there is a sharp increase, though due to the pandemic, the 2021 percentage rate shows a slight fall again.
- The average duration of study is six semesters, and most students finish their studies by the end of the 6th semester. However, the given data shows a rise since 2019, which signifies that many full-time students take on part-time jobs to finance their studies, due to this they submit their theses in their 7th or 8th semester and finish one or two semesters later.
- The average grade of the final degree shows a slight movement up and down but is constant, at good (Grade 4).

Since the Master programmes in this report are concept accreditations and have not yet started, no statistical data can be presented for them.

## Appraisal

Statistical data show an increasing trend in the number of applicants and graduates. The data also show a consistently good performance. The dropout rate also decreased over time and is 6.22 % in 2021. Thus, the quantitative development of the programmes has been convincing so far.

# Programme Description and Appraisal in Detail

## 1. Objectives

### 1.1 Objectives of the study programmes (Asterisk Criterion)

#### **Bachelor of Arts in English and American Studies (BAEN)**

##### *Quality Aims of European Higher Education*

The programme reflects the four purposes of education as formulated by the Council of Europe: preparation for the labour market, preparation for life as active citizens in democratic societies, personal development, and development and maintenance of a broad, advanced knowledge base stimulating research and innovation.

##### *Dublin Descriptors of Second Cycle-QF-EHEA (Qualifications Framework-European Higher Education Area)*

The programme's qualification objectives are equivalent to the European Qualification Framework System level six and the Hungarian National Qualification Framework system's 6th level programmes.

**Table 2: Framework System level 6 BAEN**

Level	Knowledge	Skills	Competence
Level 6 (Description of the eight EQF levels; source: <a href="https://europa.eu/europass/en/description-eight-eqf-levels">https://europa.eu/europass/en/description-eight-eqf-levels</a> ) The learning outcomes are relevant to Level 6	Advanced knowledge of a field of work or study involving a critical understanding of theories and principles	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups

These comply with the Hungarian subject benchmarks and are accredited by the Hungarian Higher Education Accreditation Committee, a member of ENQA.<sup>3</sup>

The Bachelor of Arts in English and American Studies is a practice-oriented liberal arts language programme. The aim of the Bachelor is to train professionals who have a good knowledge of the English language and culture and can interpret, communicate, and produce written and oral texts involving critical understanding in English at level C1 of the Common European Framework of

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<sup>3</sup> <https://www.enqa.eu/>



Reference for Higher Education in everyday, cultural, political, economic, social, linguistic, and literary studies. They can also manage, solve, and take responsibility for middle management level tasks in national and international organisations, companies, municipalities, cultural management, education, journalism, and public relations. They are qualified to pursue their studies at the master's level.

Students demonstrate the following skills, knowledge and competences:

- Advanced knowledge of the field of English studies, involving a critical understanding of literary, cultural, linguistic theories and principles
- Advanced skills, demonstrating proficiency and innovation, required to solve complex and unpredictable problems in a specialised field of study
- Manage complex professional activities or projects, taking responsibility for decision-making in unpredictable study contexts
- Take responsibility for managing the professional development of individuals and groups
- Can use the knowledge acquired creatively, good collaboration and communication skills and a sense of responsibility
- Practice-oriented liberal arts language training coupled with business English training and the PIQ&Lead professionalism module, which provides a broader outlook and is targeted at business-professional use.

The programme was initially designed in 2005 and launched in 2006; further revisions were developed in 2008, the minor was revised in 2008, the PIQ&Lead model was implemented in 2014, and KJU underwent successful institutional accreditation in 2019.

### ***European Credit Transfer and Accumulation System***

KJU ECTS guidelines comply with the ECTS Users' Guidelines of EHEA

### ***Quality Guidelines and Standards of EHEA 2015***

Design and approval of the programme, student-centred learning, teaching staff, learning resources, student administration and information management, and public information rules.

## **Master of Arts in English Studies (MAEN) and Master of Arts in Translation and Interpreting (MATI)**

### ***Objectives***

The programmes reflect the four purposes of education as formulated by the Council of Europe: preparation for the labour market, preparation for life as active citizens in democratic societies, personal development, and development and maintenance of a broad, advanced knowledge base stimulating research and innovation.

### ***Dublin Descriptors of Second Cycle-QF-EHEA***

The programme's qualification objectives are equivalent to the European Qualification Framework System level 7, and Hungarian National Qualification Framework system 7th level programmes.

**Table 3: Framework System level 7 MAEN and MATI**

Level	Knowledge	Skills	Responsibility and autonomy
<p>Level 7 (Description of the eight EQF levels; source: <a href="https://europa.eu/europass/en/description-eight-efq-levels">https://europa.eu/europass/en/description-eight-efq-levels</a>)</p> <p>The learning outcomes are relevant to Level 7</p>	<p>Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research</p> <p>Critical awareness of knowledge issues in a field and at the interface between different fields</p>	<p>Specialised problem-solving skills required in research and/or innovation to develop new knowledge and procedures and to integrate knowledge from different fields</p>	<p>Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams</p>

These comply with the Hungarian subject benchmarks and are accredited by the Hungarian Higher Education Accreditation Committee, a member of ENQA.

The **Master of Arts in English Studies** is a practice-oriented liberal arts language programme. The aim of the programme is to train specialists who have full proficiency (C1 level) of the English language, are proficient users of the language and who have the necessary theoretical, methodological, and practical skills. Rather than mere passive receivers of information, students graduating from this Master programme will be specialists fully capable of undertaking independent and original investigations in a wide range of topics.

Degree holders have in-depth knowledge of the English-speaking countries, including the UK, Ireland, USA, Canada, and South Africa and their literature, culture, their social and political establishment, and history. Degree holders also know the basics of modern theoretical and applied linguistics, main trends, research topics, and all relevant research results relating to the English language. Degree holders can use their skills in business, media, education, book publishing, diplomacy, institutions of international relationships, tourism, project management offices, regional and national levels of administration, and cultural institutions. Degree holders are prepared to pursue research and studies on the PhD level.

Students of the Master of Arts in English Studies will have a

- highly specialised interdisciplinary knowledge in the field of English studies involving work or study as a basis for further research
- critical awareness of interdisciplinary knowledge issues in a specialised field of English studies (literary, cultural, linguistic, intercultural)
- critical awareness of up-to-date knowledge issues at the interface of different English studies fields (Global Englishes, transcultural, intercultural trends, and research).
- specialised critical thinking skills required in research or innovation in the field of English studies and can integrate knowledge from the different interdisciplinary field related to English studies.

Students of the Master of Arts in English Studies will further be able to

- manage and transform work or study contexts within the field of English studies that are complex, unpredictable and require new strategic approaches.
- take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams within the sphere of English studies.

The **Master of Arts in Translation and Interpreting** is a highly practice-oriented liberal arts programme. The purpose of the programme is to train translators and interpreters who can provide oral and written mediation on a professional level from a foreign language into Hungarian, as well as from Hungarian into a foreign language. They can transform the written or heard text of the source language into the target language with exact content and grammatical correctness; they are also aware of the ethical and rhetorical norms of language mediation.

Degree holders are informed about the political, economic, social, and cultural lives of the countries of source and target languages, including the UK, Ireland, USA, Canada, and South Africa, as well as of the EU member states. Degree holders can use their skills in business, media, education, book publishing, diplomacy, institutions of international relationships, tourism, project management offices, regional and national levels of administration, and cultural institutions. Their acquired skills provide them with the ability to further their education within the frame of PhD studies.

Students of the Master of Arts in Translation and Interpreting will have a

- highly specialised interdisciplinary knowledge in the field of translating, interpreting, oral and written mediation on a professional level
- critical awareness of interdisciplinary knowledge issues in specialised fields of theory of translation and economics, ethics, and protocol in interpreting
- critical awareness of up-to-date knowledge issues at the interface of different translation and interpreting fields (social sciences, economics, law).
- critical thinking skills and knowledge of protocol as required in the practice of translating and interpreting.

Students of the Master of Arts in Translation and Interpreting will further be able to

- integrate knowledge from the different interdisciplinary fields related to translating and interpreting.
- manage and transform complex, unpredictable and new strategic approaches in translating and interpreting.
- take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams within the sphere of translating and interpreting.

This study programme was preceded by the postgraduate training programme for translation and interpreting in social sciences and economics, which was initially accredited and launched in 2009; with the MATI programme, the level of competences was raised to the 7<sup>th</sup> level to suit the requirements of the master's programme for the Hungarian Qualification Framework (HuQF) and European Qualifications Framework (EQF).

### ***European Credit Transfer and Accumulation System***

KJU ECTS guidelines comply with the ECTS Users' Guidelines of EHEA

## Quality Guidelines and Standards of EHEA 2015

Design and approval of the programme, student-centred learning, teaching staff, learning resources, student administration and information management, and public information rules.

### Appraisal:

The qualification objectives of the programmes are explained and convincingly presented in relation to the target group, targeted professional field and societal context of the discipline. They include variety of perspectives and viewpoints (e.g., labour market, preparation for life as active citizens in democratic societies). The objectives embrace academic proficiency, comprehensive employability, as well as the development of the individual student's personality.

The expert panel considers the programmes and the related objectives to have a strong suitability for middle management tasks and professions due to communication skills. Therefore, they suggest to include tasks and activities of middle management more in the goals.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.1* Objectives of the study programme (Asterisk Criterion)			X		

## 1.2 International orientation of the study programme design

The objectives of the study programmes consider international standards, accreditation requirements and employment trends.

- UN Compact prescription for managers;
- European Parliament criteria for internationalisation of HE curricula for international higher education<sup>4</sup>, abroad and at home, credit, staff, student, degree, mobility, cross-border delivery, curriculum (internationalization of curricula: IoC), global citizenship, international research communication, international strategic partnerships, accreditation criteria, MOOCs, and virtual learning rules.<sup>5</sup>
- Erasmus+ Program Guide - Faculty members regularly take part in international mobility programmes, both as lecturers and to develop institutional links. International contacts are not only for occasional research and teaching purposes but also for the continuous development of regular partnerships.

<sup>4</sup> <https://www.europarl.europa.eu/portal/en>

<sup>5</sup> <https://www.europarl.europa.eu/portal/en>

Internationalisation includes the development of the curriculum, the offer of foreign language teaching, the formulation of international competences, and the integration of the needs of international mobility and practice.

International extra-curricular elements of the programmes are developed (thematic week events with international guests), and the development of international experience and skills are monitored and continuously improved.

**The features of internationalisation of KJU programmes**

- International dimension of content and curricula: to prepare and equip students for the challenges of globalisation; to prepare graduates for careers in global public, non-profit, business environments, and working in diverse cultural backgrounds, with management skills in intercultural communication.
- International Week programme and faculty mobility (ERASMUS+) are part of the curriculum.
- International conferences and research projects are part of the curriculum.

**Appraisal:**

The panel criticises the international orientation of the programmes. Although efforts are made within the framework of events (e.g., international week) or through participation in international conferences and research projects, the panel considers that there is considerable potential for further development with regard to internationalisation and the preparation of students for an international future: A much stronger exchange or cooperation with universities and students in Anglophone countries should be promoted and expanded. Therefore, the panel recommends the following **condition**:

The HEI implements a concept with concrete measures which would strengthen the international orientation.

From the panel's point of view the following measures might be helpful: The expansion of cooperation with universities or other organisations in Anglophone countries and the promotion of student exchanges with English-speaking countries.

In its statement on the report, the University presented the invited guest lecturers and the English-speaking events (round table discussions) which took place. In the panel's view, however, the statement barely addresses the necessary strategic level and does not target the specified content above. Therefore, the panel continue to recommend the condition.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.2*	International orientation of the study programme design (Asterisk Criterion)	condition				

### 1.3 Positioning of the study programmes

#### Positioning of the three study programmes (BAEN, MAEN, MATI) on the educational market

The KJU states in its self-evaluation report (p. 12) that the three programmes meet all global, European normative professional, global occupational and accreditation rules. They combine the best elements of practice-oriented education, with a university academic environment using applied research, and the third mission of universities for social innovation in international expertise, development, and well-being sphere.

The programmes are distinctive from other universities because they contain a premium element, the so-called PIQ&Lead™ approach: its main philosophy is professionalism in knowledge and skills, a service-dominant approach with innovation and quality dimensions, and preparation for responsible leadership of units, teams, programmes, and projects.

The years between 2016 and 2021 show that the **Postgraduate training for translation and interpreting in social sciences and economics** at KJU is a well-established and successful training programme with sufficient experience, and a focus on sustainability, sustainable language and culture, communication services and social responsibility. The MATI programme aims to upgrade this post-graduate training. Especially, the aim is to add research skills and the management of language interpreting and translation programmes to the existing strengths and focus.

This postgraduate training programme first accredited in 2009 initiated postgraduate training in translation and interpreting in the sphere of Hungarian higher education. Therefore, the training serves as a firm basis for the Translation and Interpreting Master Programme submitted here for concept accreditation.

KJU has no state-funded places. Therefore, the institution is dependent on the open market.

- According to statistical data from 2020, the BA English Studies programme took 52,16% of the market share for the number of applicants who applied for self-financed training.
- According to statistical data from 2020, the number of students enrolled in the BA English Studies programme took 31,63 % of the market share.
- In 2021 the BA English Studies programme took 89,05% of the market share for the number of applicants who applied for self-financed training.
- In 2021 the number of students enrolled in the BA English Studies programme took 34,58 % of the market shares.

This shows an increase in the number of applicants and students enrolled in the BA English Studies programme within the past two years (see self-evaluation report p. 13).

#### Positioning of the three study programmes (BAEN, MAEN, MATI) on the job market for graduates (“Employability”)

Labour market requirements are regularly analysed and presented on open days and during the recruitment period for applicants. During their studies, the thematic weeks, project weeks, and

workshops, students are introduced to specific areas of employment and the types of jobs they might be interested in. A recurring feature of the thematic weeks has been the invitation of former Kodolányi English Studies students to group discussions, where students can ask questions and acquire empirical guidance from former students about the situation and opportunities in the labour market. These opportunities follow the strategic goals of KJU, which is integral to the PIQ&Lead model: Profession, Innovation, Quality and Leadership, which accentuates development, and entrepreneurial culture as part of the goals and mission.

KJU aims to be a university in Europe that, through its disciplinary courses in higher education, prepares students for successful careers with the premium elements of professionalisation and with its interdisciplinary programs for the new professions of the digital, sustainable economy and inclusion in the 21st century. In all its academic programme, enriched with work experience in accordance with international standards and recognised by credit points, KJU intends to be the leading cooperative HEI in Hungary.

***Positions: International (ISCO), European (ESCO) and Hungarian (FEOR) employment Codes:***

- 2643 Translators, interpreters, and other linguists;
- 4419. foreign language correspondence clerk;
- 3343.3. executive assistant;
- 1222.1. communications manager;
- 2642.1.11. foreign correspondent;
- 4312.3. foreign exchange cashier;
- 3311.3.2. foreign exchange trader;
- 2353.1. language schoolteacher.

***Possible roles***

- Authors, journalists and linguists conceive and create literary works; interpret and communicate news and public affairs through the media; and translate or interpret from one language into another.  
Tasks performed usually include: writing literary works; appraising merits of literary and other works of art; collecting information about current affairs and writing about them; researching, investigating, interpreting and communicating news and public affairs through newspapers, television, radio and other media; translating written material from one language to another; simultaneously translating from one language to another.
- Linguists: Linguists study languages scientifically. They master languages and can interpret them in terms of their grammatical, semantic, and phonetic characteristics. They research the evolution of language and the way it is used by societies.
- Interpreters understand and convert spoken communication from one language to another. They retain considerable amounts of information, often with the aid of notetaking, and communicate it immediately afterwards whilst retaining the nuances and stress of the message in the recipient language.
- Translators transcribe written documents from one or more languages to another, ensuring that the message and nuances therein remain in the translated material. They translate

material backed up by an understanding of it, which can include commercial and industrial documentation, personal documents, journalism, novels, creative writing, and scientific texts delivering the translations in any format.

***Employability of graduates of BA English Studies based on statistical data of Educational Authority (Hungarian abbrev.: OH)<sup>6</sup>:***

- teacher of English language, specialised language expert;
- communications assistant;
- analyst, project manager, marketing manager;
- language trainer and coach, interpreter;
- international relations coordinator;
- HR assistant, public administrator;
- customer support staff.

***Employability of graduates of MA English Studies based on statistical data of Educational Authority (Hungarian abbrev.: OH)<sup>7</sup>:***

- teacher of English language, specialised language expert;
- communications assistant, clerk;
- data analyst, project coordinator;
- language trainer and coach, interpreter;
- university coordinator;
- public administrator;
- executive secretary.

***Employability of graduates based on statistical data of Educational Authority (Hungarian abbrev.: OH)<sup>8</sup>:***

- specialised language expert;
- communications assistant;
- data analyst, project supervisor;
- language trainer and coach, interpreter;
- translator/reviser;

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<sup>6</sup> Map of profession of English BA studies graduates

[https://www.felvi.hu/felveteli/szakok\\_kepzesek/szakleirasok/Szakleirasok/index.php/szak/5/szakmaterkep](https://www.felvi.hu/felveteli/szakok_kepzesek/szakleirasok/Szakleirasok/index.php/szak/5/szakmaterkep)

<sup>7</sup> Map of profession of English MA studies graduates

[https://www.felvi.hu/felveteli/szakok\\_kepzesek/szakleirasok/Szakleirasok/index.php/szak/5/szakmaterkep](https://www.felvi.hu/felveteli/szakok_kepzesek/szakleirasok/Szakleirasok/index.php/szak/5/szakmaterkep)

<sup>8</sup> Map of profession of Translation and Interpreting MA studies graduates

[https://www.felvi.hu/felveteli/szakok\\_kepzesek/szakleirasok/Szakleirasok/index.php/szak/228/szakmaterkep](https://www.felvi.hu/felveteli/szakok_kepzesek/szakleirasok/Szakleirasok/index.php/szak/228/szakmaterkep)



- marketing and project coordinator;
- public administrator;
- market research analyst;
- dubbing dramaturg.

### Positioning of the three study programmes (BAEN, MAEN, MATI) within the HEI's (KJU's) overall strategic concept

The programmes are part of the KJU Budapest International Campus programme and connected to KJU's strategic aims for entrepreneurship education: to develop students for private, non-profit, or social entrepreneurship.

KJU aims to develop programmes that comply with the requirements of a highly globalised economy located in the Budapest agglomeration. The Budapest regional ecosystem, which is the location of international companies and employees of diverse nations, uses a globalised variety of English with a characteristically inter- and multicultural, and inter-civilisational dimension.

#### Appraisal:

The reasons given for the positioning in the educational market of the study programmes are plausible.

The arguments in support of graduate employability on the basis of the stated qualification objectives are convincingly presented and were aligned and linked with national and international employment codes. The future fields of employment for graduates are plausibly set forth.

The study programmes are convincingly integrated into the HEI's overall strategic concept (KJU's strategic aims for entrepreneurship education). The study programmes' qualification goals are in line with the HEI's mission and strategic planning.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market			X		
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)			X		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			X		

## 2. Admission

### Admission requirements

Hungary is one of the OECD countries where the entire higher education admissions system is centralised.

#### *Admission by formal learning documents*

- The admission requirements are set by government decree. Accordingly, the admission points are calculated based on the sum of academic points, graduation points and additional points.

#### *Admission requirements, information and point calculations<sup>9</sup>*

- **BA English Studies Programme:** Applicants must have at least 280 admission points and have an A-level in English. Applicants who graduated before 2005 may take a higher education entrance examination in English. Those who have already obtained a higher education qualification are exempted from the requirement of an A level in English. Their points are calculated based on the qualification of the diploma.
- **MA English Study programme** (central admission requirements are the following):
  - The student's previous studies should provide sufficient basis to warrant at least 50 credits in the field of English Studies according to the regulations of HE Law. In addition, the student is required to have passed a state accredited C1 level English language exam or its equivalent.
  - The condition of admission to the master's programme is a minimum of 38 credits in the above-mentioned field of studies. The missing credits must be obtained within two semesters from the admission to the master's programme parallel with the ongoing master's studies, in accordance with the HEI's (the institution's) Studies and Exams Code.
  - Validation of non-formal learning in accordance with the European and National Qualification Framework Exam and credentials of proficiency, with a maximum of 15% of total credits (18-20 credits).
- **MA Translation and Interpreting Study programme** (central admission requirements are the following):
  - Applicants coming from the area of any bachelor's degree in any field of study will be considered with their full credit allocation based on Act LXXX of 1993 on Higher Education<sup>10</sup>.
  - Hungarian applicants will require an official state language exam type "C" on advanced level from their first foreign language and an official state language exam type "C" on intermediate level from their second foreign language.<sup>11</sup>
  - Validation of non-formal learning on the principle of the European and National Qualification Framework

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<sup>9</sup> Information on admission is available here:

[https://www.felvi.hu/felveteli/jelentkezes/felveteli\\_tajekoztato/FFT\\_2022A](https://www.felvi.hu/felveteli/jelentkezes/felveteli_tajekoztato/FFT_2022A)

<sup>10</sup> The corresponding articles of the 1993 Act on HE Law have not been amended.

<sup>11</sup> <http://www.nefmi.gov.hu/download.php?docID=1192>

- EU Skills Profile Tool for Third Country nationals
- The main orientation is focused on the professional academic route; this is developed for professional occupation-based routes.

### Counselling for prospective students

- Online helpdesk;
- Open days;
- EDUCATIO 2022 (International Education Expo) <https://www.educatioexpo.hu/>; EDUCATIO is held annually in mid-January; here, KJU offers prospective students detailed information on all study programmes offered at KJU.
- To clarify open questions and for further support, applicants can turn to a student counselling service within defined office hours. Applicants receive answers and support promptly.
- In Hungary, there is no state-developed career guidance system, so in the case of the academic route the evidence is to be had in general and compulsory programmes, but KJU developed a route for professional market entrance students.

Information on the admission procedure is accessible to interested parties. The admission procedure is based on transparent and documented criteria.

### Selection procedure

Hungary is one of the OECD countries where the entire higher education admissions system is centralised.

- The selection procedure for the **BAEN programme** is centralised and transparent. The students are informed of the number of points they acquire through the official website [www.felvi.hu](http://www.felvi.hu).

The master's programmes have a centralised entry criteria as well as an oral or written examination designed by the HEI.

- The selection procedure is transparent, the specifications of the exam are documented and available on the official website of KJU, and the applicants are notified of their results.
- The selection of the master's programme will be based on programme objectives and the students' orientation towards "Global Englishes".
- **The MAEN programme** requires an oral entrance exam in the English language. The applicant is required to present their BA thesis and the research previously conducted, which is defined as an entry requirement. The interview focuses on the quality of the thesis and the depth of research to assess the applicant's suitability.
- **The MATI programme** requires an oral entrance exam in English. The applicant is required to do an impromptu translation and an interpretation task.

## **Ensuring foreign language proficiency**

### ***BAEN***

Applicants must have at least 280 admission points and have an A-level in English. Applicants who graduated before 2005 may take a higher education entrance examination in English. Those who have already obtained a higher education qualification are exempted from the requirement of an A level in English. Their points are calculated based on the qualification of the diploma.

### ***MAEN***

Student's previous studies should provide sufficient basis to warrant at least 50 credits in the field of English Studies according to the regulations of acts on higher education. In addition, the student is required to have passed a C1 level English language exam or its equivalent at a state accredited institution.

Validation of non-formal learning on the principle of European and National Qualification Framework Exam and credentials of proficiency, with a maximum of 15 % of total credits (18-20 credits).

Admission conditions to the master's programme require a minimum of 38 credits in the above-mentioned field of studies. The missing credits must be obtained within two semesters from the admission to the master's programme parallel with the ongoing master's studies, in accordance with the HEI's Studies and Exams Code.

### ***MATI***

The applicants coming from the area of any bachelor's degree in any field of study, as well as the full credit amount of their studies, will be considered according to Act LXXX of 1993 on Higher Education.<sup>12</sup> The applicants will have an official state language exam type "C" on advanced level (CEFR C1) from their first foreign language and an official state language exam type "C" on intermediate level (CEFR B2) from their second foreign language.<sup>13</sup>

## **Transparency and documentation of admission procedure and decision**

The admission procedure is transparent and described, and the specifications of the exam are documented and available on the official website of KJU ([www.kodolanyi.hu](http://www.kodolanyi.hu)).

### **Appraisal:**

The admission requirements are defined, regulated and comprehensible. The national requirements are presented and taken into account.

Applicants can directly turn to the University for clarification of specific questions, personal aptitude or career perspectives. Personal dialogue between applicants and the University is

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<sup>12</sup> The corresponding articles of the 1993 Act on HE Law have not been amended.

<sup>13</sup> <http://www.nefmi.gov.hu/download.php?docID=1192>

provided by defined office hours, by telephone and via e-mail. Prospective students can also inform themselves via open days or Education Expos (Educatio).

The criteria of the selection procedure are centrally regulated. The procedure is transparent and ensures that qualified students are admitted.

The admission requirements (required language proficiency level or required result in a concrete language test) ensure that students are able to successfully complete the study programmes (courses, additional literature, utilisation of counselling services and extracurricular activities).

The admission procedure is described, documented, and accessible for interested parties. However, the panel notes that scoring scales and assessment criteria of oral examinations should also be developed and made publicly available. The admission decision is based on transparent criteria and is communicated in writing available on the official website of the HEI.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
2.1*	Admission requirements (Asterisk Criterion)			X		
2.2	Counselling for prospective students			X		
2.3*	Selection procedure (if relevant)			X		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			X		

### 3. Contents, structure and didactical concept of the programme

#### 3.1 Contents

Table 4: BAEN Curriculum Overview

English Studies Bachelor Degree Programme (BAEN)												
1st semester												
Modul No.	English Studies BA/ modules + Compulsory and electives	Credit Points per Semester							Workload		Method of Teaching* i.e. lecture course, seminar	weight of exam related to final grade
		1.	2.	3.	4.	5.	6.	7.	Hours in Class	Hours Self-Study		
<b>M1</b>	<b>language practice and proficiency</b>	6							240	540		<b>6 / 180</b>
	English oral and written language skills 1.	6							60	120	S	
<b>M2</b>	<b>Literatures in English</b>	8										<b>8 / 180</b>
	Introduction to Literature and Linguistics	3							30	60	L	
	English Literary Text Analysis	5							30	120	S	
<b>M3</b>	<b>English-speaking cultures and histories</b>	6										<b>6 / 180</b>
	British History and Civilisation	6							60	120	L/S	
<b>M4</b>	<b>Basic skills</b>	6										<b>6 / 180</b>
	Personality development and professional communication	2							30	30	S	
	European civilisation and identity	4							30	90	L	
<b>M5</b>	<b>Institutional practical training</b>	1										<b>1 / 180</b>
	Culture, sport, well-being at work 1	1									S	
	Mentoring 1	0									T	

	Thematic week 1	0									T	
<b>2nd semester</b>												
<b>M1</b>	<b>Language practice and proficiency</b>		<b>14</b>						<b>240</b>	<b>630</b>		<b>14 / 180</b>
	English oral and written language skills 2		6						60	120	S	
	Research Methodology and Essay Writing		4						30	90	S	
	English Grammar 1		4						30	90	S	
<b>M6</b>	<b>Linguistics</b>		<b>4</b>									<b>4 / 180</b>
	English phonetics, phonology, and morphology		4						30	90	L	
<b>M3</b>	<b>English-speaking cultures and histories</b>		<b>11</b>									<b>11 / 180</b>
	History of the United States		6						60	120	L/S	
	Elective 1 /UK and Ireland culture		5						30	120	L	
<b>M5</b>	<b>Institutional practical training</b>		<b>1</b>									<b>1 / 180</b>
	Culture, sport, well-being at work 2		1								S	
	Mentoring 2		0								T	
	Thematic week 2		0								T	
<b>3rd semester</b>												
<b>M4</b>	<b>Basic skills</b>		<b>4</b>						<b>240</b>	<b>690</b>		<b>4 / 180</b>
	Complex social sciences /Internet and the world		4						30	90	L	
<b>M6</b>	<b>Linguistics</b>		<b>10</b>									<b>10 / 180</b>
	English Syntax		5						30	120	L	
	Applied Linguistics		5						30	120	L	
<b>M3</b>	<b>English-speaking cultures and histories</b>		<b>12</b>									<b>12 / 180</b>
	Business English		6						60	120	S	
	Elective 2/ USA and Canada culture		6						30	150	L	
<b>Specialization</b>			<b>5</b>									<b>5 / 180</b>
	British Studies /British Literature until the End of the 17th Century		5						60	90	S/L	
	American Studies/American Literature until the End of 19th Century		5						60	90	S/L	

<b>M5</b>	<b>Institutional training</b>				<b>1</b>								<b>1 / 180</b>
	Culture, sport, well being at work 3				1								
	Mentoring 3				0							T	
	Thematic week 3				0							T	
<b>4th semester</b>													
<b>M2</b>	<b>Literatures in English</b>				<b>8</b>				<b>240</b>	<b>630</b>			<b>8 / 180</b>
	Irish Cultural Identities				4				30	90		L	
	Language and culture through British and American movies and series				4				30	90		S	
<b>M6</b>	<b>Linguistics</b>				<b>13</b>								<b>13 / 180</b>
	Translation Practice from Hungarian into English				3				30	60		S	
	English Syntax				5				30	120		S	
	Applied Linguistics				5				30	120		S	
<b>M1</b>	<b>Language practice and proficiency</b>				<b>3</b>								<b>3 / 180</b>
	Leadership and Entrepreneurship (in English)				3				30	60		L	
	<b>Specialization</b>				<b>5</b>								<b>5 / 180</b>
	British Studies/ 18th and 19th Century British Literature				5				60	90		L/S	
	American Studies/ American Literature from the Turn of the Century to the 2nd World War				5				60	90		L/S	
<b>M5</b>	<b>Institutional training</b>				<b>1</b>								<b>1 / 180</b>
	Culture, sport, well-being at work 4				1								
	Mentoring 4				0							T	
	Thematic week 4				0							T	
<b>5th semester</b>													
<b>M1</b>	<b>Language practice and proficiency</b>					<b>12</b>			<b>240</b>	<b>690</b>			<b>12 / 180</b>
	English in the EU					4			30	90		S	
	Oral Business Presentations					4			30	90		S	
	English oral and written language skills					4			30	90		S	
<b>M6</b>	<b>Linguistics</b>					<b>4</b>							<b>4 / 180</b>
	Translation Practice from English into Hungarian					4			30	90		S	



<b>M3</b>	<b>Literatures in English</b>					5						5 /180
	Canadian Multicultural Identities					5		30	120		L	
	<b>Specialization</b>					<b>10</b>						<b>10 / 180</b>
	<b>British Studies/ 20th Century British Literature</b>					5		60	90		L/S	
	History of the English language and varieties of British English					5		30	120		L	
	<b>American Studies/ Post Second World War American Literature</b>					5		60	90		L/S	
	History of the English language and varieties of American English					5		30	120		L	
<b>M5</b>	<b>Institutional training</b>											
	Mentoring 5										T	
	Thematic week 5										T	
<b>6th semester</b>												
<b>M1</b>	<b>Language practice and proficiency</b>					<b>8</b>		<b>240</b>	<b>660</b>			<b>8 /180</b>
	HR Studies: CV, cover letter, job interview					4		30	90		S	
	English Grammar 2					4		30	90		S	
<b>M6</b>	<b>Linguistics</b>					<b>4</b>						<b>4 /180</b>
	Pragmatics					4		30	90		L	
<b>M3</b>	<b>English-speaking cultures and histories</b>					<b>9</b>						<b>9 / 180</b>
	Intercultural Communication					5		30	120		L	
	Cultures and Identities in the English-speaking World					4		30	90		S	
	<b>Specialization</b>					<b>5</b>						<b>5 / 180</b>
	<b>British Studies/ Major Trends in American Literature</b>					5		60	90		S	
	<b>American Studies/ Major Trends in British Literature</b>					5		60	90		S	
	<b>Thesis</b>					<b>4</b>						<b>4 /180</b>
	Thesis Consultation Tutorial					4		30	90		S/T	
<b>M5</b>	<b>Institutional training</b>					<b>0</b>						
	Mentoring 6					0					T	

Thematic week 6																	0			T			
C												Colloquium											
BA												Bachelor's Thesis											
total											27	30	32	30	31	30		1440	3840				
*L:												Lecture											
S:												Seminar											
T:												Tutorial											

Table 5: MAEN Curriculum Overview

English Studies Master's Programme (MAEN)									
1st Semester									
Modul No.	Title of Module / Course Unit + Compulsory, Elective	Credit Points per Semester				Workload		Method of Teaching* i.e. lecture course, seminar	weight of exam related to final grade
		1.	2.	3.	4.	Hours in Class	Hours Self-Study		
<b>M1</b>	<b>Module 1 - Transversal Skills</b>	<b>29</b>	<b>29</b>	<b>30</b>	<b>32</b>				<b>29/120</b>
M 1.1	Active Academic English Language Skills C	4				60	60	S	4/120
M 1.2	Modern British Society: History, Culture, Politics C	4				30	90	T	4/120
M 1.3	The English Language from the Origins to the 21st Century C	4				30	90	T	4/120
M 1.4	Trends in Literary and Cultural Studies C	4				30	90	S	4/120
M 1.5	From the British Empire to American Supremacy and Beyond C	4				30	90	T	4/120
M 1.6	Global Perspectives in Media and Film E	5				30	120	T	5/120
M 1.7	IT Literacy and IT Language 1 E	4				30	90	S	4/120
2nd Semester									
<b>M2</b>	<b>Module 2 - Professional Core</b>								<b>17/120</b>
M 2.1	Advanced Research Methods C		3			30	60	S	3/120
M 2.2	Historical Aspects of British Literature and Culture C		3			30	60	S	3/120
M 2.3	Language Contact and Variation C		4			30	90	T	4/120

M 2.4	Inter-, Multi-, Transdisciplinary Approaches to English Literature in the World C		4		30	90	T	4/120
M 2.5	IT Literacy and IT Language 2 E		3		30	60	S	3/120
<b>M3</b>	<b>Module 3 - Specialization 1: Global Englishes: Culture, Language and Applied Linguistics track</b>							<b>12/120</b>
M 3.1	Role of English in Education, Science and Business Globally C		6		30	150	T	6/120
M 3.2	Intercultural Communication and Pragmatics C		6		60	120	M	6/120
<b>M4</b>	<b>Module 4 - Specialization 2: Global Englishes: Literary and Cultural track</b>							<b>12/120</b>
M 4.1	Hyphenated American Studies: Literature, Culture and Historical Experience C		6		30	150	T	6/120
M 4.2	Diversity in Contemporary British Literature C		6		60	120	M	6/120
<b>3rd Semester</b>								
<b>M3</b>	<b>Module 3 - Specialization 1: Global Englishes: Culture, Language and Applied Linguistics track</b>							<b>27/120</b>
M 3.3	Translation and Cultural Identity C		5		30	120	S	5/120
M 3.4	Business English in Translation C		5		30	120	S	5/120
M 3.5	Using ELF C		6		60	120	M	6/120
M 3.6	Case Study in Global Englishes /South Africa C		5		30	120	T	5/120
M 3.7	World Englishes C		6		60	120	M	6/120
<b>M4</b>	<b>Module 4 - Specialization 2: Global Englishes: Literary and Cultural track</b>							<b>27/120</b>
M 4.3	Multi- and Transcultural Projections in Canadian Visual Culture C		6		60	120	M	6/120
M 4.4	Cultural and Literary Projections of Contemporary Africa C		4		30	90	S	4/120
M 4.5	Humour as a Tradition of Irish Identity C		4		30	90	S	4/120
M 4.6	Topics in Asian Literature in English C		4		30	90	S	4/120
M 4.7	Shakespeare Reinvented C		4		30	90	T	4/120
M 4.8	Critical and Cultural Perspectives of the USA in Contemporary Films in English C		5		60	90	M	5/120
<b>M5</b>	<b>Module 5 - Both Specialisations Elective</b>							<b>3/120</b>
M5.1	Problems of Literary Translations from Different Englishes E		3		30	60	S	3/120

**4th Semester**

<b>M6 Module 6 - Specialization 1 Elective: Global Englishes: Culture, Language and Applied Linguistics track</b>									<b>32/120</b>
M 6.1	English in the EU E				4	60	60	S	4/120
M 6.2	Global English: Language of Business and International Relations E				4	60	60	S	4/120
M 6.3	Advances in Linguistics /Sociolinguistics E				4	60	60	M	4/120
M 6.4	Thesis				20	0	600		20/120
<b>M7 Module 7 - Specialization 2 Elective: Global Englishes: Literary and Cultural track</b>									<b>32/120</b>
M 7.1	Topics in Postcolonial Literature and Culture E				4	60	60	M	4/120
M 7.2	Topics in Canadian Indigenous Literatures E				4	60	60	M	4/120
M 7.3	Advances in Literary/ Cultural Research E				4	60	60	M	4/120
M 7.4	Thesis				20	0	600		20/120
<b>C Colloquium</b>									
<b>MA Master's thesis</b>									<b>20/120</b>
<b>total</b>		<b>29</b>	<b>29</b>	<b>30</b>	<b>32</b>	<b>990</b>	<b>2970</b>		
<b>*L:</b>	<b>Lecture</b>								
<b>S:</b>	<b>Seminar</b>								
<b>T:</b>	<b>Tutorial</b>								

Table 6: MATI Curriculum Overview

MA Translation and Interpreting Programme (MATI)									
Example 1 <sup>st</sup> Semester									
Modul No.	Title of Module / Course Unit + Compulsory or Elective	Credit Points per Semester				Workload		Method of Teaching* i.e. lecture course, seminar	weight of exam related to final grade
		1.	2.	3.	4.	Hours in Class	Hours Self-Study		
<b>M1</b>	<b>Module 1 - Transversal Skills</b>	30	30	30	30				20/120
M 1.1	Introduction to the theory and practice of translation C	5				60	90	T	
M 1.2	Introduction to the theory and practice of interpretation C	5				30	120	T	
M 1.3	Introduction to terminology C	5				30	120	T	
M 1.4	Introduction to economics C	5				30	120	T	
<b>M2</b>	<b>Module 2 - Professional Core</b>								10/120
M 2.1	Translation Skills and Accuracy AB C	3				30	60	S	
M 2.2	Translation Skills and Accuracy BA C	3				30	60	S	
M 2.3	CAT-Tools 1 C	4				30	90	S	
2 <sup>nd</sup> Semester									
<b>M3</b>	<b>Module 3 - Professional Core</b>								20/120
M 3.1	Translation skills in practice AB C		3			30	60	S	
M 3.2	Translation skills in practice BA C		3			30	60	S	
M 3.3	Interpretation skills in practice AB C		3			30	60	S	
M 3.4	Interpretation skills in practice BA C		3			30	60	S	
M 3.5	Terminology management C		4			30	90	S	
M 3.6	CAT-Tools 2 C		4			30	90	S	

<b>M4</b>	<b>Module 4 - Elective Courses</b>								<b>10/120</b>
M 4.1	Elective 1		5			30	120	S	
M 4.2	Elective 2		5			30	120	T	
<b>3rd Semester</b>									
<b>M5</b>	<b>Module 5 - Specialisation 1: Translation Track (Economics, Business and Law)</b>								<b>30/120</b>
M 5.1	Economic and business translation AB C			3		30	60	S	
M 5.2	Economic and business translation BA C			3		30	60	S	
M 5.3	Economic and business translation CA C			3		30	60	S	
M 5.4	Legal translation for businesses AB C			4		30	90	S	
M 5.5	Legal translation for businesses BA			4		30	90	S	
M 5.6	Introduction to the language of law C			3		30	60	S	
M 5.7	Elective 3 E			5		30	120	T	
M 5.8	Elective 4 E			5		30	120	S	
<b>M6</b>	<b>Module 6 - Specialisation 2: Interpreting Track</b>								<b>30/120</b>
M 6.1	Consecutive interpreting I. AB C			3		30	60	S	
M 6.2	Consecutive interpreting I. BA C			3		30	60	S	
M 6.3	Consecutive interpreting I. CA C			4		30	90	S	
M 6.4	Consecutive interpreting ABA C			4		30	90	S	
M 6.5	Protocol C			3		30	60	S	
M 6.6	Practical note-taking skills C			3		30	60	S	
M 6.7	Elective 3 E			5		30	120	T	

M 6.8	Elective 4 E				5		30	120	S		
<b>4<sup>th</sup> Semester</b>											
<b>M7</b>		<b>Module 7 - Specialisation 1: Translation Track (Economics, Business and Law)</b>									<b>30/120</b>
M 5.1	Translation in social sciences AB C				2	30	30		S		
M 5.2	Translation in social sciences BA C				2	30	30		S		
M 5.3	Translation in social sciences CA C				2	30	30		S		
M 5.4	Legal translation AB C				2	30	30		S		
M 5.5	Legal translation BA C				2	30	30		S		
M 5.6	Thesis C				20	0	600				
<b>M8</b>		<b>Module 8 - Specialisation 2: Interpreting Track</b>									<b>30/120</b>
M 5.1	Consecutive interpreting II. AB C				3	60	60		S		
M 5.2	Consecutive interpreting II. BA C				3	60	60		S		
M 5.3	Consecutive interpreting II. CA C				4	60	90		S		
M 5.4	Thesis C				20	0	600				
<b>C</b>											
<b>Colloquium</b>											
<b>MA</b>		<b>Master's thesis</b>									<b>20/120</b>
<b>total</b>		<b>30</b>	<b>30</b>	<b>30</b>	<b>30</b>	<b>870/930</b>	<b>2730/2790</b>				
<b>*L:</b>	<b>Lecture</b>										
<b>S:</b>	<b>Seminar</b>										
<b>T:</b>	<b>Tutorial</b>										



## **Part-time versions of the programmes (BAEN, MAEN, MATI)**

The part-time curriculum of each study programme is the same as the full-time version. The curriculum includes the same number of courses as the full-time programme.

Classes are held on Fridays and Saturdays. The contact hours are according to Hungarian law 1/3 of full-time contact hours (see above the column “Hours in Class” of each programme). Each 30-hour full-time course is the equivalent of a 9-hour part-time course. Each semester consists of 240 contact hours for full-time students, while it consists of 72 contact hours for part-time students.

The courses are structured into blocks of 3x45-minute classes (135 minutes). A 9-hour course is usually set in the students’ timetable on three weekends during the semester: 3x135 minutes.

In the case of an 18-hour course, the students’ timetable is set on three weekends during the semester: 3x (135+135) minutes.

The syllabus in each subject is the same for part-time (reduced contact-hour) students as for full-time students. The content is made accessible online and the students study more independently. The crucial points are discussed during contact classes.

## **Logic and conceptual coherence**

### **All programmes**

The three programmes reflect the four purposes of the Council of Europe: preparing students for their future careers and employability, for active citizenship, supporting their personal development, and creating broad advanced knowledge-based research and innovation.

The three programmes’ qualification objectives are equivalent to the European Qualification Framework System level 6 (for BAEN) and level 7 (for MAEN and MATI), and the Hungarian National Qualification Framework system’s 6th and 7th level programmes. These comply with the Hungarian subject benchmarks and are accredited by the Hungarian Higher Education Accreditation Committee, a member of ENQA.

The modules of the three programmes consistently reflect the strategic orientation of the study programmes. All three programmes are practice-oriented liberal arts programmes aimed at fulfilling the requirements placed by the job market and enhancing the employability of its graduates.

### **BAEN**

The aim of the KJU BA in English Studies has changed from teacher training to developing the language skills required by businesses and NGO organisations, thus representing a special focus in the Hungarian higher education language teaching market.

With the BA in English Studies, KJU aims to train professionals who can provide language communication services for social and business purposes in the professions of industry, services, creative industries, and knowledge economy at an advanced level, conveying the values of English language and culture, acting as responsible democratic citizens (European/Hungarian level 6), organising, and managing language services.

The main cluster of modules contains (180 credits):

- Transversal skills :10 credits
- Professional core: 130 credits
- Electives: 11 credits
- Thesis: 4 credits
- Specialization: 25 credits
  - British Studies Track
  - American Studies Track

The 5 main clusters of balanced and logically connected modules are further divided as follows:

#### *Language practice and proficiency (43 credits)*

Performance-based practical seminars, no examinations. The courses included in the module focus on the usage of correct grammar structures in writing and speaking, as well as good communication skills, which are crucial for passing the B2+ internal language exam at the end of the first year, and necessary for writing essays, making presentations, participating in debates in class and being successful in their careers.

#### *Linguistics (35 credits)*

The courses within the Linguistics module (Phonetics, Phonology, and Morphology; English Syntax; History of the English Language and varieties of British/American English) examine the phonological, morphological, and syntactic structure of the English language from a diachronic and synchronic perspective and aim to help students gain a better understanding of social, cultural, and historical factors affecting language change. The Applied Linguistics and Pragmatics courses examine real-world language problems and meaning-making, thereby raising awareness of psycholinguistic, sociocultural, and other context-related issues.

#### *Literatures in English (21 credits)*

The courses within this module, which serve as a basis for all the other compulsory literature courses in later semesters, briefly discuss the major literary periods and trends of English and American literature as well as prepare students for a conscious and professional interpretation of literary and non-literary texts. During the classes, students familiarise themselves with concepts widely used in academic discussions (e.g., the characteristics of the three main genres). While examining narrative prose, special emphasis is placed on the setting, plot, and narrator. The introduction to drama draws upon the Aristotelian notion of dramatic structure as well as the concepts of catharsis, hubris, conflict, and the Freytag pyramid. Regarding poetry, the relationship between content and form are in focus, which necessarily entails the definition and analysis of rhyme, rhythm, and figurative language. Students are acquainted with the most well-known British and American authors and their works (short stories, plays and poems). These literary works are

examined, analysed and interpreted in the course of the seminars and the students are acquainted with the methods of identifying and using literary devices in their analyses.

#### *English-speaking cultures, histories (38 credits)*

Within these courses, special emphasis is placed on the field of cultural studies, including the traditions, everyday life and knowledge typically associated with the countries covered - Ireland, Canada, Scotland, Wales, India, South Africa, New Zealand, and Australia. The courses provide a basis for the understanding of the institutional system and the cultural heritage, the development of vocabulary relating to this field, as well as the foundation for later intercultural studies, including acceptance, understanding, and dialogue. It also gives students an insight into the cultural background of the most prestigious language of the world.

#### *Specialisation (British/American Studies Track; 25 credits)*

The courses included in the two British and American Studies tracks aim to develop students' reading and analytical abilities, the ability to understand and evaluate literary works, to analyse sources, to discover interrelationships in a wider literary context, to get to know means and methods through which they can expand their knowledge of the Anglo-Saxon world and beyond, to study the historical background of specific literary eras in question. In addition to literature, students familiarise themselves with major varieties of English, with a special focus on British and American dialects, accents, ethnic varieties and English-based creoles as well as American Native-based creoles.

#### *Transversal skills 10 credits*

There are two courses available for the students within this group. UK and Ireland Culture, and The Culture of the USA and Canada. The courses are compulsory elective courses within the culture module of the English Studies BA. The courses acquaint the students with the peoples, regions (provinces, territories, regions), symbols and cultures of the USA, Canada, the UK and Ireland. Special emphasis is placed on the field of cultural studies, including traditions, everyday life, and political institutions. The courses are inter- and multidisciplinary in their focus as they also incorporate the arts, media, architecture and film.

#### *Institutional transversal skills (semesters 1-4; 4 credits)*

Thematic week practice: problem-based practical exercises, workshops with alumni, institutional training by experts representing various companies, and organisations. Culture, sport, and well-being at work are compulsory in semesters 1 to 4 - offers practical training, lectures on future careers, employability, creative thinking and personal development.

### **MAEN**

The aim of the MA English Studies programme is to train specialists who have full mastery (C1 level) of the English language, are proficient users of the language, and have the necessary theoretical, methodological, and practical skills. Rather than mere passive receivers of information, students graduating from this MA programme will be specialists fully capable of undertaking independent

and original investigations in a wide range of topics. Degree holders are prepared to pursue research and studies on the PhD level.

The main clusters of modules (120 credits):

*Transversal skills (20 credits)*

This module contains 5 courses: Active Academic English language skills, Modern British society: History, culture, politics, the English Language from the origins to the 21st century, trends in literary and cultural studies, From the British Empire to the American Supremacy and beyond. The courses aim to revisit and deepen the knowledge acquired during BA studies. MA courses also build on the cultural and historical knowledge students are provided with but make this knowledge more practice- and research-centred.

*Electives (10 credits)*

There are 3 elective courses within the study programme: IT literacy and IT language 1-2, and Problems of literary translations from different Englishes. The practice-oriented courses focus on the creation of complex qualitative texts. The IT-oriented techniques are 20q.net, EUR-LEX-services, Babel-free-translations, Google Trends, NGRAM-diagrams, OLAP-reports, 2DM-games, and expert systems. The third course provides an overview of theoretical and practical questions of literary translation. It focuses on issues of translatability, equivalence, faithfulness or fidelity in translation in form and content, translating or obliterating otherness, cultural references, the translation of culture-specific material elements, and the optimal distance from the original text in the source language.

*Professional core (19 credits)*

The module contains 5 courses: Global perspectives in media and film, advanced research methods, Historical aspects of literature and culture, language contact and variation, Inter-, multi-, transdisciplinary approaches to English literature in the world. Advanced research methods provide hands-on experience with the research methods that are necessary for research assignments during the master's program and thesis writing. Historical aspects of literature and culture offer students an insight into the special interdisciplinary outlook of Cultural Memory Studies. The courses are inter- and multidisciplinary in their investigation of the latest literary and cultural perspectives, film criticism and media.

*Specialisation (differentiated professional tracks; 51 credits)*

The Study programme consists of two specialisation tracks: (1) Global Englishes: Culture, language and applied linguistics; (2) Global Englishes: literary and cultural track. The two specialisations investigate Global Englishes from an inter-, multi- and transdisciplinary approach by incorporating the newest literary, cultural, and linguistic trends. These MA courses also aim at providing a much more global vision of English-speaking literature all over the world. They allow students to explore Asian, African, and global Anglophone literature and language varieties, and to discover the world through them. Instructors at this level are capable of creating courses in a more specified manner allowing the students insights into their own research projects which secures expertise on the highest level.

### *Thesis (20 credits)*

Students write a monographic thesis.

### **MATI**

The purpose of the programme is to train translators and interpreters who can provide oral and written mediation on a professional level from a foreign language into Hungarian, as well as from Hungarian into a foreign language. They can transform the written or heard text of the source language into the target language with exact content and grammatical correctness; they are also aware of the ethical and rhetorical norms of language mediation. The main clusters of modules (120 credits):

#### *Transversal skills (20 credits)*

Basic course in the use of CAT-tools, the theory of translation and interpreting, and translation into and from Hungarian are the subjects which provide the basis of the training. The students will acquire and understand the usage of CAT tools, as well as the basic notions in connection to translation and interpreting. They learn the basic methodology of translation and start to practise interpreting.

#### *Professional core (30 credits)*

Translation into and from Hungarian with and without computers. Terminology. The students will understand the way of thinking of a translator or an interpreter. This is a practice-oriented training programme, so the majority of the classes are for gaining enough practice to complete any kind of translation job on their own. They have to understand the importance of quality assurance, how to use spell- and grammar-check and other editing tools, as well as to provide extra QA by using Xbench and/or Verifika.

#### *Electives (20 credits)*

Culture, linguistics, other CAT-tool (Trados Studio), business and apostille. These subjects enlarge the view of students and help them to gain deeper knowledge about the countries of target languages. These lessons provide theoretical and practical information and knowledge about the ways of establishing companies with and without legal entities, and the laws and regulations on attaching apostille or verifying a document.

#### *Specialisation (differentiated professional module; 30 credits)*

- Specialisation 1: Translation Track, Specialising in Economics, Business and Law
- Specialisation 2: Interpreting Track

These courses determine the fields (social sciences, economy, business, law) and areas of expertise that students can achieve practical experience and give evidence of their knowledge during the final exam.

### *Thesis (20 credits)*

The purpose of the thesis is to prove the students' understanding of the translators' way of thinking, the usage of required CAT-tools, and the understanding of the different shifts applied in making

accurate and correct translations. The layout and the structure of the thesis prove their attitude toward the requirements, their ability to meet the needs and complete the work according to the best of their knowledge.

### **Rationale for degree and programme name**

The programme name, for BAEN, MAEN, and MATI, corresponds to the contents of the curriculum (see 3.1) and the programmes' objectives (see 1.1).

The programme names and the programmes' objectives meet the requirements for international and national study programmes.

### **Integration of theory and practice**

Theory and practice are interrelated in the curriculum of the three programmes. This is given emphasis in KJU's PIQ&Lead™<sup>14</sup> pedagogical model. The training content together with a personalised curriculum and an extensive student portfolio are all in the service of the students' personal development.

The aim of the KJU PIQ&Lead™ Framework is to prepare students for their future profession, to develop the students' research and innovation abilities, i.e., to prepare for quality-oriented work, and to develop management skills (planning, implementation, evaluation).

The HEI try to show the students the real expectations and the real market environment, so the HEI support professional meetings. The HEI also organise panel discussions and alumni meetings where the students can meet the graduates, students working in the profession, and prominent representatives of the profession.

An essential aspect of the structure of the courses is to ensure that participants from very different backgrounds can benefit from the training, so after the first, more general topics, the HEI encourage students to present their own topics and areas of expertise so that the other students on the course can also benefit from the professional knowledge of each student.

The HEI support individual development in all courses, and the HEI encourage the students to continuously self-educate.

#### ***BAEN***

The BAEN programme integrates academic and practice-oriented subjects with a proportion of 60 % to 70 % of the total credits (180 credits).

#### ***MAEN***

The MAEN programme integrates academic and practice-oriented subjects with a proportion of 60 % to 70 % of the total credits (120 credits).

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<sup>14</sup> PIQ&Lead™ is a pedagogical model with the aim to prepare for the profession, to develop the students' research and innovation abilities (<https://www.kodolanyi.hu/en/about-kju/why-kju>)

## **MATI**

The MATI programme integrates academic and a highly practice-oriented focus with a proportion of 70 % to 80 % of the total credits (120 credits).

### **Interdisciplinary thinking**

The three programmes qualify for interdisciplinary thinking through KJU's PIQ&Lead™ pedagogical model. The aim of the KJU PIQ&Lead™ Framework is to prepare students for their future profession, to develop the students' research and innovation abilities, i.e., to prepare for quality-oriented work, and to develop management skills (planning, implementation, evaluation).

Students, whether they will build their careers in the business world, in public institutions or in the civil sector, or start a business or social enterprise, can only be successful if they have, besides professional knowledge and skills, leadership skills, innovation management competences and the ability to improve quality.

BAEN and MAEN are practice-oriented liberal arts programmes. All the courses included in the two programmes offer inter- and multidisciplinary insights into the Anglo-speaking world and beyond.

## **BAEN**

### **Culture module**

*Courses on British and American history and culture (British History and Civilization, Culture of the United Kingdom and Ireland, History of the USA, Cultures and Identities in the English-speaking World)* provide the students with fundamental skills to differentiate between issues of culture, identity, and historical origin which all form the background for our present-day public, cultural, and communal life. These courses educate students to understand the history, cultural background, and determinations of English-speaking countries in a clear manner. This is an inescapable knowledge if students wish to find their way into the world of work, regardless of whether they plan employment in the fields of international corporate, European or Hungarian business, legal, or educational world. Wherever they need to communicate in English with people who are from English-speaking backgrounds, they need to be aware of the cultural factors that define communicative situations like that.

Besides, going through the linear political history of these most influential of English-speaking countries, history courses also provide opportunities to discuss, research and hear about cultural narratives which define the consciousness of many people in these countries. These courses also consider the present-day social, cultural, and administrative realities of these territories. Educating students about these factors enhances their capability to embrace cultural differences more openly and be ready to exchange experiences internationally.

Within the course *Cultures and identities in English-speaking Countries*, a class is dedicated to stereotypes so that students can clearly understand and consciously handle them in the business world and place of employment.

### Linguistics module:

The *Applied Linguistics* course offers students a sample of the wide palette of topics within Applied Linguistics, especially those which have a practical value in their everyday life and potential work environment, from language acquisition to translation. This is a course in which the use of language is examined, associated with other disciplines, from sociology and psychology to communication, anthropology and information technology. The *Pragmatics* course investigates how meaning is created in language use and in context. Students learn the basic principles of politeness and analyse politeness issues in various cultures such as British, American, and their own. It also examines speaker meaning, contextual cues, cooperation and politeness issues, intercultural differences, and acting and pointing via language. The course also raises awareness of structural differences in academic writing between the students' native language and English, thus aiding students in avoiding plagiarism in their written work and essays.

*Phonetics, Phonology, and Morphology* (BA) focuses on the development of practical skills in speech sound perception, production, and representation as well as the identification of specific dialects as well as some world accents and helps students embrace their own accent.

### Literature module

Various courses in literature (e. g. *American Literature until the end of the 19th Century*, *American Literature from the Turn of the Century to the 2nd World War*, *18th and 19th Century British Literature*, *20th century British Literature*) provide the opportunity for students to learn how to research, form an opinion, and express as well as argue for it in an effective way. We firmly believe that many problems of generation Z arise from their growing lack of consistency in a task, stamina in monotony, and being comfortable in projects lasting longer than a few hours. The ongoing urge to read and form opinions, which literary courses provide, could enhance their consciousness of background knowledge in a fleeting world of post-truth. By creating research papers, that is, expressing themselves based on that reading, could educate them in consistency, since they will be capable of differentiating between opinions with or without background knowledge. Literary courses also teach students a polite way of debating. As, regularly, this is not part of Hungarian High School curricula, an English studies BA is often the opportunity to acquire such skills. A controlled and rational way of allowing your opinions to clash without bitter and hurtful comments is indeed a skill most universally desired and needed nowadays. Besides teaching useful micro skills such as debating, forming an opinion, or viewing interpersonal situations with empathy, literature is also a way of sublimation. We live in the world of constant victimisation, accusation, and international psychosis. Literary classes all over the world attempt to show people an age-old and always modern mode of dealing with the world around us. War, epidemic, tragedy, as well as hope, friendship, and beauty are dealt within the field of art capable of active healing.

Moreover, several courses on literature (e.g., *Major Trends in British Literature*; *Major Trends in American Literature*; *American Literature until the end of the 19th Century*; *Post 2nd World War American Literature*) focus on works that explore the causes and workings of prejudice. Students are invited to reflect on the historical circumstances and ideological conditions of the oppression of those who do not fall into the category of the 'WASP.' Students are encouraged to speak their minds and understand one another's positions instead of passing judgments.



### Language practice and proficiency (business English) module:

The Business English module has been designed to introduce students with no prior knowledge of business to the world of work. In addition to a general orientation and a grounding in business topics, they will learn practical skills that they will be able to use in any career – whether in business or not – in the future. Part of this is learning to see also the perspective of businesses. All the courses have numerous points at which they link to and support the content of the other courses in the module and even, albeit indirectly, in the programme overall. Taken together they support the qualification objectives of the study programme and enhance the employment possibilities of graduates, especially in view of their interdisciplinary nature (in addition to language, linguistics and applied linguistics, economics, business studies, technology and international studies).

The foundations are laid in the course *Business English* which focuses on language development in the context of a broad overview of general business topics in general and the functioning of large corporations in particular. The two courses in translation (*Translation Practice from English into Hungarian* and *Translation Practice from Hungarian into English*) show how their knowledge of business English can be leveraged to help them produce business-related translations. The courses *Oral Business Presentations* and *HR Studies* aim to build the students' soft skills, whilst *Intercultural Communication* and *English in the EU* target specific ways in which they can prepare for employment. The combination of theoretical and practical aspects allows students to engage in thinking about business, the role of business, and the role they see for themselves in business once they have left the university and joined the labour market. At the same time, their proficiency in general and specialised English will be improved, and they will develop confidence and professionalism.

### **MAEN:**

#### Culture module

The role of MAEN cultural and history courses (e. g. *From the British empire to American supremacy and beyond*, *Critical and cultural perspectives of the USA in contemporary films in English*, *Global Perspectives in Media and Film*, *Humour as a tradition of Irish identity*, *Hyphenated American Studies: Literature, Culture and Historical Experience*, *Modern British Society: History, Culture, Politics*) is to deepen the knowledge acquired during BA studies. MA courses also build on the cultural and historical knowledge students are provided with but make this knowledge more practice- and research-centred. Where in BA studies methodologies for proper research are only introduced, in MA studies, students are expected to be capable of fully individual research, creating even individual fields of interests and carving out their own scientific output whilst being engaged in a conversation with Hungarian as well as a wider academic circles of English studies. Students in the MA courses develop a wider scope on history and culture. Where, in BA courses, they became aware of the various English-speaking cultures, such as British, American, Irish, and Canadian; in MA courses, they can see these cultures as integrated into a global world, not only economically, but culturally, as well.

## Linguistics module

- Linguistics / Sociolinguistics: how people use language to create and express identities, relate to one another in groups, and seek to resist, protect, or increase various kinds of power.
- *Case Study in Global Englishes – South Africa*: how and when English took root there, who took it there, who took it further than the first settlements and why, what other languages it came into contact within this process, and finally, the situation as regards English there today. The course necessarily draws upon insights and models from disciplines such as political science, history, sociology, and social psychology, in addition to the inherently interdisciplinary relevant fields of applied linguistics.
- *English in the EU*: the emergence of Euro-English, the validity of the construct itself, its origins and uses, and its likely future given the ongoing impact of Brexit.
- *Intercultural communication and pragmatics*: understanding of utterances, conversations, and various types of spoken and written texts among people with different lingua-cultural backgrounds. Although the focus is on speakers of English (*World Englishes*, users of ELF), the course sheds light on different conventions and norms of non-English speakers as well.
- *Language contact and variation*: to explore the interactions, influences, and differences between human languages. As part of this course, students will gain knowledge of current research on the history of the English language, different dialects and accents (BBC Voices project, IDEA -The International Dialects of English Archive), as well as how these together with other languages have helped to shape the English phonology, morphology, and syntax. In addition, the course examines the concept and the key features of Standard English
- *The English language from its origins to the 21<sup>st</sup> century*: various social, cultural, and historical forces that influence language change in a variety of complex ways
- *Using ELF (English as a lingua franca)*: After reviewing various lingua francas around the world, the course turns full attention to the disputed (suppressive or communication-enhancing) roles of ELF, an emergent and negotiated form of English, in all walks of life, from media consumption to language education and science. Questions such as “Does English threaten multilingualism and multiculturalism?”; “Does ELF corrupt English?” and “What to teach?” are addressed.
- *World Englishes*: A wide variety of Englishes, especially from B. Kachru’s Inner Circle and Outer Circle, are discussed, but more importantly, the course introduces debates over such essential topics as one standard versus pluricentricity (together with the future of English), local norms, the role of dialectal variation, pidgins and creoles, and their interaction with the standard (e.g., decreolization, dialectal and stylistic continua)
- *Language contact and variation* explores interactions, influences, and differences between languages. As part of this course, students will gain knowledge of current research on the history of the English language, various dialects and accents (BBC Voices project, IDEA - The International Dialects of English Archive), as well as how other languages have shaped the English phonology, morphology, and syntax. In addition, the course examines the concept and the key features of Standard English.

### Literary module

Similarly to the history and culture courses, literary courses at the MA level are also different from the BA ones mostly in their levels of expertise, responsibility to individual research and a higher expectation to take part in ongoing scientific discourses of the English studies. Therefore, literary courses such as *Cultural and literary projections of contemporary Africa*, *Diversity in Contemporary British Literature*, *Historical aspects of British literature and culture*, *Inter-, multi-, transdisciplinary approaches to English literature in the world*, *Shakespeare reinvented*, *Topics in Asian literature in English*, *Topics in Canadian Indigenous Literatures*, *Topics in Postcolonial literature and culture*, *Trends in literary and cultural studies*, provide insights into the latest trends in the field of English studies such as showing the students directions into the studies of postcolonial literature, cultural studies, interdisciplinary, or newer theoretical trends. These MA courses also aim at providing a much more global vision of English-speaking literature all over the world. They allow students to explore Asian, African, and global Anglophone literature and discover the world through them. Besides, instructors at this level can create courses in a more specified manner allowing the students insights into their own research projects which secures expertise on the highest level.

### Business English module

*Active academic English language skills* introduces students to the principles of academic English. As writing papers, and then finally an MA thesis, is an inherent part of students' academic life, acquiring the necessary skills to write successful essays is of utmost importance. Students will learn about the principles, strategies, and rules of standard written English and essay writing. Hence, the course is designed to encourage and develop students' critical thinking in general – reading, writing and presentation skills - focusing on reasoning, formulating, and developing arguments and explanations. The techniques of paraphrasing and summarising one source, as well as synthesising multiple sources are also reviewed. Since this is a practical course, students learn by making presentations, writing, analysing, and discussing. It also includes grammatical structures and rules, handy academic expressions, the conventions of citation styles, and the dangers of plagiarism.

In the Master's programme students are expected to already have a high level of proficiency in English. They should be fluent in general English and be familiar with the language of business. In order to support their receptive and productive skills, the first semester includes a course on *Active academic English language skills*. The courses related to *Business English* reflect the strategic orientation of the study programme, both as regards academic content and practical application. Students will be competent users of the English/es used and required throughout the world and will be equipped to use their proficiency to further their own professional careers.

The courses, *The Role of English in Education, Science and Business Globally* and *English in the EU*, look at the role of English from an academic perspective and provide students with an understanding of the place, nature, and function of English in international communication. The other three courses, namely, *Business English in Translation*, *Using ELF*, and *Global English: Language of Business and International Relations*, are more practical in their approach and aim to enable students to use their English knowledge to further their careers. Each of these courses also

approaches the broad topics related to the subject to ensure students have a solid grounding in these, as well as being able to express themselves confidently and appropriately.

### **MATI**

The MATI study programme is interdisciplinary by nature, as it offers professional preparation to translators and interpreters in Economics, Business and Law. The interdisciplinary nature of the study programme can be described as a matrix of competences in translating and interpreting and a multidisciplinary and interdisciplinary approach to training our students.

The first aspect is developing the thematic competence of future translators and interpreters. This is implemented through the courses Economy and business translation, Legal translation for business, and Translation in social sciences. The courses deal with the characteristics of the language use of each discipline, also offering deeper knowledge about each discipline with the help of professionals working in the field. The study programme also offers an introductory course Introduction to economics to those who are unfamiliar with the field.

The second aspect is developing the technological competence of future translators and interpreters by teaching them about terminology management, the use of computer resources, and IT basics. The courses Introduction to terminology, and Terminology management do not only contain the linguistic aspects of terminology, but also how terminology management and retrieval can be facilitated using computerised resources (this is covered in the course CAT-Tools). The comprehensive knowledge of IT hardware and software is also included in the study programme as these are highly relevant to translators.

The language competence of translators and interpreters is enhanced through courses on Translation Skills and Accuracy, or the elective course World Englishes. Both courses have a strong focus on linguistics. Students interested in literary translation can take part in an elective course that combines literary text analysis with artistic translation focusing on style.

Intercultural competences, which surface in all the courses taught (including American and British culture and civilisation), and are vital parts of mediation both for translators and interpreters, are covered in the elective course Cultural Aspects of the Target Countries.

The study programme also includes information on translation and interpretation as services: how to run one's own business, how to get and keep clients, how to work with translation offices, and how to be responsible and reliable professionals. The importance of quality insurance is presented, among others, in the courses Proofreading and Editing and Etiquette and Protocol.

### **Ethical aspects**

The KJU Code of Ethics is available on the HEI's website<sup>15</sup>.

“Kodolányi János University is committed to quality higher education based on European traditions and research. Its mission is to promote national and universal culture and the enrichment of national and universal culture and education, the cultivation of science, and the transmission of scientific knowledge” (Code of Ethics 4).

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<sup>15</sup> [https://www.kodolanyi.hu/images/tartalom/File/szabalyzatok/kje\\_etikai\\_kodex\\_2020nov25.pdf](https://www.kodolanyi.hu/images/tartalom/File/szabalyzatok/kje_etikai_kodex_2020nov25.pdf)

Ethical aspects and equality are principally promoted via the subjects both in the BA and MA programmes. For instance, the courses on *Applied linguistics* and *Pragmatics* involve the opposition of prescriptive vs. descriptive approaches and explore studies and basic tenets of sociolinguistic (in)equality. Students have an option to choose to study the Declaration of Linguistic Rights, and also to read on linguicism. Furthermore, the course *The history of English and American varieties* involves student research on substandard varieties and accents of English, such as the Birmingham accent, the Southern accent in the USA, AAVE (Black English), Hawaiian Creole, and Gullah (a creole spoken in Georgia, USA). Such studies explicitly raise students' awareness of the right of the mother tongue and especially such phenomena connected to social inequalities and education.

In the literary and cultural courses ethical conflicts are examined and analysed, gender policies and language registers are discussed. In addition, several courses on literature (e.g., *Major Trends in British Literature; Major Trends in American Literature; American Literature until the end of the 19th Century; Post 2nd World War American Literature*) focus on works that explore the causes and workings of prejudice. Students are invited to reflect on the historical circumstances and ideological conditions of the oppression of those who do not fall into the category of the 'WASP.' Students are encouraged to speak their minds and understand one another's positions instead of passing judgments.

Within the course *Cultures and identities in English-speaking Countries*, a class is dedicated to stereotypes so that students can clearly understand and consciously handle them.

### **Methods and scientific practice**

The methodological competences and scientific practice are integrated into the three study programmes.

Students are equipped with the required skills for research-oriented work and practice-oriented work. The University offers several courses on how to write essays, and how to paraphrase, summarise and synthesise other people's research and incorporate the results into their own research (*Academic writing, English oral and written language skills*). While writing their theses, students also receive personalised research methodology consultation both during the course *Thesis writing and consultation* and from their consultant professor.

In addition, students are requested to read and summarise research in some classes, and in others, to conduct independent research. With respect to *Applied linguistics*, for instance, they are requested to choose a topic and develop it into a small-scale research project, with required readings and a presentation.

Assessment and analysis of unknown literary texts (*English literary text analysis, 18th and 19th century British Literature, 20th century British Literature, Post 2nd WWII American literature*) including textual interpretation, terminology, as well as presenting views and opinions regarding literary interpretation. As independent work: students are expected to read, write, and cooperate continuously from home. The students acquire basic research methods and will be able to apply different interpretations of literary works based on different theoretical concepts. Through seminar

work, they will be able to confront different ideas, and they will also extend their knowledge in preparing research papers based on special sources.

The University carries out its research and development activities within the framework of the applied research service model of PIQ&Lead™. The model is based on the service of science and service of quality perspectives. An essential element of this model is that it builds on the EU, national and local programme development of multilevel governance research and innovation, cohesion, small businesses, services, and social innovation. The research strategy is tailored to EU programming, refining the actual research tasks into its two-year call cycles (see <https://www.kodolanyi.hu/en/academics/r-d>).

### **Examination and final thesis**

#### **BAEN: Requirements for BA thesis**

The thesis is a written practical or theoretical academic essay of at least 20 (min 20 pages to max 35 pages) pages in English.

The subject of the thesis should be chosen from literature, linguistics (theoretical or applied), culture or history.

The aim is for students to demonstrate, through the independent development of a topic of their choice in the field of humanities, that they have the appropriate knowledge, theoretical, and key analytical methods and are familiar with the national and international literatures in English and can use this knowledge in a logical and creative way. Students should cite and use the ideas of others in accordance with academic standards (MLA or APA). The thesis is accompanied by an obligation for consultation. The student must consult the thesis supervisor at least four times during the work process.

The thesis reflects level 6 of the capabilities in EQFS description: the central theme must be connected to the core areas of study.

#### **BAEN: Final exam**

The final exam consists of a written and an oral examination. In both, students demonstrate their knowledge of cultural, literary, and linguistic studies, as well as their language skills at level C1.

Students have 140 minutes to complete the tasks. The reading, linguistics and civilisation/culture/studies tasks are linked to a text of about one page. No dictionary will be used during the exam. The written exam consists of four components:

- *Reading comprehension:* Candidates will be given an article from an English language international journal/newspaper of about one page on civilisation/culture studies, with a few tasks to assess their detailed understanding of the text. Types of tasks: short-answer questions, completion of incomplete sentences based on the text, completion of incomplete summaries, multiple-choice questions, explanation of passages.
- *Linguistic knowledge:* the student will solve some problems related to the given text, in which he/she will have to apply his/her knowledge of linguistic topics. Types of tasks:

recognising given linguistic structures from the text, transforming linguistic structures, analysing sentences.

- *Civilisation-Culture essay*: Students develop a topic related to the text. They must apply what they have learnt in the relevant subjects and their writing skills will be measured on this text. Type of task: academic critical essay based on an expository question of at least 350 words, with a choice of three topics.
- *Listening comprehension*: Students comprehend the information from an audio text according to different criteria. Students listen to the text twice. Types of tasks: multiple-choice, completion of incomplete sentences or incomplete summaries, short-answer questions and more.

In both written components (written critical essay, language acquisition) minimum 40 % must be achieved. If either of the two written sections is unsatisfactory, the entire written examination is unsatisfactory and may be repeated in the following semester. The oral exam can only be taken after a successful written exam.

The oral exam consists of two segments.

- Thesis defence
- Oral exam:
  - Each student draws one topic. For a history/culture thesis, the student may choose either a literature or a linguistics (applied linguistics or descriptive linguistics) topic; for a descriptive/applied linguistics thesis, the student must choose either a literature or a history/culture topic; and for a literary thesis, the student may choose either a history/culture topic, or an applied linguistics or descriptive linguistics topic.
  - After a short period of preparation, students must explain the topic and answer questions from the exam board. The linguistic and grammatical quality of oral performance will also be assessed.

All oral examination segments must be successfully completed (at least at the pass level). If any of the three oral sections are unsatisfactory (oral exam, oral language proficiency, thesis defence), the entire oral examination receives a fail mark.

### ***MAEN: Requirements for thesis***

The thesis is a written practical or theoretical academic essay of at least 40 pages in English.

The MA thesis should not be conceived only as the formal conclusion of studies; it is a document summarising the research efforts and all the related practical and theoretical skills acquired during studies.

A thesis is an academic manuscript of a partly descriptive, partly argumentative nature; therefore, it must follow the requirements of academic prose. The topic of the paper must have academic relevance and must be related to the academic profile of the KJU Dept. of English Language and Literature. The topic is a vast context within which the student can focus on a specific problem treatable in the length of ca. 13-17.000 words (including the Introduction, the Conclusion, and all

the notes and references in the main text but excluding the Works Consulted and the Appendices sections).

The aim is for students to demonstrate, through the independent development of a topic of their choice in the field of humanities, that they have the knowledge, theories, and key analytical methods appropriate and are familiar with the national and international literatures in Global Englishes and can use this knowledge in a logical and creative way.

### ***MAEN: Final exam***

The MAEN final complex examination (also referred to as state exam) is a two-part exam which takes place at the end of the official exam period.

1. **Thesis defence (viva voce):** the candidate answers the supervisor's and opponent's questions as specified in the thesis evaluations. Each MA thesis is reviewed by the consultant and an opponent (both being academics with a PhD, employed at KJU). The evaluations are made available via Neptun no later than one week prior to the beginning of the final exam period.

2. **Discussion of readings:** the MA thesis must include a reading list prepared for the final exam by the candidate, in consultation with the supervisor. All items on the list should be connected to the broader field of the thesis itself, but it cannot include any works already on the Work Cited list of the thesis. The list must include 5 books, or 10 articles or chapters (or any combination of these; one volume is the equivalent of 2 articles), both primary and secondary works, and theoretical writings. In the exam, the members of the examination committee and the supervisor ask questions based on the reading list. The list must be included in the digital version of the thesis (placed after the Works Cited section under a separate heading) when uploaded on the KJU official thesis website. ([www.szakdolgozat.kodolanyi.hu](http://www.szakdolgozat.kodolanyi.hu))

The qualification of the MAEN diploma is the rounded average of the grade of the Complex Examination (defence and oral examination) and the grade point average of the per-semester-average.

### ***MATI: Requirements for thesis***

The MA thesis should not be conceived only as the formal conclusion of studies. It is a document summarising the research efforts and all the related practical and theoretical skills acquired during studies.

Students are required to write a monographic thesis. The thesis is a translation of a text written by a professional and addressed to a professional audience, no more than 5 years old, in the fields of law, economics, public administration, social sciences, politics, or the European Union.

In cases where there is a question about the appropriateness of the topic, an individual assessment is required, in which case the English Language and Literature Department at KJU decides whether the text meets the requirements.

The selection and processing of parallel texts may facilitate the student's work if both texts to be translated are on a similar theme. The chosen source document should be a published text that has



not yet been translated. In the case of abridgements of longer source-language texts, it is important that the text to be translated is a coherent whole, avoiding the use of multiple passages.

The thesis is to be submitted electronically. The theses are uploaded by the students to the university's website ([szakdolgozat.kodolanyi.hu](http://szakdolgozat.kodolanyi.hu)).

The student must consult with the thesis supervisor at least five times during the work process. The supervisor is responsible for supervising the preparation of the thesis, providing professional advice and liaising with the student, preferably in person and/or electronically. The thesis adviser is approved by the head of the department from among the members of the teaching staff employed by the university. An external adviser may be engaged if the thesis topic justifies it. This may be requested by the student. The request must be made in writing to the Head of Department.

### **MATI: Final Exam**

The final MATI complex exam takes place at the end of the official exam period. The exam is a two-part final exam, which consists of

- a written exam aimed at measuring the translation competence of students from English into Hungarian and from Hungarian into English in the form of a written test, translating a text of a given length (from foreign language to Hungarian and another text from Hungarian to foreign within a specific time limit (180 minutes). The students are expected to produce a smooth, easily understandable, highly formatted text of a quality in line with the expectations of the professional translation market.
- an oral exam, which consists of a thesis defence; Defending the thesis: the examiners may ask for a more detailed explanation of the topic, for oral correction of certain errors, and clarification of obscure points; the student responds to the questions and suggestions of the supervisor and the opponent by presenting a visual (e.g., PowerPoint) presentation of up to 6-8 minutes. The candidate's performance is assessed by a mark. The oral examination may be taken only after a successful written examination.
- a complex oral final exam for those completing the interpreting track. The final oral exam for the interpreters consists of three parts:
  - interpreting from Hungarian into the first foreign language,
  - interpreting from the first foreign language into Hungarian,
  - one extra task related to interpreting

### **Appraisal:**

The curricula adequately reflect the qualification objectives of the study programme. The contents of the modules are well-balanced, logically connected and oriented towards the intended learning outcomes. The broad offer of lectures and areas of specialisation enable students to acquire additional competences and skills.

The degree and programme names correspond to the contents of the curricula and the programme objectives.

Theoretical questions are, where possible, explained by means of practical examples. This is supported and promoted with a developed pedagogical model (i.e., PIQ&Lead™).

There is evidence that the programme qualifies for interdisciplinary thinking.

Ethical implications are appropriately communicated. The University has rules and a Code of ethics (KJU Code of Ethics; available on the HEI's website). Ethical aspects are included in the different modules of the programmes.

Students acquire methodological competences and are enabled to do scientific work on the required level.

All exams, as they are defined for the modules, are suited in format and content to ascertain the intended learning outcomes. The requirements are in accordance with the desired qualification level. The exams are characterised by a wide variety of test formats.

The final theses are evaluated and based on previously published and coherently applied criteria, rules, and procedures.

The students prove, especially in their thesis, their ability to do scientific work and the achievement of the study programme's qualification objectives.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)			X		
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3*	Integration of theory and practice (Asterisk Criterion)			X		
3.1.4	Interdisciplinary thinking			X		
3.1.5	Ethical aspects			X		
3.1.6*	Methods and scientific practice (Asterisk Criterion)			X		
3.1.7*	Examination and final thesis (Asterisk Criterion)			X		

## 3.2 Structure

### *Modular structure of the study programme*

Table 7: KJU ECTS guidelines<sup>16</sup>

Programme	BAEN	MAEN	MATI
Projected study time	6 semesters	4 semesters	4 semesters
Number of Credit Points (CP)	180	120	120
Workload per CP	1ECTS = 30 working hours	1ECTS = 30 working hours	1ECTS = 30 working hours
Number of modules	5	5	5
Time required for processing the final thesis and awarded CP	1 calender year Final thesis is 4 CP 4x30=120 working hours (according to HE law)	1 calender year Final thesis is 20 CP 20x30=600 working hours (according to HE law)	1 calender year Final thesis is 20 CP 20x30=600 working hours (according to HE law)
Number of contact hours The qualification of the degree is the rounded average of the following grades	5 ECTS: 30 academic hours of contact lessons in full-time study programme	5 ECTS: 30 academic hours of contact lessons in full-time study programme	5 ECTS: 30 academic hours of contact lessons in full-time study programme

The programme structure of each programme is designed to help students reach the defined learning outcomes.

### *Study and exam regulations*

Legally binding study and exam regulations (Codified Exam and Study Regulations of KJU), which comply with national requirements, contain all the necessary rules and procedures.

KJU regulations comply with the Lisbon Recognition Convention as there is a separate regulation for credit transfer. The regulations on credit calculation are available.

The study programme is designed so that students can study for a certain time at other HEIs.

- Erasmus+ mobility study exchange in the European Union countries, after 2 completed semesters accumulating 60 credits, is possible for a 1 or 2 semester period.
- There is no internship programme within the BA and MA English studies programmes or the MATI study programme.

The qualification of the degree is the rounded average of the following grades:

- grade point average of the per-semester average.
- the grades of the Complex Final Examination.

<sup>16</sup> Part-time versions of the study programmes: Number of contact hours: 5 ECTS = 9 contact hours (according to Hungarian law 1/3 of full-time contact hours). Each 30-hour full-time course is the equivalent of a 9-hour part-time course.

**Table 8: Transcript of grades**

Performance in %	Performance by value	Hungarian Grading	ECTS grading	USA grading	China grading	India grading	UK grading
90-100	Excellent	5/A	A	A	A	A	A
81-90	Very Good	4/B	B+	B+	B	B	A/B+
71-80	Satisfactory	3/C	B+	B+	C	C	B
51-70	Passed	2/D	C+	C+	D	D	B-
0-50	Failed	1/F	C	C	E	E	C
0-50	No credit	No credit			F	F	F

### **Feasibility of study workload**

The feasibility of the study workload is ensured by the specific module structure of the curriculum design for each study programme.

The module descriptions include information on the calculation of workload, planned learning activities, teaching methods, assessment methods, and working hours (contact lessons and individual work).

The KJU PIQ&Lead™ pedagogical model - performs its student-centred (mentoring) teaching activities using a competence-based model. The training content, together with a personalised curriculum and an extensive student portfolio, are all in the service of the students' personal development to ensure the feasibility of the study workload.

## **BAEN**

The BAEN study programme has been periodically reviewed and revised since 2006. The latest curriculum revision was in 2020. These revisions take into consideration student feedback (student surveys) and evaluation findings.

## **MAEN and MATI**

The objectives, content, and structural design of the MAEN and MATI programmes are based on an inter- and multi-disciplinary focus. It includes activities that provide an opportunity for continuous self-training, as up-to-date knowledge is needed to perform a variety of oral tasks accurately and professionally. This knowledge can help professionals to communicate with each other at professional conferences but can also be a success factor in economic and legal negotiations. The variety of tasks in the profession offers excellent opportunities for self-fulfilment for professionals with different personalities.

### **Equality of opportunity**

KJU ensures gender equality and equality of opportunity for its students. Measures that treat these issues are found in the KJU Code of Ethics<sup>17</sup>.

Students with disabilities are provided with affirmative actions concerning time and formal requirements throughout the programme and examinations. Measures dealing with these issues are found in the Regulations for the Equality of Opportunity for Disabled Persons<sup>18</sup>.

Individual problems: the mentors and the student well-being services offer assistance. The measures are periodically reviewed and modified according to previous results.

## **Appraisal:**

The programme structure supports the smooth implementation of the respective curriculum and helps students to reach the defined learning outcomes. The programmes consist of modules and assign ECTS credits per module on the basis of the necessary student workload. The module descriptions provide detailed descriptions of intended learning outcomes.

There are legally binding study and exam regulations which contain all necessary rules and procedures and take into account, where applicable, national requirements. The study programme is designed so that students can study for a certain time at other HEIs or do internships without any extension of their overall study time. The recognition of degrees and periods of study at other HEIs is regulated.

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<sup>17</sup> [https://www.kodolanyi.hu/images/tartalom/File/szabalyzatok/kje\\_etikai\\_kodex\\_2020nov25.pdf](https://www.kodolanyi.hu/images/tartalom/File/szabalyzatok/kje_etikai_kodex_2020nov25.pdf)

<sup>18</sup>

[https://www.kodolanyi.hu/images/tartalom/File/szabalyzatok/fogyatszabzat\\_20190116\\_munkanyag\(1\).pdf](https://www.kodolanyi.hu/images/tartalom/File/szabalyzatok/fogyatszabzat_20190116_munkanyag(1).pdf)

The feasibility of the study programme's workload is ensured by a suitable curriculum design, by a plausible calculation of workload, by an adequate number and frequency of examinations, by appropriate support services as well as academic and general student counselling.

The HEI ensures gender equality and non-discrimination. Students with disabilities are provided with affirmative actions concerning time and formal standards/requirements throughout the programme and examinations. Students in special circumstances, such as single parents, foreign students, students from so-called non-academic backgrounds, are particularly assisted. Ensuring equal treatment is codified in codes and regulations (e.g., Regulations for the Equality of Opportunity for Disabled Persons).

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2	Structure					
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			X		
3.2.2*	Study and exam regulations (Asterisk Criterion)			X		
3.2.3*	Feasibility of study workload (Asterisk Criterion)			X		
3.2.4	Equality of opportunity			X		

### 3.3 Didactical concept

#### Logic and plausibility of the didactical concept

The three programmes (BAEN, MAEN, and MATI) are academic and practice-oriented liberal arts study programmes. In line with the laws on HE, all three programmes are over 60 % practice-based.

The programmes reflect the four purposes of education as formulated by the Council of Europe: preparation for the labour market, preparation for life as active citizens in democratic societies, personal development, and development and maintenance of a broad, advanced knowledge base stimulating research and innovation.

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The students actively participate in the learning process. The didactical methods are systematically oriented towards the ILO of each module.

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The institution overall follows a logical and plausible didactical concept with regard to all its students. Entrance competency assessment in the first weeks, practical language lessons for intensive language competence development, general and academic competence development such as European civilization, personal development, and IT.

The basic exams provide intermediate assessment; the lectures offer literary and linguistic analysis with a focus on text analysis. Student activity, creative task performance, oral and written comprehension exercises, and pre-notation exercises for personal development.

This is complemented by meetings with representatives from the labour market during thematic weeks, such as Granite Bank, Irish Embassy, and Profigram.

The MATI study programme focuses on translation and interpreting; the translation and interpreting courses will be taught in three languages: Hungarian-English-German.

The didactical concept most characteristic for part-time courses are the student-centred, mentoring models which attain their goals by mentoring coupled with individual research-based practice.

In part-time courses, the didactic concept heavily relies on the swift uptake and already present practical knowledge of the students. They actively participate in this process, since they know they enrol in a program where the individual workload is larger than in a full-time course. Moreover, this model enhances social mobility, as many would be unable to provide for themselves during their university years if these part-time courses were not available.

### **Course materials**

The course materials are oriented towards the ILO and correspond to the EQF and HuQF level 6 for bachelor's programmes and level 7 for master's programmes. The course materials are digitally available for the students on the Moodle platform (Moodle is a user-friendly platform which encourages students to engage in independent studies). This platform is equally suitable for blended learning (as it was used during the pandemic).

The compilation of course materials considers specific didactical requirements. In the case of part-time students because of the reduced number of contact hours students are given greater freedom for independent study and their rapid uptake and practical knowledge (and work experience) allow for greater social mobility.

### **Guest lecturers**

KJU has implemented in its institutional programmes a broad range of Hungarian and international extra-curricular activities (thematic week and international week events). The extra-curricular elements are systematically developed and enhance the development of international experience and skills, as well as being an integral part of the study programme's didactical concept. The international week and thematic week programmes are offered by the individual departments as well as on the institutional level.

The English Department has been organising thematic week programmes regularly since 2016; these include mini-conferences, workshops, round table discussions, lectures, and readings:

- Guest lecturers from an international background who come through the ERASMUS+ faculty exchange (Turkey, Poland, Romania, Ukraine, Albania, Spain).
- International authors through the EFFACIS programme:
  - 2017 Gearóid Mac Lochlainn, an Irish poet from Belfast.
  - 2019 Lisa McInerney, Irish novelist from Ireland.
- Franklin Evening events since 2019 (round table discussions) held once every semester on different themes (literary translations, Shakespeare Today, Freedom and universal suffrage in the USA)

- Alumni events: mini-conferences with alumni students (2019), round table discussions (“alumni students tell their stories” 2021)
- Margaret Atwood Life Achievement Workshop, 2019, KJU.
- Regular longstanding international lecturers: Michael Geaney (historian), Ireland (since 2010).
- “Global Englishes” international hybrid conference 28-29 March 2022: international speakers and authors (Lisa McInerney - Ireland, Lisa de Nikolits - Canada).

### Lecturing Tutors

The English Department at KJU encourages its students to apply for the position of student assistant annually (from the BAEN programme). The department has had student assistants since 2019 and the position is held for 1 calendar year.

The student assistants’ task:

- to help with the integration of the 1<sup>st</sup> year students;
- participate in the organisation of departmental open days and the recruitment campaign;
- participate in the organisation and implementation of practical tasks, professional evenings, and other departmental and university programmes;
- assist in the photographic coverage of departmental and university events;
- assist in updating the department's and the University's communication interfaces;
- support The HEI's marketing activities;
- assist with the department's contacts with teachers and students;
- tutor (support learning process) weaker fellow students.

### Appraisal:

The didactical concepts of the study programmes are described, plausible, and oriented towards the programme objectives. They allow for the application of different teaching and learning methods, such as, for instance, case studies or practical projects. Students are encouraged to take an active role in creating the learning process.

The accompanying course materials are oriented towards the intended learning outcomes and correspond to the required qualification level. They are accessible for the students, are user-friendly and encourage students to engage in further independent studies. However, the panel criticises that the recommended reading for many courses is outdated and does not include more recent texts. This is particularly the case for courses covering the ‘culture’ or history of English-speaking countries and affects courses at both the bachelor and master level. Therefore, the panel recommends the following **condition**:

The HEI ensures that reading lists are reviewed and updated.

The panel identified a weakness with regard to the guest lecturers: In the panel's view, there are too few guest lecturers overall and too little diversity among guest lecturers in terms of cultural



and linguistic (e.g., accent or dialect) background. Therefore, the panel **recommends** that the HEI invite more guest lecturers from different Anglophone countries.

In its statement on the report, the University submitted a list of guest lecturers (one guest lecturer per year in the period 2017 - 2022) and events held by guest lecturers. Three English-speaking events were reported in 2022, and one event in 2020 and 2021 each. In the panel's view, however, this is not sufficient concerning the programmes and content. Hence, the panel retains the recommendation.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.3	Didactical concept				
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)		X		
3.3.2*	Course materials (Asterisk Criterion)			condition	
3.3.3	Guest lecturers			X	
3.3.4	Lecturing tutors			X	

## 3.4 Internationality

### International contents and intercultural aspects

Internationalisation includes the curriculum development, the offer of foreign language teaching, the formulation of international competences, and the integration of the needs of international mobility.

International extra-curricular elements of the programmes are systematically developed (thematic week events with international guests), and the development of international experience and skills are monitored and improved.

International dimension of content and curricula: to prepare and equip students for challenges of globalisation, to prepare graduates for careers in global public, non-profit business environments, working in diverse cultural backgrounds, with management skills in intercultural communication and meeting the standards of different regional subsystems, state structures, civilisational environment, and rules. Throughout the study programmes, be they full-time or part-time, basically all courses have the aim of improving students' skills and knowledge to be able to function effectively in private life and on the labour market. Many courses develop student's independent learning skills and raise awareness of a need for continuous self-education and personal & professional development. There is a strong focus on the knowledge and understanding of other cultures so that intercultural communication can function easily and unambiguously (e.g. *British History and Civilisation*, *Canadian Multicultural Identities*, *Culture of the United Kingdom and Ireland*, *Cultures and Identities in the English-speaking World*, *Irish cultural Identities*, etc.).

The three study programmes have an international focus. All the courses in the BA and MA English Study programmes investigate the English-speaking world and even beyond, globally. All three programmes, whether language studies or translation and interpreting, work with the English language and apply a historical, cultural, literary, artistic and linguistic perspective.

For instance, the BA program's Applied linguistics and Pragmatics courses discuss and analyse intercultural communication as interpreted by various authors (such as E. T. Hall, Hofstede). Further, speech acts and politeness issues are placed into an international context by the readings and their class discussion. Business is global in the 21st century and the challenges of intercultural business communication are addressed directly in the course *Intercultural Communication* (BAEN) and the three MA courses dealing with global business.

The MA programme's courses *World Englishes* and *Using ELF* have intercultural foci per definition. The BA course, *Cultures and Identities in the English-speaking World*, being just one example, has the aim of familiarising students with the history, society, and culture of the cultures involved (Scottish, Australian, New Zealand, Indian, South African, Jamaican, etc.), and is a forum for discussing any other culture if there is a need for it. During the course, these cultures are compared to and contrasted with Hungarian culture to facilitate understanding.

As for translation and interpreting, no aspect can be found without international content. The purpose of the training is to teach students to mediate between different languages. These skills require translation and interpreting skills, methodology, and terminology. These issues provide the basis of the courses. Besides these, the culture of the target countries can also be an important issue to make students able to transfer the message of the source language appropriately.

International conferences and research projects are part of the curriculum

### **Internationality of the student body**

In the BAEN programme, the number of international students is low, and most of the students are Hungarians, though the statistics do not specify those Hungarian ethnic students who come from the surrounding countries.

A significant proportion of the internationality of the student body are students arriving each semester through the ERASMUS+ student mobility programme.

- These international students register for 1 to 3 courses in the BAEN programme.
- These international students come from various language areas and cultural backgrounds.
- These students take part in class discussions and group work.
- They participate in the thematic week programmes organised by the English Department in English with the Hungarian students.

### **Internationality of faculty**

The present faculty of the Department of English Language and Literature promotes the acquisition of international competences and skills.

- The teachers of the faculty are all Hungarian citizens with international academic and professional skills.
- One HEI member is from South Africa, and another is from the Ukrainian Subcarpathia.
- Some HEI members lived abroad (USA, Scotland, Netherlands) and have international academic experience.

### Foreign language contents

The BAEN and MAEN study programmes are language programmes where all the courses of the modules (transversal skills, professional core, electives, specialisation, and thesis) are taught in English.

The MATI study programme focuses on translation and interpreting; the translation and interpreting courses will be taught in two languages (the MATI programme is bilingual (Hungarian-English, or Hungarian-German)); some courses will be taught in Hungarian, but depending on their content the courses use both Hungarian and English or Hungarian-English-German parallel, the latter in the case of subjects shared by multiple groups), and the introductory courses in Hungarian or English, depending on the student body.

### Appraisal:

International contents are an integral part of the curricula. Students are thus prepared for the challenges in an international working environment. Through practical examples, students are enabled to act in an intercultural environment.

The panel criticises the relatively low number of international students for linguistic studies and the associated study concept. Therefore, the panel **recommends** that the HEI implement measures to increase the number of international students in order to achieve a higher internationalisation of the student body. From the panel's point of view the following measures might be helpful: Putting more emphasis on courses preparing students for "middle management level tasks in national and international organisations, companies, municipalities, cultural management, education, journalism, and public relations" (see self-evaluation report p. 2).

In its statement on the report the University stated that the aim of the three present study programmes (BAEN, MAEN, MATI) is to open its doors to a wider international student body, not only toward the western world but also to include the eastern subcontinent (South Korea, China, India, Japan, etc.). In the past ten years, KJU has been actively involved in the ERASMUS student mobility programme having approx. 30 to 40 foreign students each semester at the English Department. These foreign students actively participate(d) in the BAEN courses and in the many extracurricular events organised for our students.

The panel welcomes this goal and would like to point out, however, that further measures need to be taken at programme level to increase the number of international students in the programmes at hand.

The international composition of the faculty (teachers from different countries, teachers with international academic and professional experience) promotes the acquisition of international competences and skills. The measures taken are goal-oriented.

The proportion of foreign language courses and required foreign language materials corresponds with the qualification objectives of the study programme.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)			X		
3.4.2	Internationality of the student body				X	
3.4.3	Internationality of faculty			X		
3.4.4	Foreign language contents			X		

### 3.5 Multidisciplinary competences and skills (Asterisk Criterion)

KJU study programmes combine elements of practice-oriented education with a university academic environment using applied research and the third mission of universities for social innovation in international expertise, development, and the well-being sphere.

KJU study programmes are distinctive from other universities because they contain a premium element, the so-called PIQ&Lead approach: its main philosophy is professionalism in knowledge and skills (multidisciplinary competences), with a service-dominant approach through innovation and quality dimensions, and by preparing students for the responsible leadership of units, teams, programmes, and projects.

#### Appraisal:

The students acquire multidisciplinary competences in accordance with the module descriptions. This is supported by means of suitable didactical and methodological measures (e.g., PIQ&Lead approach).

The acquisition of further multidisciplinary competences, such as leadership skills, is ensured.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			X		

### 3.6 Skills for employment / Employability

The three study programmes are oriented towards the requirements of the dynamic job market and make use of the results of graduate evaluations (in the case of BAEN, but this will be a major focus with the MAEN and MATI study programmes as well).

The students' awareness is raised through mentoring to the rapid development of science and technology, where learning in modern society does not end with the Bachelor degree but should be a natural part of their lifelong learning life to maintain and preserve employability and develop their personality in general.

In line with the qualification requirements of the degrees, the students understand the basic interrelationships between contemporary society, culture, and their institutions. They understand the role of cooperation and social relations in the service of social cohesion and the common good. The HEI increase their sense of responsibility and social cohesion through regular Christmas fundraising and student volunteering.

## Appraisal:

The promotion of employability – for instance, through the integration of theory and practice and through the promotion of multidisciplinary competencies and skills – runs as a common thread of the study programmes through all its courses.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.6* Skills for employment / Employability (Asterisk Criterion)			X		

## 4. Academic environment and framework conditions

### 4.1 Faculty

#### Structure and quantity of faculty in relation to curricular requirements

The Department of English Language and Literature at KJU has currently 12 full-time employees and six part-time (temporary) lecturers:

- Eleven full-time employees teach within the BAEN study programme.
- Eleven full-time and six part-time lecturers will also teach within the MAEN and MATI study programmes.
- Five lecturers also teach in the *Postgraduate Training for Translation and Interpreting in Social Sciences and Economics* programme.
- Three lecturers teach within the Postgraduate Training for Business Trainer.

#### Academic qualifications of faculty

The academic qualifications of faculty correspond to the requirements and objectives of the study programme:

- The faculty's high level of qualification is underlined by scientific publications.
- Nine members of the faculty have a PhD;
- Seven members received their PhD over five years ago;
- Two members received their PhD in 2021;
- One member of the faculty has a "Habilitation";
- Three members: one full-time and two part-time colleagues are doctoral students;
- Three members of the faculty without a PhD have been involved in HE teaching for over five years.

#### Pedagogical/ didactical qualifications of faculty

The requirements (Chapter VII of Act CCIV of 2011 on National Higher Education lays down the rules governing the scope of employment in higher education and the general rules of employment, which all higher education institutions operating in Hungary must comply with.) and objectives of the BAEN, MAEN, and MATI study programmes correspond to the pedagogical and didactical qualifications of the faculty.

To be employed as a lecturer at the KJU, you must have a Master's degree and a professional qualification and/or a PhD.

General requirements for teachers:

- thorough knowledge of the subject and pedagogical competence. This includes the need and ability to update professional knowledge on an ongoing basis, a willingness to pass on knowledge, a creative approach to teaching and learning, the ability to teach in a way that stimulates creativity teaching methods and teaching materials, modern general literacy, foreign knowledge of foreign languages,

- the ability and willingness to work in an academic and creative manner, in accordance with the post at a directed, independent or managerial level. The aim is to produce new scientific research results, the application of new scientific findings in teaching, publication in books and journals, conferences, producing high quality teaching materials, complying with accreditation rules to the extent and according to the timetable defined in accordance with the accreditation rules.
- the ability, willingness and readiness to educate young people, with the necessary moral conduct, empathy and a demanding culture of behaviour.
- compliance with the general human dignity and behaviour required by the intellectual and teaching profession.

The faculty takes regular measures for the further qualification of its members, and the outcomes are implemented in the courses (in the BAEN programme at present).

Professional methodology workshop - the English Department holds a methodology and evaluation workshop twice a year

- to familiarise lecturers and instructors with each other's research and teaching areas and assessment methods,
- to discuss and share experiences,
- to increase the openness of training
- to work together in a team-building and centred way,
- to ensure a personalised student-oriented solution.

Furthermore, the faculty is involved in the intercultural and Transcultural Global Englishes Research Group at the Department of English Language and Literature, KJU<sup>19</sup>. The ongoing research serves as the foundation for the MAEN study programme.

### **Practical business experience of faculty**

BAEN, MAEN, and MATI are practice-oriented study programmes which incorporate courses that focus on translation, interpreting, HR, business, and intercultural communication. Among the lecturers who teach these courses, there are 6 professional translators, 5 interpreters, and 2 business trainers..

### **Internal cooperation**

The faculty members, both full-time and part-time, cooperate with each other for the purpose of tuning the modules toward the overall qualification objectives.

- The Department holds meetings regularly (at least two meetings/ semester)
- The meetings are either online or face-to-face;

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<sup>19</sup>

[https://www.kodolanyi.hu/images/tartalom/File/En/RandD\\_Publications/global\\_englishes\\_research\\_group.pdf](https://www.kodolanyi.hu/images/tartalom/File/En/RandD_Publications/global_englishes_research_group.pdf)



- There are module-specific meetings that focus on one module to enhance its overall scope, effectiveness, and implementation within the given programme.
- Numerous courses are also conducted cooperatively.

### **Student support by the faculty**

The faculty and the HEI support the students through its PIQ&Lead personal programme.

Within the BAEN programme, each academic year has its own student mentor, who is also a member of the faculty.

Academic counselling for students covers the areas of student well-being, personal career development, and academic support. Each mentor works with a small group of students to act as an internal mentor and coach.

All incoming students are automatically enrolled in a mentor group so that they can move on to special communities as needed. The mentors develop a trust-based co-creation relationship system with the students, and the students regularly document and reflect on their activities, including community and voluntary activation, as part of the mentoring portfolio. The mentor teacher is also a career counsellor fostering relationships with stakeholders where students can practice their chosen profession during the internship.

The faculty and the mentors are also available outside the specified office hours.

### **Support of part-time students**

In addition to full-time study, the HEI also offer part-time study. The learning outcomes and exam expectations are the same. The difference between full-time study and part-time study is only in the number of contact hours. According to the Hungarian Higher Education Law, the number of contact hours in part-time studies is one-third of the number of contact hours in full-time studies (the number of credit points remains the same).

KJU has distance learning study programmes. The PIQ&Lead personal programme also applies to part-time students. In the case of part-time students, the methods for enhancing individual learning processes are introduced and applied.

Student mentors, which are also member of the faculty, are available for part-time students within the BAEN programme. Each mentor works with a small group of students to act as an internal mentor and coach. The mentoring is conducted regularly (once a month or more as required) online via TEAMS.

The HEI has been using the Moodle LMS system for more than ten years. All courses have a Moodle page. The course description is uploaded at the beginning of each semester. Students can discuss (forum), upload their written homework, and get various supplementary materials here. If

necessary, a MS Teams link is uploaded to them in the teacher's profile, and they can participate in the lesson online as well. In Corona lockdown times, this was a very simple and practical solution. In this case, participation in the course was verified electronically.

## Appraisal:

The structure and number of the faculty correspond to the programme requirements and ensure that the students reach the intended qualification objectives. The faculty's composition, consisting of full-time and part-time lecturers, guarantees that the academic standards are fully satisfied.

The faculty's academic qualification corresponds to the study programme's requirements and objectives. The HEI verifies the qualifications of the faculty members by means of an established procedure. Specific measures for the further qualification of the faculty members are implemented.

The pedagogical and didactical qualification of the faculty correspond to the requirements and objectives of the study programmes. The HEI verifies the qualifications of the faculty members by means of an established procedure. The HEI ensures that assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field. Specific measures for the further qualification of the faculty members are implemented.

The panel criticises that only a few faculty members have non-academic professional experience. From the panel's point of view, more practical experience should be incorporated into teaching with regard to the goal of employability. Therefore, the panel **recommends** that the HEI integrate businesses, organisations or other practitioners more strongly into teaching, for example, through guest lectures or team teaching.

The faculty members cooperate with each other for the purpose of tuning the modules towards the overall qualification objectives. Meetings of all those teaching in the programme take place regularly. The panel praises the excellent communication, corporation and organisation of regular meetings and recognises the strong mutually beneficial community of faculty members. The panel formed the view that in the regular formal and informal exchange, the members advise and help each other in an uncomplicated and quick manner.

Student support is an integral part of the services provided by the faculty. It is offered on a regular basis and serves to help students study successfully. The panel considers the student support to be outstanding: the HEI proactively takes care of students' physical and mental health. During the interviews the panel had the feeling that the students feel included and valued. The panel also learned about excellent mentoring programmes and support measures for students with children.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.1 Faculty					
4.1.1* Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2* Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3* Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4 Practical business experience of faculty				X	
4.1.5* Internal cooperation (Asterisk Criterion)		X			
4.1.6* Student support by the faculty (Asterisk Criterion)		X			
4.1.7(*) Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X

## 4.2 Programme management

### Programme director

Programme directors of BAEN, MAEN and MATI are full-time employees of KJU and the Department of English Language and Literature and have the following function and tasks:

- perform the duties of study programme supervisor;
- coordinate and manage the smooth running of the study programme;
- initiate the systematic development of the programme;
- ensure that the quality and methodology of the contents and learning processes are up to date;
- coordinate the activities of the instructors involved;
- actively participate as an instructor in the programme.

### Process organisation and administrative support for students and faculty

Sufficient administrative staff is available at KJU. The Student Communication Office provides assistance and support to faculty and students.

Assistance for students:

- how to use Neptun and/or Moodle
- answer students' letters (emails), requests
- help solve problems regarding registration, course selection
- questions regarding student loans
- student-card validation
- questions on examination procedures, deadlines, dates

Assistance for faculty:

- problems and queries regarding Neptun
- problems and queries regarding Moodle
- Administrative processes
- timetables, dates, rooms

## Appraisal:

The programme directors coordinate the activities of everyone involved in the programmes and ensures that the programmes run smoothly.

Faculty members and students are supported by the administration in the organisation of the study programmes. Sufficient administrative staff seems to be available. Decision-making processes, authority, and responsibilities are clearly defined. Teachers and students are included in the decision-making processes where their areas of work are involved.

The opportunities of electronic service-support are used and supplement personal one-to-one counselling.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.2 Programme management					
4.2.1* Programme Director (Asterisk Criterion)			X		
4.2.2 Process organisation and administrative support for students and faculty			X		

## 4.3 Cooperation and partnerships

### Cooperation with HEIs and other academic institutions or networks

In the field of internationalisation KJU is very active with about 150 partnerships in 36 countries all around the world. The HEI is committed to developing strategic partnerships to have strategic university alliances in each region across the globe. KJU faculties and academic groups engage foreign partners to enhance the teaching, learning outcomes, and research profiles of the partners involved. KJU supports student and academic mobility, internships, joint research, international conferences, seminars, project-based study visits and summer schools<sup>20</sup>.

- International cooperation between the Department of English Studies, KJU and other higher education institutions was actively promoted: joint conferences annually since 2014 with

<sup>20</sup> <https://www.kodolanyi.hu/en/about-kju/partnerships>

Poltava V.G. Korolenko National Pedagogical University (Ukraine), System of Humanities: Modern Scientific Paradigm.

- Polonia University in Czestochowa. Faculty of Foreign Languages (Poland).
- The Lviv State University of Life Safety Ukraine. Faculty of Foreign Languages (Ukraine).
- University of Cordoba, Faculty of Philology, Department of English, Spain.
- University of Tirana, Albania, Faculty of Foreign Languages, English Department.
- Marmara University, Istanbul, Atatürk Faculty of Education, Department of English Language Teaching.
- Siedlce University of Natural Sciences and Humanities (Poland) - Institute of Linguistics and Literary Studies, Faculty of Humanities.

Faculty members of the Department of English Language and Literature regularly take part in international mobility programmes (ERASMUS+), both as lecturers and to develop institutional links. The HEI's contacts abroad are not only for occasional research and teaching purposes but also for the continuous development of regular partnerships.

The English Department hosts full-time students from abroad every semester in the framework of Erasmus courses from Transylvania, Kazakhstan, Turkey, Italy, Poland, and Russia.

Full-time students of the BAEN study programme continuously participate in Erasmus mobility (Spain, Norway, Turkey). The model curriculum provides for this possibility, and the department supports studying abroad.

The joint conferences and teacher mobility contribute to the development of furthering qualifications and skills within the BAEN study programme.

### **Cooperation with business enterprises and other organisations**

The BAEN study programme is a liberal arts programme that does not have cooperation agreements with business enterprises. However, on the institutional level:

- Cooperation (extra-curricular events and visiting) with: Gránit Bank, Irish Embassy, Hungarian Startup University Program, Titkok Háza Tudományos Élményközpont (House of Secrets Science Experience Centre), Profigram Zrt. (supporting startups in Hungary), Profundus Translation Office, Kilgray Ltd. (producer of CAT tools), Language Expert Group, InterContact Translation Agency, UNIX Automotive Spare Parts, General Electrics Turbine Manufacturing
- Students can get involved in professional and extra-curricular events and visits to institutions as an integral part of their training, allowing them to see and learn what they have learned in theory and practice, in line with the world of work, and to develop their knowledge, skills, attitudes and professional responsibility in a complex way.
- KJU actively promotes cooperation with business enterprises and ensures that these contribute to the development of qualifications and skills.
- As part of the Business English module, professionals are invited to address the students. For example, this semester from LinkedIn, previously representatives of leading Language Service Providers and professional associations (for example, espell, proford). Another way

in which students are oriented towards their further careers is by inviting alumni to English Department events where they share their own experiences and answer audience questions. Thanks to these relationships students are able to visit language service provider companies to understand the business or participate in real events to see or try out the feeling of interpreting.

## Appraisal:

The scope and nature of cooperation with HEI, other academic institutions and networks relevant for the programmes are plausibly presented. The agreements forming the basis of the cooperation are documented. The cooperation is actively pursued and has a clear impact on the conception and implementation of the study programmes. All such activities contribute to the development of the students' qualification and skills.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.3	Cooperation and partnerships					
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			X		
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			X		

## 4.4 Facilities and equipment

### Quantity, quality, media and IT equipment for teaching and group rooms

The KJU Budapest Campus is situated in Frangepán Street 50-56, Budapest 13<sup>th</sup> district. The Department of English Language and Literature has a faculty office here (room 102), and all the courses of the BAEN study programme are taught in this building.

The building was renovated in 2021 (insulation, new windows, modernised heating system, etc.). All the teaching rooms and labs are modern in design and are equipped with IT equipment that meets the standards required for BAEN (also for MAEN and MATI), as well as the other study programmes taught at KJU.

- The rooms provide barrier-free access for disabled students.
- Access to the internet via wireless LAN is provided free of charge for students and faculty.
- Group rooms are available for the students on the ground floor.
- The technical equipment is adequate for blended learning/distance learning study programmes at KJU.
- The equipment satisfies modern multimedia requirements.
- Technical support is provided for faculty and students from Mondays to Saturdays (during office hours and teaching hours).

- Technical services and IT assistance are documented and available on the Moodle online platform.
- For special contents (e.g., Communication and media study programme) the HEI has appropriate rooms and facilities which have access to specific technical components.

### **Access to literature**

The KJU library is accessible online<sup>21</sup> and is available to the students and faculty on the three campuses: Budapest, Székesfehérvár and Orosháza.

The Library of the Budapest Campus, which is not a public library, is located on the ground floor of the Frangepán Street building. Its services are available to The HEI's faculty and students. The library has a collection of 42,791 volumes (KJU Library 2016-2020 Self-evaluation report), which are arranged according to the fields of study and disciplines. It also has a collection of foreign-language fiction and reference books.

The opening hours (weekdays for the full-time students and Saturdays for the part-time students) take the students' needs into account. The students and faculty have access to literature, journals, and digital media. KJU subscribes to databases which are accessible from the library and from home. The library has access to different online databases (Hungarian Electronic Reference Works Service (MERSZ), Dictionary.net, Arcanum Digital Library, Associate/ SZAKTARS, Napvilág Publishing House, Osiris Publishing House, L'Harmattan Open Access, Academic Search Complete). These databases can be used through the EduID, Hungarian Research and Educational Federation (HREF) system. (The aim of eduID is to allow the use of services of its members and partners in a mutually agreed, trusted way both from their institution and home.)

Qualified library staff are there to advise students.

Literatures in English (literatures, anthologies, textbooks, language proficiency, linguistics, history, etc.) required for the BAEN (MAEN, MATI as well) study programme is available. The library has altogether 7,071 volumes specifically relating to the BAEN study programme. Furthermore, the library has numerous special collections (e.g., Irish collection).

### **Appraisal:**

Since an online conference was conducted, the panel was not able to visit the University on-site. Therefore, the panel was provided with descriptions of the University's premises and facilities and based their assessment on this evidence. According to that information, the provided teaching rooms and the equipment of the learning facilities seem to be in line with the needs of the study programmes.

The quantity, quality, media and IT facilities of the teaching rooms meet the standards required for the programmes. Access to the internet via wireless LAN is provided free of charge. Access to the literature and journals as well as to digital media (e.g., electronic media, databases) is ensured. The literature expressly required for the study programmes is available in the library.

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<sup>21</sup> <https://katalogus.kodolanyi.hu/>

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.4	Facilities and equipment				
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)		X		
4.4.2*	Access to literature (Asterisk Criterion)		X		

## 4.5 Additional services

### Career counselling and placement service

KJU provides career counselling and placement services for its students and graduates. First and foremost, the HEI has sufficient resources and brings students in contact with representatives from business enterprises during its thematic week events each semester (in the form of lecturers, and workshops).

Furthermore, the career counselling website of KJU promotes employability. Students can register and choose among many, and varied job offers

### Alumni activities

Information and registration for the alumni are publicly available<sup>22</sup>.

During the thematic week events, the various departments at KJU regularly organise events for and with alumni students. The Department of English Language and Literature organised the following events in the last three years:

- In October 2018, Life skills: What life has taught me after a kickstart by KJU (the invited guests were English studies alumni)
- October 2019 Alumni Conference. Due to the success of the conference and the standard of the presentations, the HEI asked some of the speakers to submit articles to Freeside Europe Online Academic Journal.
- October 2021 From Kodolányi and beyond: stories from former students; roundtable discussion

### Appraisal:

Career counselling and placement services are offered to the students and graduates to promote their employability. The HEI provides sufficient resources.

An alumni organisation has been set up with the aim of developing an alumni network.

<sup>22</sup> <https://www.kodolanyi.hu/egyetemi-elet/alumni>



	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.5	Additional services				
4.5.1			x		
4.5.2			x		

## 4.6 Financing of the study programme (Asterisk Criterion)

Kodolányi János University (KJU) is a state-accredited non-profit private university offering undergraduate, graduate, and post-graduate study programmes and doing applied research.

Until 2010, there were state-funded places at KJU for the bachelor's and master's programmes. The BAEN study programme also received state-funded places proportionally. Since 2011 KJU has received no state funding. Following the 2011 reform of the Hungarian Higher Education, KJU shifted from being a state-funded institution to becoming an independent HEI from the state, thus competing only in the non-scholarship student market. KJU, however, is successful in this market, as the HEI has 30 years of English studies training (among other study programmes) behind it, including 17 years of Bologna training.

Currently, KJU has no state-funded places, therefore, the institution is dependent on tuition fees and, hence, on the open market.

### Appraisal:

The study programmes are funded for the entire accreditation period so that students will be able to complete their studies. However, the panel notes that there is a very high dependence on tuition fees and suggests finding other sources of income to become more independent.

	Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.6*			x		

## 5. Quality assurance and documentation

### Quality assurance and quality development with respect to contents, processes, and outcomes

KJU Quality Management practices are focused on quality management, quality guidance and quality development. The HEI uses national ranking results for the improvement of its programmes.

The institutional strategic level of Quality Assurance is based on the European Foundation for Quality Management (EFQM)<sup>23</sup> model, and KJU was awarded the National Quality Award in 2009 and 2019.

- **Programme level:** matches the four principles of the Council of Europe (student development, readiness for employment, learning for democratic civic culture, and research results), quality standard requirements, based on ESG 2015: programme development and renewing them, student-centred learning, teacher quality and learning resources.
- Regarding the English Studies BA programme (BAEN), an internal evaluation was compiled in 2019 that followed the ESG 2015 criteria. All programmes go through a quality assessment before being submitted to KJU's Senate for approval.
- **Functional level:** in its teaching and learning, KJU has developed its own programme concerning student employability for lifelong and life-wide learning focused on professionalism, innovation, quality, and leadership (PIQ & Lead model).  
The **Research Quality model** is focused on interdisciplinary university-wide research platforms, among them interdisciplinary globalisation studies, "Global Englishes" (as the theme of the MAEN programme and the research elaborated by the faculty of the Dept. of English Language and Literature).  
In the case of the Third mission of universities, KJU has focused its activity on Social Innovation, mainly around local development and university CSR practices.
- **Micro-management level,** KJU has developed different tools and techniques, such as measuring the needs of incoming students, portfolio development for students, measuring the satisfaction of students with instructors and learning units, and measuring the student experiences concerning student administration processes.

KJU is included in the national Post-Diploma Career research processes, but it is difficult to acquire data for real evaluations.

Summary of the quality tools applied in the programme's quality assessment, quality management and quality development.

### Evaluation by students

Collecting and analysing student feedback is essential for a private HEI which is dependent on the open market. Quality assurance at KJU is based on the European Foundation for Quality Management (EFQM) Excellence Model:

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<sup>23</sup> EFQM = Quality management: model which provides a holistic view of organisations

The results of different surveys lead to changes in methods of teaching, to modernisation of the content of courses, and even to changes in the curriculum. The approach the HEI developed to achieve this objective, and its deployment is simple and transparent.:

- If the student surveys signal a problem in teaching (method of teaching, the content of curricula, or through direct feedback in a meeting), the head of the department will speak to the teacher to clear the problem. If further development is necessary, the head of the department can invite an HE expert, and a small team will work on finding a solution.
- If there are indications that a specific course in the curriculum should be taught one or a few semesters earlier or later: in the chair meeting, the problem is discussed, and if the chair has a unanimous opinion, then the proposal to modify the syllabus or curriculum is forwarded to the education council (the members are the chairpersons). Here the proposal is discussed and forwarded to the Senate. If the Senate decides positively, then the curriculum is changed.

The implementation process, therefore, is transparent, and the decisions of the Senate are available on the Homepage of KJU.

**Assessment:** in the following academic year, the HEI evaluates the effectiveness of the approaches in meetings and surveys. The last phase of the QA processes at KJU is the **refinement:**

If small changes are necessary, the HEI consider whether they require further measures or only practical fine-tuning.

This so-called RADAR logic (Results, Approach, Deployment, Assessment, Refinement) also impacts other areas of quality assurance, not just student feedback.

How can students give feedback?

1. Surveys:

- The basic survey regarding the course and the teacher
- Survey on the topic of "learning experience" at KJU: External experts from the higher education sector conducted the study based on the methodology of service design.
- Questionnaire directly after the final exam: the HEI asks the fresh graduates about the entire study programme
- Targeted surveys on a specific topic, e.g., online teaching at the time of the corona virus pandemic

2. Direct feedback in the mentor meetings.

3. Feedback is mediated via the student union at KJU. (In general, this feedback is more about the social life of the students.)

The surveys are mostly documented, but some of them are not (e.g., the mentor meetings).

The results of the surveys are communicated at the beginning of the semester in a general assembly.

### **Evaluation by faculty**

The RADAR logic (Results, Approach, Deployment, Assessment, Refinement) has an impact on the area of quality assurance in the evaluation by faculty.

From the beginning to the present day, the curricular content (of BAEN) of each subject has been continuously integrated into the subject elements in line with the changing demands of economic life. The composition of the department's teaching staff has also been adapted accordingly. In line

with the pedagogical concept of the time, an examination in linguistic and English-speaking cultures was introduced at the end of the first academic year to recognise students with the appropriate basic knowledge (proficiency exam). This examination has been retained in a modified form to date to focus on quality requirements.

The current ILO specifications have been developed with a view to ensuring that graduates enter the labour market with sound knowledge and professional competences.

In line with the revised objectives, the Department of English has been and is continuously developing its curricula and teaching materials.

### **External evaluation by alumni, employers and third parties**

Given the very practical approach of the translation and interpreting postgraduate training (since 2009), the HEI regularly consult with vendor managers of translation agencies representing the demand side of the market. Based on their feedback, the HEI adapt the content of each course, change the material covered, and keep an eye on the theory-practice ratio of 20-80 %.

Regular feedback from alumni (e.g., via social media), regular meetings and events and the increasing experience are the basis in the further development and compilation of the study programmes.

The department of English has a long-standing relationship with professionals who offer an internship programme for undergraduates and select translators for further collaboration.

Furthermore, the HEI has contacts with EU interpreters who give up-to-date information about the requirements of the profession

The Department incorporate into the courses the following aspects:

- Various students work in education, business and translation and tell the HEI exactly what the market expects.
- Built into the courses:
  - real-life language use and how to review and correct errors;
  - cultural similarities and differences and how to translate these.

### **Programme description**

The KJU webpage is regularly updated and documented. The site is user-friendly and easily accessible for interested parties, and the required documents are downloadable.

- The entire KJU administration and study process uses NEPTUN higher education software and student/teacher interface.
- Study Programme content, curriculum, examination scheme, and contacts (academic administrative secretary and lecturers) are listed on the website of the Student Communication Office
  - under “Department of English” the contact address, the opening hours, telephone numbers and/or email addresses, and a list of lecturers are available;

- on the same website, information on the examination regulations of the BAEN programme is available (proficiency exam, thesis, final exam, table of equivalence);
- also, information on the updated and by Senate approved 2021 thesis regulations on the monographic thesis and the portfolio thesis;
- Documentation of Postgraduate training programmes affiliated with the Department of English;
- under “mintatantervek” the curricula overviews are available from 2016 to 2022;
- under “szabályzatok”, KJU regulations are documented.
- Information on the subjects (course materials, assignments) can be found on the Moodle interface.
- Individual problems (for foreign and ERASMUS students) can be addressed at International Student Office.

### **Information on activities during the academic year**

Each semester, KJU presents an **Academic Timetable** approved by the Senate. This Academic timetable contains the date and due dates for

- administrative deadlines;
- deadline for the payment of tuition fees;
- beginning of the semester;
- holidays;
- fall and spring break;
- the ORIGO week (for the incoming first year full-time and part-time students);
- thematic week;
- open days;
- EDUCATIO trade fair;
- beginning and end of the examination period;
- graduation ceremony.

The students are notified of the above administrative deadlines, ORIGO, thematic week and other events through the NEPTUN.

The academic, administrative secretary of each department also informs the students via the NEPTUN and email.

The events of the thematic week, international week, “TDK” (student academic conference) are coordinated by the departments, the mentors and also by the “demonstrátor” (student assistant of the Department of English language and Literature).

Current news and information on events at KJU are found on social media channels, the KJU “Kávé”<sup>24</sup>, and on an online news website.

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<sup>24</sup> <https://www.kodolanyi.hu/kv/rovat/kave/>

Press relations and network communication are actively maintained by the HEI.

## Appraisal:

A quality assurance and development procedure have been set up. It takes into account the evaluation results and the analysis of student workload, success rate, and graduate employment, as well as the profile of the student population. However, the panel criticises the lack of a systematic data collection and analysis on a regular basis. Furthermore, the panel formed the view that there are no sufficient and convincing quality goals on which quality assurance measures can be based. Therefore, the panel recommends the following **condition**:

The HEI establishes quality assurance goals and ensures systematic and regular data collection, evaluation, and monitoring.

Evaluation by the students is carried out on a regular basis and in accordance with a prescribed procedure and provides input for the quality development process.

Quality control by the faculty is carried out in accordance with a prescribed procedure; the outcomes are communicated and provide input for the quality development process.

An external evaluation is carried out with a prescribed procedure; the outcomes are communicated and provide input for the quality development process.

The study programme's content, curriculum and examination scheme have been suitably documented and published (e.g., course plan and exam regulations). However, some information on the website is not in English. Therefore, the panel **recommends** to further develop the website and providing all the information in English to attract international students.

The HEI regularly publishes current news and information – both quantitative and qualitative – about the study programme. In this context, the panel notes that the news and information should also always be published in English. This would also be a positive signal towards a stronger international outlook.

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)				condition	
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			X		
5.2.2	Evaluation by faculty			X		
5.2.3	External evaluation by alumni, employers and third parties			X		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			X		
5.3.2	Information on activities during the academic year			X		

# Quality profile

HEI: Kodolány János University, Hungary

## Bachelor / Master programme:

1. Bachelor of Arts in English and American Studies
2. Master of Arts in English Studies
3. Master of Arts in Translation and Interpreting

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
<b>1</b>	<b>Objectives</b>					
1.1*	Objectives of the study programme (Asterisk Criterion)			X		
1.2*	International orientation of the study programme design (Asterisk Criterion)				condition	
1.3	Positioning of the study programme					
1.3.1	Positioning of the study programme in the educational market			X		
1.3.2	Positioning of the study programme on the job market for graduates („Employability“)			X		
1.3.3	Positioning of the study programme within the HEI's overall strategic concept			X		
<b>2</b>	<b>Admission</b>					
2.1*	Admission requirements (Asterisk Criterion)			X		
2.2	Counselling for prospective students			X		
2.3*	Selection procedure (if relevant)			X		
2.4(*)	Professional experience (if relevant; Asterisk Criterion for master programmes that require professional experience)					X
2.5*	Ensuring foreign language proficiency (Asterisk Criterion)			X		
2.6*	Transparency and documentation of admission procedure and decision (Asterisk Criterion)			X		
<b>3</b>	<b>Contents, structure and didactical concept</b>					
3.1	Contents					
3.1.1*	Logic and conceptual coherence (Asterisk Criterion)			X		
3.1.2*	Rationale for degree and programme name (Asterisk Criterion)			X		
3.1.3*	Integration of theory and practice (Asterisk Criterion)			X		
3.1.4	Interdisciplinary thinking			X		
3.1.5	Ethical aspects			X		
3.1.6*	Methods and scientific practice (Asterisk Criterion)			X		
3.1.7*	Examination and final thesis (Asterisk Criterion)			X		
3.2	Structure					



		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
3.2.1*	Modular structure of the study programme (Asterisk Criterion)			X		
3.2.2*	Study and exam regulations (Asterisk Criterion)			X		
3.2.3*	Feasibility of study workload (Asterisk Criterion)			X		
3.2.4	Equality of opportunity			X		
3.3	Didactical concept					
3.3.1*	Logic and plausibility of the didactical concept (Asterisk Criterion)			X		
3.3.2*	Course materials (Asterisk Criterion)				condition	
3.3.3	Guest lecturers				X	
3.3.4	Lecturing tutors					X
3.4	Internationality					
3.4.1*	International contents and intercultural aspects (Asterisk Criterion)			X		
3.4.2	Internationality of the student body				X	
3.4.3	Internationality of faculty			X		
3.4.4	Foreign language contents			X		
3.5*	Multidisciplinary competences and skills (Asterisk Criterion)			X		
3.6*	Skills for employment / Employability (Asterisk Criterion)			X		
4.	Academic environment and framework conditions					
4.1	Faculty					
4.1.1*	Structure and quantity of faculty in relation to curricular requirements (Asterisk Criterion)			X		
4.1.2*	Academic qualification of faculty (Asterisk Criterion)			X		
4.1.3*	Pedagogical / didactical qualification of faculty (Asterisk Criterion)			X		
4.1.4	Practical business experience of faculty				X	
4.1.5*	Internal cooperation (Asterisk Criterion)		X			
4.1.6*	Student support by the faculty (Asterisk Criterion)		X			
4.1.7(*)	Student support in distance learning (only relevant and an Asterisk Criterion for blended-learning/distance learning programmes)					X
4.2	Programme management					
4.2.1*	Programme Director (Asterisk Criterion)			X		
4.2.2	Process organisation and administrative support for students and faculty			X		
4.3	Cooperation and partnerships					

		Exceptional	Exceeds quality requirements	Meets quality requirements	Does not meet quality requirements	n.r.
4.3.1(*)	Cooperation with HEIs and other academic institutions or networks (Asterisk Criterion for cooperation programmes)			X		
4.3.2(*)	Cooperation with business enterprises and other organisations (Asterisk Criterion for educational and vocational programmes, franchise programmes)			X		
4.4	Facilities and equipment					
4.4.1*	Quantity, quality, media and IT equipment of teaching and group rooms (Asterisk Criterion)			X		
4.4.2*	Access to literature (Asterisk Criterion)			X		
4.5	Additional services					
4.5.1	Career counselling and placement service			X		
4.5.2	Alumni Activities			X		
4.6*	Financing of the study programme (Asterisk Criterion)			X		
<b>5</b>	<b>Quality assurance and documentation</b>					
5.1*	Quality assurance and quality development with respect to contents, processes and outcomes (Asterisk Criterion)				condition	
5.2	Instruments of quality assurance					
5.2.1	Evaluation by students			X		
5.2.2	Evaluation by faculty			X		
5.2.3	External evaluation by alumni, employers and third parties			X		
5.3	Programme documentation					
5.3.1*	Programme description (Asterisk Criterion)			X		
5.3.2	Information on activities during the academic year			X		