The Standards and Guidelines of the Faculty of Music and Visual Arts of the University of Pécs, in Accordance with the Quality Management of the European Higher Education Area

Adopted by the Faculty Council on its meeting on 14 June 2019

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1. **The mission statement of the Faculty of Music and Visual Arts and its related quality management**

Motto: "*Excellence, then, is not an act, but a habit." (Aristotle)*

MISSION STATEMENT: TRADITION AND INNOVATION

One of the oldest institutions of higher education in Europe, the University of Pécs, aims to enhance the scientific, educational and health care capacity of Hungary and the European Union through its educational, research and health care activities. The University intends to play a strong role in the intellectual and welfare development of areas within its catchment area, including the development of the economy.

Our goal is to create a cultural environment that provides space for experimental thinking, all forms of creativity in wide areas of basic and applied sciences and arts. Our primary goal is to strengthen university-centred innovation and research development to improve the quality of life of our citizens.

We want to achieve our goals by educating our students as outstanding professionals, by training and calling back home excellent scientists, combining traditional and innovative elements of education and science, and by building a good university community.

QUALITY POLICY

The main activity of the Faculty of Music and Visual Arts is the development of creative arts, performing arts, applied arts, teacher training, art theory (for example, art history); and the mediation of content in the field of artistic communication, art and art pedagogy research.

The learning and teaching conditions (accreditations, programmes, relationships, interactions and infrastructural, as well as material conditions) developed in the trainings are used to provide the student a higher education experience in the broadest sense. A wide range of experiences are provided by inter- and multidisciplinary knowledge and activities within and across institutions. Such are art education (as a dual social subsystem), science in art and art in science, innovations targeting common development areas, publishing art and science products, organising, carrying out and recording these, among others.

The Faculty of Music and Visual Arts pursues a wide range of goals: beyond the formation of knowledge, skills and attitudes related to given fields of art or art pedagogy, it prepares students for active citizenship, career development, and intensively helps individuals to develop their personality. By creating the conditions and providing role models in the form of professors, it encourages artistic activity, research, innovation and language learning. A special feature of artistic activity is that the students are not merely "outside" observers of the steps of becoming an artist, but often participate in the various productions together with their tutor.

Quality - in a broad sense - is the result of interactions between the teacher, the student and the learning environment of the institution and outside of it. At the Faculty of Music and Visual Arts, this is not reduced to traditional classroom spaces, because a significant part of the activities takes place in workshops, rehearsal rooms, concert halls, exhibition halls, special laboratories and many other training venues.

The guidelines of the Faculty of Music and Visual Arts are based on broad-based concepts of training and relationships. Accordingly, it neglects the monolithic quality approach and quality management approach, i.e. it seeks the general acceptance of all standards.

It creates a common framework for ensuring the quality of learning and teaching, quality management and quality development at European, national and institutional levels. Through these, it facilitates the creation and improvement of quality at the Faculty. It promotes mutual trust, thereby promoting mutual recognition, and strengthening the mobility of students, teachers and administrators within and across countries. In addition to the students and trainers at the Faculty of Music and Visual Arts, the staff involved in study organisation also participate in foreign mobility programmes. For example, within the framework of the "Erasmus + Staff Mobility" programme, staff members can use language learning opportunities or visit partner institutions to learn good practices. In addition, they also take part in the programme organisation related to the growing international relations and in the admission procedure of foreign language degree programmes.

In this respect, our most prominent international programme is the enrolment of Chinese students through our Chinese partner, where the essential prerequisite for professional coordination is the bridging of two completely different cultural environments, mentality, and attitudes. In this, the it is essential to have the preparatory work of those administrative colleagues who face the challenges of internationalization and have experience in the field of international and specifically Chinese culture and outlook on life.

Although quality management manuals consider accountability as the first fundamental function of quality management, we clearly place the emphasis on the other function, namely development, improvement, and innovation. In this way, we build confidence in the overall, comprehensive performance of the University of Pécs as a higher education institution. Of course, accountability does not disappear from the quality development palette, and disclosing our activities and our transparent operation fully guarantees this.

Since creativity is the essence of artistic activity and art education, its development is not only seen as an individual but as a collective activity at the Faculty of Music and Visual Arts[1]. Quality management of the Faculty of Music and Visual Arts must adhere to these principles. It is not possible to define the standards of operationalized steps and sub-elements at the Faculty of Music and Visual Arts using rigid practice and over-regulation, because creative processes never run identically.

[1] Such as: Institute of Fine Arts, Institute of Music, Institute of Design and Media, Creative Research and Experimental Centre

Not only is it undesirable, it would be detrimental to quality. That's why well-trained teachers work with students in smaller groups.

Major processes and projects are regulated in their entirety and complexity. Standards and guidelines are formulated on a general level to be applicable to all types of services in the long term.

Quality assurance, management and continuous improvement are linked, and jointly develop a quality culture that generally extends to students, teachers, institutional leaders and all employees, as well as employees of the practice institutions, and has an influence on all organisations within and outside the University with which the Faculty works closely.

The Faculty of Music and Visual Arts is based on EHEA[2]'s six quality management principles:
1) The Faculty of Music and Visual Arts is responsible for the quality of its services and the management of its quality strategies.
2) Quality management responds to the diversity of higher education systems, institutions, training programmes and students (including foreign students and performances abroad).
3) Quality management supports the development of quality culture.
4) Quality management takes into account the needs and expectations of students, other stakeholders and society, primarily through quality education.
5) It enriches the cultural life and festivities of the university's other faculties and departments with its art products and productions. The Faculty of Music and Visual Arts has a close relationship with national and international art and culture institutions, adopts their prestigious programmes, and exports its own products and productions to domestic and international venues.
6) It enriches Hungarian and international scientific life with its artistic and theoretical research.

At the Faculty, planning, learning, and assessment are student-centred. Students are involved in the details of planning, organising, conducting and evaluating the educational processes and their well-founded and objective opinion is taken into consideration.

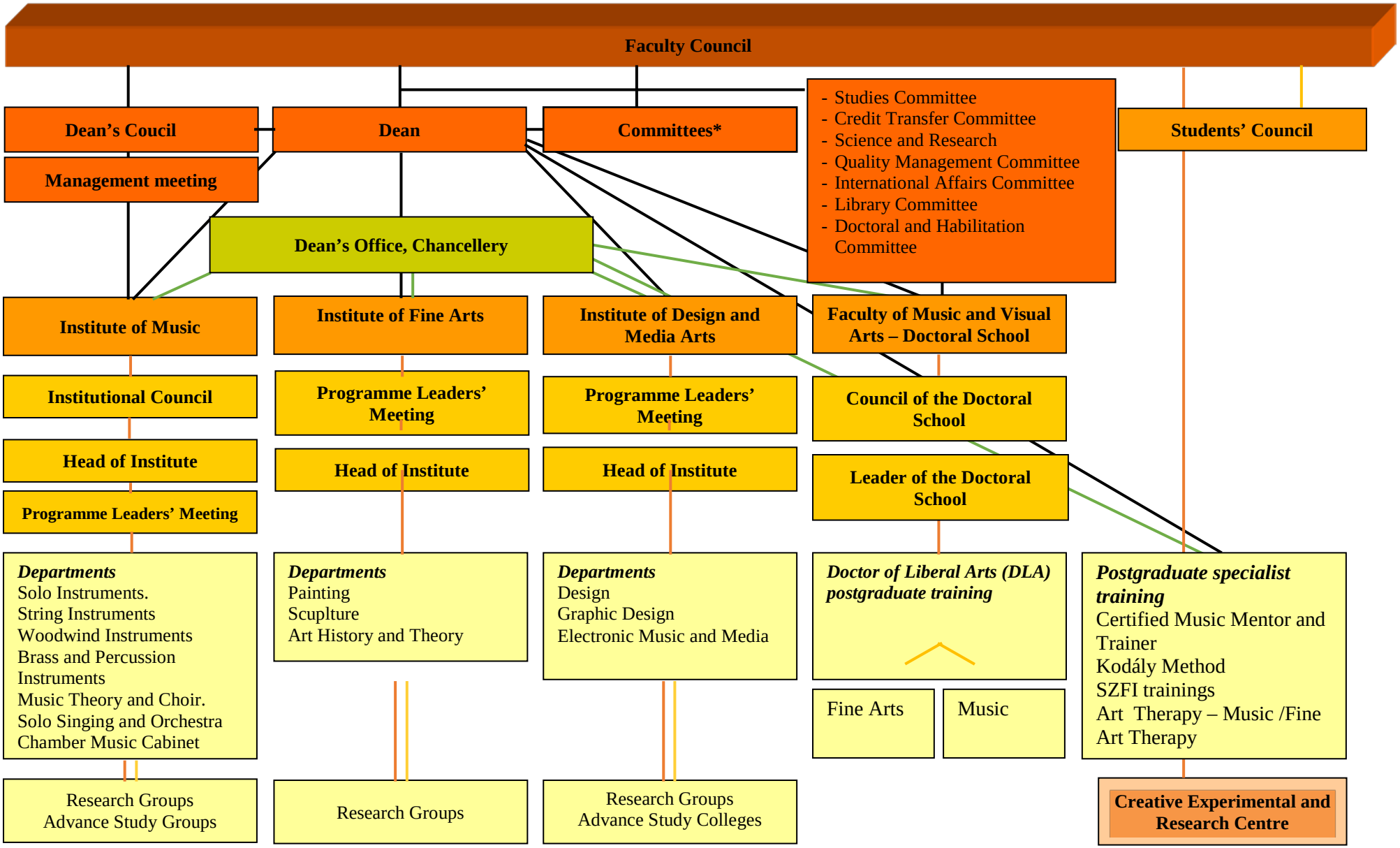
The textbooks, curricula, demonstration tools, recordings, evaluation sheets and pedagogical and professional competence tables compiled by our teachers are available to students.
Complementary opportunities for informal and non-formal learning are provided (such as programmes, practice opportunities, flexible learning paths, recognition of skills acquired outside the formal curricula, increased collaboration, internationalization, digital learning opportunities, etc.)

In order to stimulate the teaching and research work of teachers, the Faculty has research teams and colleges for advance study, whose activities include the publication of various research reports, conferences, conference volumes, audio and

[2] European Higher Education Area

image materials. The Faculty involves stakeholders (faculty management, students, teachers and administrative staff) and external experts in the development and continuous improvement of quality management / quality development processes.

2. Organisational chart (organogram) of the Faculty of Music and Visual Arts



Bacherlor's Programmes ***(BA)***
Performance (BA)
- **C**lassical instrumental music performer (*violin, viola, cello, gordon, guitar, flute, clarinet, oboe, bassoon, trumpet, horn, trombone, room, percussion, piano, organ) specialisation
- Classical Singing specialisation
- Orchestra and Choral Conductor
- Music Culture
- **Musical Creative Arts and Musicology** Music Assistant

Master's Programmes ***(MA)***
Classical Musical Instrumental Performance (MA)
- flute, guitar, violin, viola, piano
- in English language:piano, guitar, flute, violin

Classical Singing
- Opera Singer (in English)
    - Opera Singer
    - Oratorio and Song Performer

Teacher of Music Performance (violin, viola, cello, double bass, guitar, flute, clarinet, oboe, bassoon, trumpet, horn, trombone, tuba, percussion, piano, organ) specialisation
Teacher of Musicology (MA)
Teacher of Music and Singing (MA)
Choral Conducting (MA)
Choral conducting (MA)- in English
UNDIVIDED PROGRAMMES (MA)
Music Teacher

UNDIVIDED PROGRAMMES ***(MA)***
Painting
Sculpture
MASTER'S PROGRAMMES ***(MA)***
Teacher of Fine Arts
Art History
Painting (English language)
Sculpture (English language)

Bachelor's Programmes ***(BA)***
Musical Creative Arts and Musicology (BA)
- Electronic Music Assistant

Object Design BA
- Ceramic Designer (BA)

UNDIVIDED PROGRAMMES ***(MA)***
Graphic Designer
Graphic Designer (English language)
MASTER'S PROGRAMMES ***(MA)***
Ceramic Design MA
Ceramics Design (English language)
Teacher of Design and Visual Arts

3. Quality objectives, tools, resources, scope of stakeholders and indicators of achievement of goals of the Faculty of Music and Visual Arts

The quality goals of the Faculty of Music and Visual Arts, the main tools and resources for achieving the goals, the actors and result indicators involved in the realization of the goals and current steps to be taken

QUALITY OBJECTIVES*	CURRENT STEPS TO BE TAKEN	MAIN TOOLS AND RESOURCES ALLOCATED TO THE GOALS	AFFECTED TARGET GROUPS, RISK MANAGERS, RESPONSIBILITIES	RESULT INDICATORS
Optimisation of programmes / subject consolidation Inauguration of degree programmes and other programmes	- Development of new sought-after accreditations, review and update of older ones - - Review of the curriculum and course descriptions for the Teacher of Fine Arts and Teacher of Design and Visual Arts-Specific revised accreditations - - New accreditations **Planned degree programmes** - MA in Art History, MA in Art Therapy, MA in Trombone, MA in Cello, Saxophone teacher undivided training, MA in Sound Art, MA in Intermedia, Object Design BA in Metal Designer and Glass Designer Specializations, Visual Representation BA, Film and Media Artist Specialization. Preparations for the introduction of the Art Restoration Undivided programme, the 3D specialization, undivided Teacher of Drawing and Visual Arts. - **Planned programmes in English**: Art and Science postgraduate specialised training; preparations for the	- - Developed and published learning materials, teaching aids, e-learning resources. - - Ensure the use of workshops, studios, exhibition halls, concert halls and music practice rooms. - - Organising and conducting examination programmes - - Continuous publication of results on the faculty website.	Dean, Deputy Deans, Heads of Institutions, professors, Dean's Council, Faculty Council, Registrar's Office, experts for educational processes, financial expert Co-operation between UP leaders and organizations, prospective students, labour market partners, foreign partners,	The programmes' economic efficiency, good student performance: - INDICATORS BY INSTITUTIONS

	Environmental Art and Public Art MA degree programmes).			
- Increase the number of Hungarian and foreign students and improve dropout rates (despite having the best statistics at the faculty).	1***. Enrolment management*** Exploring the areas of artistic, visual and artistic education deficits at national level. Specialty Talent Programs (Institute of Music) Impressing foreign students ***2. Support for artistic talents*** strengthening student excellence, ***3. Follow-up of dropouts and support programmes*** (resit exams, individual training, individual and group exercise opportunities). 4. Continuity of application tracking (Participation in current projects: GINOP 2.3.2: 3D Project, Institutional Excellence Program, Subject Area Excellence Program, EFOP-3.1.2-16-2016-00001 "Methodological Renewal of Public Education to Reduce School Leaving without a Certificate" project	- Resources from grant application - Degree Programme Inaugurations - Mentoring programmes and grant applications for students		- PLANNED INDICATOR OF THE NUMBER OF HUNGARIAN STUDENTS BY INSTITUTIONS - PLANNED INDICATOR OF THE NUMBER OF FOREIGN STUDENTS - INDICATOR OF THE EXPECTED GRANT RESOURCES BY INSTITUTIONS
Development of infrastructure and working conditions	SPECIFIC TASKS BY INSTITUTIONS	Due to the increasing number of degree programme launches, a long-term solution is needed to solve the problems of lack of space and equipment. -renting new areas -launching high prestige programmes that fit into the infrastructure capacity (e.g. Art History MA, Art Restauration)		- INFRASTRUCTURAL INDICATORS BY INSTITUTES

		-by inter-faculty agreements, some parts of the training are taught at the venues of other faculties		
Artistic activity and audience organization * *See in detail in the reports of the Head of Institute* .	- continuous organization of chamber concert series, regional concert series, - continuous organization of exhibitions, - publishing programme guides - open days, open workshops, art days, conferences, - publishing competition results, - maintenance and repair of the faculty website, - mailing systems, - advertising materials .	- Providing event venues, carrying out organisation tasks - Recruiting participants	Dean, Deputy Deans, Heads of Institutes, Dean's Council, Faculty Council, experts helping and organising the education process, financial expert	- SUCCESS INDICATORS BY INSTITUTES
To further strengthen the personality developing and health preservation functions of artistic and art pedagogical activities	*- strengthening student-friendly education* *- rethinking the content of therapeutic programmes* *- continuing psychological immunity studies (and, based on the results, naming programme development options – writing a study)* *- strengthening workshop communities* *-satisfaction survey of visitors of concerts and exhibitions*	*- Pedagogical and psychological research, conferences, study volumes* *- Art therapy* *- Music therapy* *SZFI trainings*	*Dean, Deputy Deans, faculty research groups, professors*	*- realisation of research, conferences and study volumes* *- high satisfaction rates for art programs* .

	.			
Survey of student and teacher satisfaction	Interviews with former and current professors and students	Structured interview plan	Quality Development Committee, Dean's Council	- INDICATORS OF STRENGTHS - INDICATORS OF AREAST TO BE DEVELOPEDS BY INSTITUTIONS - SUCCESS .
Creating transparency in the operation of the Faculty	- Preparation of process descriptions - Preparation of the organizational and operational structure of the Faculty		Quality Development Group, Dean's Council	Organogram and process descriptions approved by the Dean's Council
Creating a comprehensive quality culture	- Creating and operating a faculty level quality management body - Updating the quality policy and strategies of the Faculty of Music and Visual Arts	Quality Improvement Committee is formed	Quality Development Committee, Faculty Council	Preparation and publishing the document *The Standards and Guidelines in Accordance with for Quality Management the European Higher Education Area (ESG 2015)*[3] Creating the document *The role and responsibilities of*

[3] Approved by the Ministers of Education on 14-15 May 2015

				the Quality Improvement Committee Amendments to the Organisational and Operational Code based on this

** Quality goals are long-term goals. Relevant current actions are medium and short-term goals that are reviewed and determined annually.*
On the basis of the indicators, we can measure the goals, and on this basis we determine whether the medium and short-term goals have been met.

4. The quality strategy and action plan of the Faculty of Music and Visual Arts

4.1 Principles, main directions

The Faculty of Music and Visual Arts has developed its quality policy in accordance with the standards and guidelines for quality development in the European Higher Education Area (ESG 2015). Taking responsibility for the quality objectives and quality development strategy of the institution in the areas of art and media training and the specificities of art education. The essence of quality development standards in the European Higher Education Area is learning- and student-centeredness and the nature of education is that of a service provider.

The quality development strategy is process- and system-based. Its main elements are the establishment of short, medium and long-term (measurable) goals, continuous reflection, interaction, evaluation, and feedback. Based on these, work processes can be standardized and corrected, and the elements of the development plan of the Faculty of Music and Visual Arts can be set; and measures and interventions for corrections can be identified.

Maintaining openness and consistency are both fundamental tasks of the Faculty of Music and Visual Arts, as it must mediate both cultural values, traditions and the changing artistic trends. The different artistic fields and the specialties of music and visual art teacher training show diversity and versatility, which is also supported by the fact that education, artistic activity, art and scientific research are all present at the Faculty at the same time. The completed development plan is never closed, but rather it maintains open-minded and long distance perspectives. Openness and innovation are always expected at the Faculty, based on the assessment of needs and opportunities, but impact assessment of the developments are also carried out.

The main goal of the quality strategy is to develop a faculty level quality culture. Quality culture includes diversity in a common framework, in the form of a Kart hallmarking value system, a value-based goal system, and a quality development strategy that implements them. In pursuit of quality goals, all faculty leaders, instructors, students, representatives and associates are involved in the implementation of a programme, sometimes in a separate organizational framework, but always actively and responsibly.

An important feature of the Faculty is activities outside the campus of the Faculty, i.e. the artistic service provided on external sites or for “external audiences”, or teaching practice provided in external primary and secondary art institutions as well as public education institutions. This also means that our frequent or permanent partners also participate in the development of the quality policy of the Faculty and in the implementation of its quality development strategy. To this end, the Faculty has renewed its Quality Development Committee and, under the leadership of this Committee, has formulated its new long and medium-term quality development goals, quality policy, and re-thought its quality strategy. The new name of this body is the Quality Management Committee. This was not only due to the introduction of the new ESG-2015 quality development system, but also because the Faculty's actors and responsibilities (e.g. new accreditations, new organizational units, student community transformations, etc.) require this.

4.2 The main areas for achieving strategic goals at the Faculty of Music and Visual Arts

4.2.1 Maintaining the quality of education and innovation

- The quality of education at the Faculty of Music and Visual Arts is recognised both nationally and internationally. Between 2011 and 2016, the number of students has increased and we have successfully maintained this number in the past two years, although we have to deal with some decline in some degree programmes
- At the Faculty of Music and Visual Arts, we consider it important to preserve and enrich the infrastructure and resources available to us, and to mobilise intellectual resources as well as to acquire new resources. Educational development is preceded by data-gathering research and influenced by an innovation approach capable of reflecting on socio-economic-cultural challenges.
- We would like to maintain the good reputation of our faculty nationwide and to continue spreading it internationally, so that students, educators, artists and researchers from all over the world find something valuable at the Faculty.
- Beyond the high quality of our education, we strive to increase its competitiveness by significantly expanding the degree programmes we offer in all our institutes. (See table.)
- The work of the faculty is supported by several committees.
- The Study and Credit Transfer Committee manages students' study affairs. The Student Feedback on Professors and the Graduate Tracking systems provide information through student feedback. Other professional bodies adjust the curriculum to the expectations by regular curriculum reviews. Enriching our programmes by organizing professional events (travelling to major domestic and international exhibitions, organising art summer camps, conferences, inviting national and international artists, organising concerts, active and successful participation at National Scientific Students' Associations Conferences, organising two advance study colleges, organising professional weeks during the term).
- We consider it important to provide opportunities for our instructors to participate in study trips abroad, and at national and international conferences.
- From 2015 we have been members of the European League of Institutes of Arts
- Maintenance of modern, well-equipped practical training facilities (training rooms, concert hall, gallery, workshops, studios)
- Developing collaborations between different degree programmes (3D project)
- The creative industry is one of the most important sectors in Hungary today. The operation of this field in Pécs is outstanding in the national context as well. One of the strategic goals of the Faculty of Music and Visual Arts is to adapt its training and interdisciplinary research to the widening needs of the creative industry, to take the initiative in the training of professionals in the region. Collaborating with the members of the creative industry in Pécs, developing new plans to get grants for research, to start new trainings.

The Faculty of Music and Visual Arts defines the following specific strategic education development topics, taking into account university regulations and goals:

1) Development, approval, review, process monitoring and evaluation of degree programmes

- The deficit areas of the Hungarian and regional art education and art teacher training and the areas of over-training should be examined.
- Art training is highly infrastructure and resource intensive. Buying, preserving and moving the tools requires great expertise.

- Organising concerts and exhibitions assumes serious organisation and expertise. For our students, these programmes provide regular feedback, motivation and career guidance. In this case, students not only acquire the knowledge of the specific art area, they not only develop their abilities in their field, but also learn to organise, manage, increase their endurance, and shape their values, as they receive immediate feedback in their artistic life from the audience and expert critics.
- The learning environment should be tailored to the needs of the student. This is very special at the Faculty of Music and Visual Arts. In some places, good acoustic conditions must be provided, in other places sound insulation, and elsewhere the conditions for operating machines and work without accidents must be ensured.
- Regular exchange of experience between professors and students important. This can be achieved through the organisation of conferences, the establishment of community spaces, the operation of a faculty library that holds theses, scientific papers and portfolios, and the organisation of community-based programmes.
- The development of faculty relations also requires the involvement of new actors (e.g. public institutions, church and civil organisations, government agencies, etc.).
- The staff of the Teacher Training Centre, the Dean, the Deputy Dean of Education, the heads of institutes, and the Students' Council, should periodically review the training programmes, in this case according to the ESG 2015 indicators.

2) Student-centred learning, education management and assessment
- Due to the artistic activity carried out at the Faculty of Music and Visual Arts, student-centeredness has always been strong compared to other faculties. The artistic activity is based on partnership, trust between the master and the student. This relationship is supported and helped by small-group lessons, workshop work, joint preparation for productions, and the incorporation of stress management techniques into learning.
- Supporting student motivation, activity and self-reflection essential for the creation and the preparation for performances are also fundamental tasks.
- In student assessment, supportive assessment, proofreading, discussion and committee assessment are dominant. Divergent thinking, the expectation of creative task-solving, accepting mistakes, trying again, and allowing plenty of practice are also part of the student-friendly assessment of artistic performance. However, at public competitions, contests, and exams mistakes are less acceptable.
- Practice conditions must be provided. It is also worth mentioning the flexible timeframe, because artistic performance is often accompanied by "self-motivated drive", extremely long performances at extreme times.
- The technical tools ensure the digital recording of productions, the creation of photo-based student portfolios, the digital teaching materials for theoretical subjects, the e-learning programs and the more frequent availability and readiness of the professors for contact.
- We organise professional weeks and project weeks for students every semester.
- We held a local scientific student's association conference, and we organised a competition for our students.
- Colleges for Advanced Studies:
o Lift! College for Advanced Studies
o Art for the Art Academy

3) Enrolment, advancement, recognition of previous studies and awarding of qualifications

- We accept our students to our Faculty – according to their artistic abilities – with an aptitude test. The aptitude test consists of career aptitude, practical and theoretical parts in all fields of study.
- Admission to the various teacher training programmes is based on the presentation of a teacher aptitude interview, a letter of motivation reflecting the teacher's vocation, as well as a presentation of skills in the field of art or a portfolio.
- The Faculty develops its practice for the recognition of students' studies and experience, in accordance with the Lisbon Recognition Convention. This practice is made available to students by the Institutes of the Faculty. Documentation systems for academic progress, training requirements, curricula, examination requirements, and various learning materials are available on the institutes' websites.
- We support learning with a variety of student-friendly services: mentoring, tutoring, consultations, thesis evaluation, language learning, research opportunities, talent care and preparation are provided by faculty professors. Teaching activity using differentiated goals, methods, tools and organisational forms make it possible to have equal access to education for students at different levels and situations (adult, part-time employed, foreign and disabled students) in their art studies.
- Continuous development of services supporting individual student study trips. More and more students are getting a scholarship abroad.
- Support for the use of modern technologies at the Faculty of Music and Visual Arts will also appear at programme level. For example, the 3D project, the sculpture studios and their workshop equipment are not only outstanding on a national level, but also in Europe. In the graphic design programme, each student can work on their own Macintosh computer. The Institute of Music received a Fazioli piano and other professional instruments.
- The Faculty Committees provide further help for the smooth advancement of students.

4.2.2 Human resource development

The University of Pécs's Institutional Development Plan – even at university level – highlights artistic activity.
"Artistic achievement cannot be compared to scientific results. In those, the creation of cultural values and art is just as important to the country as industrial, scientific research and innovation. It is also more difficult to judge the high-level creative performances of independent artistic activities in the large academic environment when assessing scientific advancement. The great drawbacks of this anomaly can be detected, as in the internationalization competition it is essential to enlist the famous artists among the professors. In spite of all this, the Faculty of Music and Visual Arts, the and the artist training in Pécs is in a good position, because the University of Pécs has a great moral recognition of its operation and results, and as far as possible, the University is generous in its patronage of artistic plans. (Institutional Development Plan of the University of Pécs, dated 27 April 2017)

The artistic activity and research development strategy of the Faculty of Music and Visual Arts is based on the traditions and modernisation processes.

The decrease in the number of the potential Hungarian applicants is corrected by increasing the programmes in new artistic areas and by attracting foreign students. In addition to this, we also intensively develop the quality of education.

The advancement, creative work and the development of research at the Faculty of Music and Visual Arts

- At the Faculty of Music and Visual Art, it is traditionally expected of professors to continuously participate in regional, national and foreign artistic culture in a well-documented way. In addition to the specific events, these performances are confirmed by images, audio recordings, anthologies, collections, publications on the web, as well as various awards, honours, recognitions. Synchronous and asynchronous access to works and performances are also materials of teaching contents.
- Theoretical subjects are taught by professors who participate in prominent research both within the university and nationally.
- Quality and quantity requirements for artistic and research performance, as well as up-to-date follow-up of artistic and scientific careers are also realised through the uploading of works and publications to The Hungarian Scientific Bibliography and through the University of Pécs's Research Administration System.
- Faculty-level encouragement of the academic staff is achieved through high-profile domestic and foreign performances, conferences, workshops, providing access to the recording studio at the Music Institute, as well as through support for publications. Unfortunately, these sources are rather scarce, compared to the faculty's qualities, so we must also seize opportunities outside the Faculty. This is the purpose of a positive response to international artistic and scientific invitations, the development of artistic and teacher-researcher mobility, and the practice of cooperating with universities across the border, the experiences of which can be directly incorporated into the work of the Faculty.
- Talent management at the Music Institute of the Faculty of Music and Visual Arts is also realised directly through the "Department of Special Talents". The Institute accepts children from younger, non-student age groups.
- In this institute, work at scientific students' associations is also underway.
- In all institutes of the Faculty there is continuous preparation for National Scientific/Artistic Students' Associations Conferences, where the students of the Faculty have achieved excellent results.
- It would be worthwhile to increase the work of teacher's assistants and to increase the supply of artistic and scientific careers at the Faculty by making better use of the possibilities offered by the DLA and PhD training.
- The full implementation of the professors' performance evaluation system and the public servant qualification was extended to all organisational units, so our faculty also has measurable and transparent teacher evaluation.

4.2.3 Developing priority arts and research areas

- Organisation of the chamber concert series, the regional concert series, numerous choir and orchestra performances. Publication of programmes takes place on several online platforms, but we also have some paper-based booklets and special invitations. Different professional areas are also working well together in this area, as promotion materials are designed by our artists.

- Exhibitions are also regular. The *exhibition hall of the Faculty* is the Nádor Gallery. In addition to this, we can exhibit year-round in the 'm21' gallery (diploma work exhibitions), and our students and departments exhibit in other urban exhibition spaces, such as the Martyn Gallery, Pécs Gallery, Kemence Gallery and Nick Gallery.
- Attendance to these highly prestigious artistic programmes is outstanding, and they are also publicised in the Pécs and the Hungarian press and in other media. All of these add to the good reputation the University of Pécs has achieved.
- There are several research and creative groups at the Faculty of Music and Visual Arts, taking advantage of the specialty, inter- and multidisciplinary opportunities. However, the constant activity in the future needs to be more closely monitored.
- A more regular publication of the programme reports of the team leaders would be reasonable.
- The Music Education and Music Psychology Research Group at the Institute of Music is led by Dr. habil Bence Vas. The research group organizes a conference and publishes conference papers annually. His main research topics are the study of human voice, the psychological immunity boosting effect of various artistic fields, the relationships between digital generational change and the practice of art, the development of mentor training programmes, mentoring activities and performance in music teacher training.
The title of the conference series of the research group is: térZENEtér [spaceMUSICspace]. The conference presentations appear every year in a very prestigious publication.

- ZsWO (2019) won the Grand Prix of an International Brass Band Competition in Prague.

4.2.4 Administrative units of the Faculty of Music and Visual Arts

The administrative work at the Faculty of Music and Visual Arts is very important for the Faculty, as it serves its smooth operation. This is carried out by the Dean's Office, the Registrar’s Office, the Institute's Secretariat, the Department of International Relations, the Department of Finances and the Custodial Department. The Student Council also plays an important part in quality development.

The Faculty as a whole, and all its institutes and administrative staff work closely with each other to provide quality education for students using a wide range of services.

The student-friendly provider approach:
- Practice and public regulation of the administrative work and division of tasks is also a part of quality development. This will make it clear to students whom they need to visit, when and where witch certain issues. The faculty's administrative work covers everything from the entrance exam to the closing exam.
- Faculty administrative staff should be prepared to provide up-to-date information, but also to track changes.
- In addition to developing general rules, it is our responsibility to judge individual cases fairly and flexibly, or to transfer problems to competent professionals.
- Careful case management is the key to the satisfaction of students, teachers, mentors and other external actors.

- A precise and clear information service is a tool to assist student mobility. This is implemented partly verbally and partly in text available at the Faculty's website.

4.2.5 Partnership

- The Faculty is in close co-operation with other university bodies, institutes and non-university institutions.
- Quality development regulation in common areas and internal and external communication can be developed in cooperation with partners.
- Our important partners: Teacher Training Centre, museums and exhibition spaces in Pécs, Kodály Centre, House of Arts, various venues of the Zsolnay Quarter, other faculties of the university, the Pécs Secondary School of Arts, the primary music training institution (e.g. the Liszt Ferenc Music School), the primary schools of teaching practice, the cathedral of Pécs, ELIA, the Vojvodina Hungarian Cultural Institute, the Kodály Society, the "t-udok" Knowledge Management and Education Research Centre and others.

4.2.6 IT work and maintenance

- Graphic artist training is carried out in a lab equipped with Apple machines, where projectors are available.
- The electronic music media artist training uses Apple iMac workstations, plus high-performance Apple Mac Pro, Mac Mini-based file server and Linux multimedia server.
- The Institute of Fine Arts maintains a lab for teaching computer graphics, 3D programs, desktop publishing, and portfolio making, which is equipped with laptop computers in order to reduce room occupancy: instead of using a permanent lab, they use the room available at the given time slot in the timetable.
- In the case of less IT-intensive trainings, such as sculptor, painter, ceramic design and classical music training, computers are included in the projection / sound systems of seminar and lecture halls.
- The Liszt Ferenc Concert Hall studio includes sound recording and editing computers (Mac, PC) in addition to sound equipment.

4.8 Social responsibility

As a document defining modern standards and principles for quality assurance in higher education, ESG 2015 emphasizes the responsibility of quality development for the benefit of the public. Mindfulness of the common good can be interpreted in three areas at the Faculty of Music and Visual Arts. Part of the work at the Faculty of Music and Visual Arts serves the advanced, professional teaching of the different branches of art, and prepares students for teaching different artistic branches and artistic education. The activities of the Faculty of Music and Visual Arts play an important role in these two aspects in shaping Hungarian artistic life. This is one of the main profiles of the social responsibility of the Faculty of Music and Visual Arts. The other common good is the high level of cultural "service", sophisticated entertainment. The third is specifically connected to student-friendly, learner-centred and learning-oriented education, meaning that all students have the opportunity to bring out the most of themselves, to develop their skills and abilities to the highest possible level. Here we must emphasize that the providing opportunities does not mean that every student utilises all the help, that is, much depends on the individual student motivation, goals and intentions.

4.8.1 Initiative role

One of the quality assurance activities is the formulation of development goals. It also means willingness and initiative act for development. Therefore, the initiative is not an idea but a planned event based on surveys of demand and expectations. The needs assessment of the Faculty of Music and Visual Arts applies to Hungarian higher education, to the needs of the University of Pécs, to the needs of the faculty members and its prospective actors, and to the needs of the art and educational social subsystems. The goals represent the directions and alternatives of adequate developmental needs and can be formulated in their cultural, economic and social complexity.

4.8.2 Feedback

Feedback is a central feature of all quality assurance models, including ESG 2015. This conveys to the clients whether the goals have been met. The Faculty of Music and Visual Arts operates a complex feedback system. Almost all results, future events and other important information are available on its website. Feedback is an important item on the agenda of the management meetings, the Faculty Council and other faculty forums. Besides direct and bi-directional communication between the faculty's management and students, teachers, administrators, the information providing protocol has also been developed, including naming responsible parties, the deadlines, the content and the method of providing information, and the scheduling. Feedback on the quality of students' artistic performance is particularly important at the Faculty. Students need to interpret their performance not only from a single grade, but also from the detailed discussion of their performance. In teacher training, feedback is part of the pedagogical and professional methodological competence tables, which allow not only the creation of a student profile, but also measures development in different pedagogical and professional methodological competencies.

The difficulty is in the assessment of teachers by students. At the Faculty of Music and Visual Arts, the teacher-student ratio makes it less likely for the student to remain anonymous, because the teacher of an artistic area deals with only a few students in general. Thus, it is possible know who gave the assessment of the instructor, and therefore the objectivity of the evaluation is lost.

4.8.3 Sensitivity to students' difficulties, problems, students with disabilities

At the Faculty of Music and Visual Arts, certain degree programmes are subject to health conditions. Admission to a programme for disabled students requires individual assessment. Nonetheless, the Faculty is open to the admission and acceptance of disabled students, and has a nurturing personal support for disabled students in line with the "Sensitive University Concept". Our institutions are accessible for disabled people, each building has a lift, a disabled toilet. At the Institute of Music, the student-teacher community space was established in front of the snack bar, and serves as a lively community space.
Good institutional atmosphere is also important, helping students to overcome any failure. No critical situation is left without discussion or offering alternative solutions.

4.8.4 Community-based learning

Some artistic activities are specifically community-building in nature. Such as the orchestra, the choir, the exhibition art in the field of visual arts, the implementation of joint projects, the workshop, the joint museum and concert visits and others. Not only do they build

communities, but they are also a fun element of a positive pedagogical trend. Some communities remain together outside the classroom, and often even after the university years. The members of the communities get to know the developmental phases of the community, its characteristics, and the supportive actions. Communities working together in this way are often heterogeneous clusters, according to age, activity, and abilities. It is a difficult situation, for example, for students, mentors, or even university lecturers to be members of the same choir. So we can talk about a very intensive career socialisation.
From the aspect of independent community engagement, the Student Council should be highlighted. It coordinates, develops the life of the student community, represents the interests of the members, maintains contact with the faculty management, instructors and administrative staff.

4.8.5 Practical experience
Art education is largely practical in nature. With their artistic activity, most of our students can already be an active members of the local and wider social environment. They can gain not only work experience in this way, but they can also engage in social life outside the world of work.

Students on a teacher training programme can gain practical experience in community practice and teaching practice.
In the field of visual art, for example, summer practice is completed at the Nagyatád Art Colony or with the sponsorship Lakics Ltd. The Zenta Art Colony gives students the opportunity to gain experience abroad.
- Design week at the Zsolnay Manufacture, Zsolnay Ltd, Lafarge, Chamber of Commerce and Industry, Creative Cluster
- Professional Training Venue - Kecskemét Contemporary Art Workshop, Zsolnay Porcelain Manufacture Ltd., Herend Porcelain Manufacture Ltd.
- Lakics Metal Co., Metal Sculpture Symposium. TÉRERŐ Steel Sculpture Workshop
- Art History Conference with the Pécs Bishopric
- Collaboration with the Pannon Philharmonic - Our students are often invited to auditions and concerts regularly.
- Periszkóp Radio Pécs: a channel operated entirely by students on electronic music media programme http://periszkopradio.hu/periweb/
- Electronic Tinkering Workshop

4.8.6 Social cohesion (involving external experts, audiences, the art community and secondary schools) - Regular external quality assurance, evaluation reports

Artistic activity implicitly serves social cohesion because it attracts a sophisticated audience. Art and scientific events organised by the Faculty of Music and Visual Arts are very popular, often attracting big audiences. Work at the Faculty of Music and Visual Arts is closely linked to formal and non-formal learning.
However, our job is to recruit students, enrol them in sufficient numbers, to recognise competition between universities, and to continuously improve high quality education.

Recruitment work takes place in secondary schools, media and other opportunities. Open days are organised every year at the Faculty. This is also the purpose of the “Special Talent

Department” at the Institute of Music, as well as that the most prominent artists of the city or even the country, receive course invitations as guest lecturers, or instructors at summer art colonies.

Every year we give a professors’ concert in the Liszt Hall of the Institute of Music. Each year we organise our Zsolnay Vilmos Brass Band “Musical Zsolnay” series of concerts in cooperation with the Zsolnay Heritage Management Nonprofit Ltd. in the Kodály Centre. In 2016, we signed an agreement with the family about the use of the Zsolnay name, and we have been holding these concerts ever since. In the framework of a similar collaboration with the Pannon Philharmonic Orchestra, opera singer majors hold their diploma recitals at the Kodály Centre annually (except for the year 2018).

Mentor training is also held at the Institute of Music. It also has a close relationship with the art education institutions from which the mentors came.

Our students and teachers often work abroad, in the field of education, research or participation in artists' colonies or concert tours
The art magazine of the Faculty is “Cirka”, published by Prof. Dr. Tamás Lakner and the editor-in-chief Dr. Attila Hrubi.

Honorary degrees:
Jun Kaneko, Ceramic Artist (2018)
Plácido Domingo, Spanish opera singer and conductor (2016)
John K. Grande, Canadian poet, essayist and curator (2015)
Peter Weibel, Head of the Zentrum für Kunst und Medientechnologie Media Laboratory and Museum, Karlsruhe (2013)
José Carreras, Spanish opera singer (2007)
Horst-Peter Maentele, German businessman who has held a major exhibition for the Faculty of Music and Visual Arts in Germany (2007)
Hegyi Lóránd, Hungarian art historian (2006)

The *quality assurance* function of the Faculty will continue to guarantee its results. It is desirable to maintain a leading position in the competition between universities. The task of quality development is to assess new needs, expand the programme offer, and to design, implement and control innovations.

4.9 Developing the infrastructure and equipment of the Faculty of Music and Visual Arts

The quality of infrastructure, equipment, the existence of a fleet of equipment and a wide range of materials that students can use are very important in art education. In the past three years, the Institute of Music has purchased quality musical instruments, mainly using grant resources. In recent years, we have purchased a Faziola piano, a custom-made master guitar (Model DUCALE) (from Marco Maguolo Liutaio instrument maker), two unique octave guitars (from Sándor Újlaki instrument maker), a Meinl Marathon FWB-190 meinl bongo, a Sonor bongo stand, a Zildjian K 19' crash hanging cymbal, a Zildjian A 18' pair cymbal, a Black Swamp TD-2 12' orchestra tambourine, a custom-made, eight-register, two manual

mechanical organ (from Paulus Organ Workshop), a Buffet E-flat clarinet (442 Hz BC2301-2-OW) and a Takeda bassoon are being purchased, and then a custom made violin will be purchased.

In 2011, the Faculty of Music and Visual Arts moved to a new campus, which finally meets European standards. Buildings have been designed for our training needs. The most important supporting condition in art education is the provision of materials and instruments due to infrastructure and practice orientated nature of the training. Although today we have outgrown our existing buildings due to the increased number of students.

Involving new areas of research development is essential, one such is the development of the 3D Design Laboratory.
We have outstanding sculpture workshops that meet different material technology requirements (wood-metal, bronze and stone workshops), outdoor and indoor workplaces, which are unique on a national level (compared to other higher education institutes).
There is a concert hall seating 200 people in the building of the Institute of Music, with service rooms.

4.10 Result criteria

Starting with the need for the continuous improvement of the quality of the training, the Planning-Implementation- Check-up / Repair routine determines our services. Our organisational units develop their own goals based on the University of Pécs's development plan, the strategic and quality goals of the faculty, on the basis of which they define the indicators of their results. It supervises and analyses teacher and student performance (dropping out, course completion, closing exam, degree certificates, education and research rankings of professors, research and development revenues, publications, works of art, performance at the Hungarian Scientific Library), on the basis of which it also makes proposals for quality development steps for the degree programme (curriculum development, methodology, research quality development measures, etc.)

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