



University of Pécs
Faculty of Business
and Economics

EDUCATIONAL STRATEGY 2026-2030

Document history:

- Submitted by: Dr. habil. Katalin Erdős, Vice Dean for Education (Mar 2026)
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SITUATION ANALYSIS

The framework of the educational strategy is defined by the School's strategy and the education-related SWOT analysis.

<i>Strengths</i> - Broad programme portfolio - Renewed bachelor's and master's programmes - Strengthening short-cycle programmes - EFMD-accredited international bachelor's and master's programme - Comprehensive scholarship system - Student support – CareerSpot - WoP and ERS integration – CAL - AI guidelines and the existence of the LMS and LAS systems - Renewed thesis system - Foreign-language requirements - Competence assessment and development - College for advanced studies system	<i>Weaknesses</i> - Limited experience in online/digital education - Challenges and limitations of the existing LMS and LAS systems - Risks of student drop-out - Heavy workload of faculty and administrative colleagues - Integration of research activity into education
<i>Opportunities</i> - Growing demand for flexible learning formats - Opportunities arising from EU enlargement and emerging Asian markets - Opportunities inherent in the NEET target group - Strong/growing demand for short-cycle programmes (postgraduate specialisation programmes, micro-credential programmes, and summer/winter schools) - Quality enhancement and recognition through accreditation - International support for COIL programmes	<i>Threats</i> - Decrease in state-funded scholarship places - Demographic changes - Shift towards STEM+ in the central funding of international students - Geopolitical uncertainties in international student recruitment - Variation in the composition of the incoming student cohort - Generational challenges among students - Rapid and significant change in student expectations - Strong domestic and international competition

On this basis, the most important circumstances and directions to which we must pay attention in relation to the educational strategy are as follows.

- Owing to **demographic and funding changes**, a further shift in the student composition is expected towards self-funded forms of study and non-traditional students.
- Partly as a consequence of this, the further strengthening and expansion of **short-cycle programmes** is justified.

- At the same time, the **renewal of programmes** and the **diversification of the programme portfolio** must continue, with particular attention being paid to meeting the needs of new/changed target groups and to **skills development**.
- The opportunities inherent in **artificial intelligence** and **digitalisation** must be addressed at strategic level in order to exploit and expand existing strengths and to avoid risks. This is a priority in both educational and administrative terms.
- **Student satisfaction**, loyalty and **performance** must continue to be encouraged, which, beyond financial incentives, requires further measures (extension of feedback processes, extracurricular activities and services, support for student representatives and self-organised initiatives, mentoring, etc.).
- Monitoring the renewed **thesis system** (AI may be used, project focus, practical orientation while retaining the scholarly dimension), and fine-tuning it where necessary, may support the further integration of practice and scholarship.
- **Developing faculty members'** methodological and digital skills, maintaining their motivation, and preventing overload are necessary for achieving the objectives.
- Further progress may be achieved by supporting the systematic educational integration of the development already under way in the area of **corporate partnerships and practice**.
- Exploiting the **quality assurance improvements** offered by international accreditations, **extending them at institutional level**, and integrating them systematically into education remain priorities.

OBJECTIVES

Educational objectives and performance indicators in the School's 2026–2030 strategy

In relation to education, the School's strategy has set the development of the programme portfolio and quality as an objective. In assessing educational quality, the student experience and its improvement are increasingly coming to the fore, which can be achieved through the continuous development of our services. At the same time, alongside traditional degree-awarding programmes and classroom-based teaching built on physical presence, demand for modern forms of education (online and distance-learning programmes) is also increasing, which must be taken into account when shaping our portfolio.

Related indicators:

The achievement of the objective will be measured on the basis of the following key performance indicators (KPIs):

- *KPI 2: Improve the result of the satisfaction survey conducted among graduating students to at least 4.40 (baseline: 4.26),*
- *KPI 3: Develop and launch at least 1 online international programme (baseline: 0),*
- *KPI 4: Develop and launch at least 1 Hungarian-language distance-learning programme (baseline: 0).*

Responsible leader: Vice Dean for Educational Affairs

PLANNED MEASURES

The educational objectives and performance indicators set out above will be achieved through a system of complex measures which, beyond the points described above, may also generate further effects and open up new opportunities.

1. DIGITALISATION FOR EFFICIENCY

1.1. Student- and environmentally friendly administration with the help of Custom GPT

Artificial intelligence offers a student- and environmentally friendly alternative in certain matters that are still currently handled in person or by telephone/email. By developing an appropriate custom GPT, we can create a platform that students can turn to with their questions 24 hours a day, seven days a week, including in relation to the recommended curriculum, the Code of Studies and Examinations, scholarships managed by the School, or international mobility.

Rationale:

- accurate and rapid navigation through the complex set of regulations applying to students
- the preference of younger generations for digital communication and administration
- benefits that can be achieved through alternative uses of the capacity freed up by automatable communications

Contributors:

- Head of the Study Department
- School Digitalisation Working Group
- University DOT
- Dean's legal advisor

1.2. Development of a faculty-friendly integrated course management interface

Using Power Apps, we will create an integrated course management interface where course leaders and faculty involved in teaching a course can manage all course-related information and teaching materials on a single interface. This interface will not only facilitate collaboration between faculty members but will also serve as an important source of information from a quality assurance and accreditation perspective, thereby increasing the efficiency of these processes and significantly reducing the related administrative burden on faculty and data-provision requests.

Rationale:

- speed, reduced scope for error
- facilitating domestic and international accreditation data collection
- faculty satisfaction

Contributors:

- Study Department
- Centre for Higher Education Data Analysis and Advisory Services
- Heads of Departments
- Accreditation team

1.3. LMS system development

In order to further enhance the learning experience, it is essential to review the learning management system and develop it on the basis of the opportunities available and any shortcomings identified. The measure affects all programmes, but is of particular importance for short-cycle programmes and the distance-learning programmes to be established. The primary aim of the measure is to fully exploit the opportunities offered by the LMS already in use (Moodle), although, if necessary, the involvement of additional systems cannot be ruled out.

Rationale:

- ensuring a high-quality learning experience
- appropriate user interface
- capitalising on the opportunities offered by the distance-learning market
- further strengthening in the area of short-cycle programmes

Contributors:

- School Digitalisation Working Group
- University DOT
- Centre For Applied Learning
- Programme management of distance-learning programmes

1.4. Partial digitalisation and hybridisation of compulsory undergraduate courses at cohort level

With changes in student needs – clearly reflected in feedback – and the continuous expansion of digital possibilities, it has become necessary to rethink the lectures of compulsory courses delivered at cohort level in undergraduate programmes. The effectiveness of frontal lectures without meaningful interaction between faculty and students is open to question, which is problematic not only from the perspective of learning outcomes but also in terms of resource use (significant room capacity tied up by senior faculty despite low student attendance).

Rationale:

- changing student needs
- resource efficiency

Contributors:

- Heads of the departments responsible for compulsory courses taught at cohort level
- Course leaders
- School Digitalisation Working Group
- University DOT

2. INTERNATIONALISATION AT HOME AND MOBILITY

2.1. Review and expansion of double degree programmes

Double degree programmes add important value to the programme portfolio. In recent years, numerous incoming and outgoing students have participated in the double degree programmes available within international programmes. On the basis of the experience gained, it has become timely to review these forms of cooperation, correct any shortcomings, and establish further

partnerships, with particular regard to the opportunities opened up by the European Union's enlargement towards the Western Balkans and to the inclusion of Hungarian communities beyond the borders.

Rationale:

- international visibility
- positive reception by students
- rationalisation of operational processes

Contributors:

- Programme managers of international programmes
- Heads of Departments
- Internationalisation Committee
- Study Department
- Coordinator supporting the internationalisation of education

2.2. Systematic curricular integration of COIL programmes

Collaborative Online International Learning programmes offer an alternative to physical mobility by enabling international cooperation between students and faculty, often through projects built around current topics such as sustainability, digitalisation, globalisation or entrepreneurship. These programmes develop intercultural and leadership skills, critical thinking and ethical conduct. Based on experience to date, these forms of cooperation need to be managed systematically, with appropriate faculty and student motivation, and adequate administrative and technical support.

Rationale:

- the difficulties of physical mobility
- further strengthening the curricular integration of ERS/ESG, digitalisation and entrepreneurial thinking
- international visibility
- laying the groundwork for cooperation with potential double degree programme partners

Contributors:

- Programme managers of international programmes
- Course leaders
- School Digitalisation Working Group
- University DOT
- Internationalisation Committee
- Coordinator supporting the internationalisation of education

2.3. Systematic involvement of international guest faculty (online or in person)

One important manifestation of internationalisation at home has long been the hosting of international guest faculty, whether in person or online. The Visiting Faculty Programme and International Teaching Week provided an excellent framework for students to interact personally with international guest faculty, while virtual mobility was supported by joint courses. These are excellent and important opportunities; however, they operate on an ad hoc basis and typically involve making use of opportunities as they arise. Under this measure, courses will be identified where the involvement of international faculty would be desirable every semester, and the necessary formal arrangements will be developed, including the creation of faculty motivation and the provision of administrative and technical support.

Rationale:

- international visibility
- supporting the internationalisation of faculty and students
- identifying international colleagues who later may become members of the Faculty's teaching staff

Contributors:

- Programme management
- Course leaders
- Internationalisation Committee
- Coordinator supporting the internationalisation of education

2.4. Development of international summer/winter schools and short-cycle programmes

The School has a strong tradition of organising international summer universities, and international short-cycle programmes have also been launched. Building on the accumulated experience, these educational components will be strengthened and expanded within a framework of systematic development.

Rationale:

- international visibility
- increasing own-source revenues
- providing opportunities to teach in a foreign language for PhD students and early-career colleagues

Contributors:

- Centre for Applied Learning (CAL)
- Heads of Departments
- Internationalisation Committee
- Study Department
- Coordinator supporting the internationalisation of education

3. STUDENT MOTIVATION AND WELL-BEING

3.1. Reform and extension of the student representative system

The student representative system, which has an established tradition in international programmes, will be extended to all Hungarian-language programmes with appropriate modifications. A key consideration in reforming the system will be that, in addition to supporting the work of programme management, student representatives should also perform further tasks that support student satisfaction and quality assurance, with particular attention to supporting the work of CareerSpot and the Study Department.

Rationale:

- student representatives provide an effective link between the institution and students amid the generally observed information noise
- supporting accreditation and quality assurance processes

Contributors:

- CareerSpot
- Study Department
- Centre for Applied Learning (CAL)

3.2. Support for student self-organised initiatives

The various student clubs and other organisations are an important element of student university life. The School has already provided support for numerous student initiatives, and based on the experience accumulated in doing so, it is desirable to review and, if necessary, modify the system so that student self-organised initiatives can have the greatest possible impact. Within this, the proper integration of international students into the School's community life is particularly important.

Rationale:

- extracurricular professional activity and community-building
- strengthening attachment to the Faculty

Contributors:

- CareerSpot
- Student Union
- JPKSZ

3.3. Support for mental health and work/study-life balance

Supporting students' mental health is of key importance from the perspective of student well-being. Global challenges and the uncertainty arising from them, tensions that may occur in private life, and the overload caused by studying alongside work can fundamentally affect students' capacity to perform, their academic progress, or even lead to drop-out.

Rationale:

- rising anxiety among younger generations
- students arriving from regions affected by geopolitical conflicts
- limited university capacities

Contributors:

- CareerSpot
- Centre for Applied Learning (CAL)
- Study Department

3.4. Development of digital and soft skills

In redesigning curricula, the development of digital and soft skills was a key consideration; however, owing to the rapid development observed in this area, it is necessary to support the activities embedded in the curriculum with extra-curricular opportunities for development as well. At the same time, it is also important to pay attention to supporting students who arrive with very different levels of digital competence.

Rationale:

- labour market expectations
- the impact of artificial intelligence on higher education

Contributors:

- CareerSpot
- School Digitalisation Working Group

3.5. Restructuring of the scholarship system

The School operates a wide-ranging scholarship system which has expanded continuously over time, partly along partial objectives. As a result, a scholarship system has now evolved which in certain aspects applies a double standard, particularly in relation to Hungarian-language and international programmes, and which, because of its complexity, is difficult for students to navigate. The increase in state scholarships from the spring semester of the 2025/26 academic year also makes it necessary to reconsider the system.

Rationale:

- maintaining student motivation
- alleviating students' financial difficulties
- changes in the amount of state scholarships
- harmonisation of scholarships in Hungarian and international programmes

Contributors:

- Study Department
- Application and Scholarship Committee of the Faculty (ASCF)
- Programme managers of international programmes

4. FACULTY PREPAREDNESS AND MOTIVATION

4.1. Development of a formalised onboarding process

From the perspective of quality assurance in educational activity, it is of fundamental importance that those involved in teaching undergo an appropriate induction process, during which, in addition to assessing their level of professional and teaching-methodological preparedness, their familiarisation with School's culture and with the most important digital interfaces used at the School in relation to teaching is also ensured.

Rationale:

- efficiency and accuracy in administrative processes
- professional quality assurance
- integration into the Faculty community

Contributors:

- Dean's HR advisor
- Faculty Rapporteur of Human Resources
- Study Department
- Heads of Departments

4.2. Teaching-methodology and digitalisation training

The rapid development of digitalisation, and partly the transformation of education connected to it, makes the continuous development of faculty members' teaching-methodology and digitalisation skills necessary. While taking into account the differences observed between subjects and between faculty members, it is necessary to define those standards that everyone must meet, and to provide appropriate incentives and opportunities for doing so.

Rationale:

- opportunities inherent in artificial intelligence
- student experience
- educational efficiency

Contributors:

- Dean's HR advisor
- Heads of Departments
- School Digitalisation Working Group
- University DOT

4.3. Extension of the feedback process

Feedback received from students is an important source of information for the development of the programme portfolio and for the individual development of faculty members. In line with university regulations, the feedback process conducted at the end of each semester is one of the main cornerstones of this; however, supplementing it with more frequent opportunities for feedback during the semester, feedback after the examination period, and feedback connected to thesis supervision could constitute additional important elements of quality assurance.

Rationale:

- continuous feedback
- monitoring of the thesis system

Contributors:

- Heads of Departments
- Study Department
- Feedback Committee
- Accreditation team

5. REGIONAL EMBEDDEDNESS AND IMPACT

5.1. Service elements tailored to the NEET target group

One important element of the School's socio-economic engagement is to extend its activities beyond the walls of the university and also to those target groups who, for some reason, may not necessarily be able, through their own efforts, to participate in the services offered by higher education, thereby perpetuating their exclusion. It is therefore necessary to assess how the School could best support this target group and, through this, the development of the narrower and wider region.

Rationale:

- promoting the educational and labour-market integration of the NEET target group
- supporting regional economic development
- aiding social inclusion

Contributors:

- Centre for Applied Learning (Sustainability Center)
- CareerSpot
- School Digitalisation Working Group
- Heads of Departments

5.2. Strengthening the system of faculty and student volunteering

Owing to its student numbers, the School can be one of the region's important volunteer bases. The foundations for this are in place: various student organisations, faculty and students all take part in numerous voluntary activities. The aim of this measure is to organise these into a systematic framework, thereby enhancing both their stability and their impact. Faculty example-setting and participation can be an important catalyst for all this.

Rationale:

- strengthening the School's impact on the region
- promoting individual development through volunteering

Contributors:

- Centre for Applied Learning (Sustainability Center)
- CareerSpot
- JPKSZ

5.3. Strengthening and coordinating site visits, study trips and practical corporate cases

It is very important that students gain experience during their studies, even before the compulsory internship, of the practical implementation of what they learn in theory. There are already many manifestations of this at present, and the systematic management of these elements is also being realised under the leadership of the Centre for Applied Learning, so the primary aim of this measure is to ensure that everyone actually makes use of these currently largely optional opportunities at least once during their studies.

Rationale:

- ensuring interaction with the world of practice
- building relationships with regional economic and non-profit actors

Contributors:

- Centre for Applied Learning (CAL)
- CareerSpot
- Heads of Departments
- Programme managers

6. PROVIDING FLEXIBLE LEARNING PATHWAYS

6.1. Extension of credit recognition based on work experience or prior studies

Based on the experience gained within full-time Hungarian-language master's programmes, it is necessary under this measure to review how this practice can be extended to the Faculty's other programmes, with particular regard to full-time and part-time bachelor's programmes and to part-time master's programmes.

Rationale:

- compliance with ESG considerations
- increasing student satisfaction

Contributors:

- Heads of Departments
- Programme managers
- Course leaders
- Study Department

6.2. Possibility of a preferential study schedule for employees of strategic partners

A preferential study schedule may be granted to a student, among other things, in cases where there are individual or special circumstances. Over recent years and decades, the School has developed increasingly close cooperation with a wide range of economic actors, within which their employees perform activities of significant added value for the School, largely without remuneration and at the expense of their working time accounted for at their employer. From the perspective of reciprocity and further partnership-building, it may be important that, where pre-defined conditions are met within the framework of a strategic cooperation with the School, the School should provide the partner's employee with a preferential study schedule.

Rationale:

- strengthening corporate and other external relations

Contributors:

- Study Committee of the Faculty (SCF)
- Centre for Applied Learning (CAL)
- Programme managers
- Study Department

6.3. Possibility of shortening the period of study or programme duration in master's programmes

Following the curriculum reform on the full-time Hungarian-language master's programme, through appropriate educational organisation methods we made it possible to shorten the period of study while keeping the programme duration unchanged. On the basis of experience and in light of the study opportunities offered by competitors, it is justified to examine what further possibilities exist to reduce the programme duration or the period of study in line with student needs.

Rationale:

- transformation of the higher education market
- changing labour-market and student needs

Contributors:

- Heads of Departments
- Programme managers
- Study Department
- Director of Marketing

6.4. Timetabling and educational organisation reform

Changed student needs, the strengthening of postgraduate specialisation programmes, the expected increase in the participation rate of non-traditional learners in higher education, and the planned diversification of the programme portfolio make it necessary to review and, where needed, transform educational organisation in order to ensure optimal use of capacity and facilitate adaptation to student needs.

Rationale:

- transformation of the programme portfolio
- changed student composition and needs

Contributors:

- Study Department
- Heads of Departments
- Study Committee of the School

1. Appendix: Schedule of measures and activities







