

Specific principles regarding the **teaching credit** group:
 1. The goal of teaching is to learn to support studying and knowledge sharing.
 2. In the case of teaching tasks and the related reflective studying tasks the supervisor is the consultant, the training leader is being informed about the activity.
 3. Tasks that are part of the teaching credit group and are completed abroad or in a language other than Hungarian may be rewarded with 3 extra credits.

Teaching credit group	Maximum credit	Comment	Learning outcomes (in general competency the PhD student retains after a given activity)
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5. Teaching block

A	Team/guest teaching in class	2	Half the credits must be realized in one subject or in connection with one instructor. Preparation of observation log.	<ul style="list-style-type: none"> Familiar with the progression of a subject or lesson from planning through realization to its evaluation. Able to observe and able to compile observation aspects Open to teaching in higher education
B	Assisting another instructor during exam	3	Exam supervision, compiling exam material, correcting exam papers	<ul style="list-style-type: none"> Familiar with the operation of higher education, curriculum, subjects and the relationship between courses. Able to provide support for instructors and lectures under guidance Interested in learning about the perspectives and activities of lecturers and students in higher education.
C	Minor tasks supporting coursework provided to instructors	3	Preparation of teaching aids, online platform maintenance	<ul style="list-style-type: none"> Familiar with the programme, including the content of a given subject, competences to be developed and output requirements Able to compile educational aids under supervision Interested in online learning support opportunities in higher education
D	Major tasks supporting coursework provided to instructors	4	Support by performing part of activity related to coursework	<ul style="list-style-type: none"> Familiar with the course of a subject, lesson, from the planning, through the implementation to the evaluation Able to instruct a topic, to guide students' learning in class Open to teaching in higher education
E	Thesis supervisory tasks	Max. 2 credits per student per semester	Supervising thesis preparation	<ul style="list-style-type: none"> Familiar with the given output requirements of the given programme and the expectations for dissertation Able to provide ongoing support for s dissertation on a specific topic, from the design of the dissertation to submission and defence. Able to have a dialogue between her/his consultant and her/his student. Understands the importance of professional support for others and the limitations of their own responsibilities.
F	Conducting course independently	4	Preparation of syllabus and lesson plan prototypes, teaching courses, reflective analysis of lessons and courses	<ul style="list-style-type: none"> Familiar with the knowledge content to be conveyed in a given subject Able to support programmes independently (with mentoring) Reflective, open to evaluation of own work
G	Mentoring tasks	18 credits may be awarded during 6 semesters (3 credits per semester)	Participation as a mentor in the Tandem Partner Program	See point 3 in Tandem Partner Program (point 3 in the Tandem Partner Program description)

6. Training operation and training development block

A	Participation in the development of curriculum	2	Preparation of curriculum for the operation of a programme in an institute in higher education	<ul style="list-style-type: none"> Familiar with the operational characteristics of the higher education unit. Able to assign content to a given subject or course Open to teaching in higher education
B	Participation in the development of subject/exam	2	Modification and elaboration of the programme units, course descriptions and course syllabus	<ul style="list-style-type: none"> Familiar with the programme, curriculum, at least to the depth of one subject Able to formulate learning outcomes, syllabus for a given subject Accepts the importance of higher education pedagogy.
C	Participating in the development of the programme	4	Modification and elaboration of the larger units or interrelated elements of the programme.	<ul style="list-style-type: none"> Familiar with the elements of the programme, the structural connections of the subject network, the sequence of a course from the planning, through the implementation to the evaluation Able to formulate learning outcomes in the context of several subjects Committed to the quality of higher education
D	Preparation of curriculum, teaching aids	4	Teaching aid and curriculum development for programme	<ul style="list-style-type: none"> Familiar with the expectations of the program, the literature of the field for which the teaching aid is prepared, the aspects necessary for such work Able to adapt the content to the education level and in addition to the scientific expectations take into consideration learnability Committed to the quality of higher education
E	Programme development	20	Programme compilation and concept development	<ul style="list-style-type: none"> Familiar with the elements of the programme, the structural connections of the subject network, the sequence of a course from the planning, through the implementation to its evaluation and organized them into a conceptual system. Able to align learning outcomes, contrasting it with the JRC Represents the necessity of the quality of higher education

Other, professional development block

Total required credits	44			
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