MAB Guide – Self-Assessment Tool

For ESG-based, integrated institutional accreditation processes

[Name of higher education institution]

Self-Assessment Report

Approval date:

Decision number:

Name of the decision-making body:

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PREAMBLE

Higher education, research and innovation play a key role in promoting social cohesion, economic growth and global competitiveness. Given the desire for European societies to become increasingly knowledge-based, higher education is an essential component of socio-economic and cultural development. At the same time, an increasing demand for skills and competences requires higher education to respond in new ways.

Broader access to higher education is an opportunity for higher education institutions to make use of increasingly diverse individual experiences. Responding to diversity and growing expectations for higher education requires a fundamental shift in its provision; it requires a more student-centred approach to learning and teaching, embracing flexible learning paths and recognising competences gained outside formal curricula. Higher education institutions themselves also become more diverse in their missions, modes of educational provision and cooperation, including growth of internationalisation, digital learning and new forms of delivery. 2 The role of quality assurance is crucial in supporting higher education systems and institutions in responding to these changes while ensuring the qualifications achieved by students and their experience of higher education remain at the forefront of institutional missions.

A key goal of the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG) is to contribute to the common understanding of quality assurance for learning and teaching across borders and among all stakeholders.

They have played and will continue to play an important role in the development of national and institutional quality assurance systems across the European Higher Education Area (EHEA) and cross-border cooperation. Engagement with quality assurance processes, particularly the external ones, allows European higher education systems to demonstrate quality and increase transparency, thus helping to build mutual trust and better recognition of their qualifications, programmes and other provision.

The ESG are used by institutions and quality assurance agencies as a reference document for internal and external quality assurance systems in higher education. This reference system is used by the European Association for Quality Assurance in Higher Education (ENQA) for the establishment and evaluation of the organisational membership of accreditation agencies. Moreover, they are used by the European Quality Assurance Register (EQAR), which is responsible for the register of quality assurance agencies that comply with the ESG.

Scope and concepts

The ESG are a set of standards and guidelines for internal and external quality assurance in higher education. The ESG are not standards for quality, nor do they prescribe how the quality assurance processes are implemented, but they provide guidance, covering the areas which are vital for successful quality provision and learning environments in higher education. The ESG should be considered in a broader context that also includes qualifications frameworks, ECTS and diploma supplements that also contribute to promoting the transparency and mutual trust in higher education in the EHEA.

The focus of the ESG is on quality assurance related to learning and teaching in higher education, including the learning environment and relevant links to research and innovation. In addition, institutions have policies and processes to ensure and improve the quality of their other activities, such as research and governance.

The ESG apply to all higher education offered in the EHEA regardless of the mode of study or place of delivery. Thus, the ESG are also applicable to all higher education including transnational and cross-border provision. In this document the term “programme” refers to higher education in its broadest sense, including that which is not part of a programme leading to a formal degree.

Higher education aims to fulfil multiple purposes, including preparing students for active citizenship, for their future careers (e.g. contributing to their employability), supporting their personal development, creating a broad advanced knowledge base and stimulating research and innovation.

Therefore, stakeholders, who may prioritise different purposes, can view quality in higher education differently and quality assurance needs to take into account these different perspectives. Quality, whilst not easy to define, is mainly a result of the interaction between teachers, students and the institutional learning environment. Quality assurance should ensure a learning environment in which the content of programmes, learning opportunities and facilities are fit for purpose.

At the heart of all quality assurance activities are the twin purposes of accountability and enhancement. Taken together, these create trust in the higher education institution’s performance. A successfully implemented quality assurance system will provide information to assure the higher education institution and the public of the quality of the higher education institution’s activities (accountability) as well as provide advice and recommendations on how it might improve what it is doing (enhancement). Quality assurance and quality enhancement are thus inter-related. They can support the development of a quality culture that is embraced by all: from the students and academic staff to the institutional leadership and management.

The term ‘quality assurance’ is used in this document to describe all activities within the continuous improvement cycle (i.e. assurance and enhancement activities). Unless otherwise specified, in this document, stakeholders are understood to cover all actors within an institution, including students and staff, as well as external stakeholders such as employers and external partners of an institution.

The word institution is used in the standards and guidelines to refer to higher education institutions. Depending on the institution’s approach to quality assurance it can, however, refer to the institution as a whole or to any actors within the institution.

ESG: Purposes and principles

The ESG have the following purposes:

* They set a common framework for quality assurance systems for learning and teaching at European, national and institutional levels.
* They enable the assurance and improvement of quality of higher education in the European higher education area.
* They support mutual trust, thus facilitating recognition and
* mobility within and across national borders.
* They provide information on quality assurance in the European Higher Education Area.

These purposes provide a framework within which the ESG may be used and implemented in different ways by different institutions, agencies and countries. The EHEA is characterised by its diversity of political systems, higher education systems, socio-cultural and educational traditions, languages, aspirations and expectations. This makes a single monolithic approach to quality and quality assurance in higher education inappropriate. Broad acceptance of all standards is a precondition for creating common understanding of quality assurance in Europe. For these reasons, the ESG need to be at a reasonably generic level in order to ensure that they are applicable to all forms of provision.

The ESG provide the criteria at European level against which quality assurance agencies and their activities are assessed. This ensures that the quality assurance agencies in the EHEA adhere to the same set of principles and the processes and procedures are modelled to fit the purposes and requirements of their contexts.

The ESG are based on the following four principles for quality assurance in the EHEA:

* Higher education institutions have primary responsibility for the quality of their provision and its assurance.
* Quality assurance responds to the diversity of higher education systems, institutions, training programmes and students.
* Quality assurance supports the development of quality culture.
* Quality assurance takes into account the needs and expectations of students, all other stakeholders and society.

Self-assessment and related data provision

The criteria defined in this self-assessment tool are designed to guide institutions, helping ensure that the standards are implemented as thoroughly as possible. Of course, institutional diversity in Hungary can’t be fully captured, which is why it is important for each institution to interpret and complete the self-assessment by considering its own characteristics, and to develop its operations and quality assurance processes accordingly.

The analyses, reports, and other documents accompanying the self-assessment must be uploaded by the institution to its designated institutional platform, secured by a unique password, and made accessible to the MAB. During the accreditation period, from the initiation of the procedure to the adoption of the board’s decision, MAB regards the institution’s websites as an official source of information. The data and information presented there are treated as factual and accurate by the site-visit team conducting the evaluation (on-site or online visit and report writing), and are assessed accordingly. During the accreditation procedure, MAB may request data from the Educational Authority or the Higher Education Information System (FIR).

The site-visit team must take into account any changes that occur during the accreditation procedure, ensuring that the final decision reflects both the evaluation of the submitted documents and the prevailing circumstances.

Formal requirements

The institutional self-assessment must be uploaded to MAB’s Secretariat Information System (TIR2.0) in both DOC or DOCX and searchable PDF formats.

This self-assessment tool must be completed in accordance with the following formal criteria.

* table of contents
* Times New Roman font, font size 12,
* single line spacing,
* a maximum spacing of 6 pt,
* normal margin size.

The total length of the document without attachments should not exceed **70 pages.** Any quoted text from ESG standards or guidelines doesn’t count toward the length limit and can be removed from the template. Unlike the quoted text from ESG standards and guidelines, the guiding criteria of the self-assessment tool and the requested annexes must appear in their original, unaltered form.

When completing the form, concise and standard-relevant information must be provided. To support each piece of information, references must include a link along with a page number and/or paragraph number.

Any questions arising during the preparation of the self-assessment may be addressed either directly via email to the institutional contact designated by the MAB Secretariat, or indirectly via the email address available on MAB’s website.

List of abbreviations

CoARA – Coalition for Advancing Research Assessment

Doktori Kormányrendelet – Government Decree 387/2012. (XII. 19.) on Doctoral Schools, Doctoral Procedures and Habilitation

DS – doctoral school

DOSZ – Association of Hungarian PhD and DLA Candidates / Doktoranduszok Országos Szövetsége

EDÖK – University Doctoral Student Council / Egyetemi Doktorandusz Önkormányzat

EHEA – European Higher Education Area

EHÖK – University Student Council

EQF – European Qualifications Framework

ENIC-NARIC – a network of national centres that provide information and support on the recognition of foreign qualifications for academic and professional purposes

ENQA – European Association for Quality Assurance in Higher Education

ESG – Standards and Guidelines for Quality Assurance in the European Higher Education Area

EUA – European University Association

EQAR – European Quality Assurance Register for Higher Education

ERA – European Research Area / EKT

FIR – Higher Education Information System / Felsőoktatási Információs Rendszer

GAIN – Global Academic Integrity Network

HEI – higher education institution

HÖOK – National Conference of Student Governments

KEKVA – Public Interest Asset Management Foundation

MAB – Hungarian Accreditation Committee / Magyar Felsőoktatási Akkreditációs Bizottság

MKKR – Hungarian Qualifications Framework / Magyar Képesítési Keretrendszer

Nftv. – Act CCIV of 2011 on National Higher Education

OH – Educational Authority / Oktatási Hivatal

PDCA – Plan-Do-Check-Act cycle

P&O requirements – programme and outcome requirements / KKK

R&D&I – research, development, innovation / K+F+I

R&D&I&E – research, development, innovation, education / K+F+I+O

Vhr. – 87/2015. (IV. 9.) Government Decree on the Implementation of Certain Provisions of Act CCIV of 2011 on National Higher Education

Glossary

The terms used in the evaluation procedure that require interpretation by MAB are aligned with the ESG, the National Higher Education Act (Nftv.), and the Council Recommendation C/2025/3006 of 12 May 2025 on a European quality assurance and recognition system in higher education.

**Educational service** –the broadest interpretation of higher education services, including programs leading to a full degree, courses leading to micro-credential certificates, and any other form of educational service that does not form part of a formal degree pathway.

**Evaluation** – internal or external quality assurance review ofa higher education institution or educational service.

**External quality assurance** – an evaluation and quality certification process carried out by quality assurance agencies.

**Course** –the implementation of a subject (curricular unit) launched in a given semester, delivered through a specific form and type of knowledge transfer and transmission. Beyond subject-related information, the study system also documents semester-specific variables, including instructors, scheduled class times, mid-semester evaluations, and grading criteria.

**Credit** –the unit of student academic workload, which expresses the estimated amount of time required, based on the course description, to acquire the specified knowledge (achieve learning outcomes) and meet requirements in relation to a given subject or curricular unit. One credit typically represents 30 hours of academic work. The value of the credit — assuming the student’s performance has been accepted — does not depend on the assessment received for their knowledge or performance.

**Institutional prospectus** (academic prospectus) – a public document compiled pursuant to Section 53 of Government Decree 87/2015 (IV. 9.) on the Implementation of Certain Provisions of Act CCIV of 2011 on National Higher Education.

**Institutional approach to external quality assurance** –the institution is required to undergo an external quality assurance process exclusively at the institutional level. The aim is to assess the effectiveness of its internal quality assurance mechanisms and to determine whether its quality culture is sufficiently developed to ensure that its educational responsibilities and services are carried out to a high standard of quality. It enables the institution to design and offer programmes without the need for external quality review at the programme level — a practice referred to in many countries as self-accreditation.

**Internal and external stakeholders** – Internal stakeholders: students, teaching staff, and staff in non-teaching roles. External stakeholders: domestic and international higher education institutional partners, alumni, the institution’s service partners, members of its business partner network, local, regional, and national regulatory authorities, social connections (such as local municipalities and municipal institutions), human services organisations (including education, social services, and healthcare), civil society organisations and advocacy groups, as well as the local population.

**Internal quality assurance** – it refers to those processes which are carried out within the higher education institution by the institution itself. These are developed by higher education institutions as part of their quality assurance strategy, acknowledging that the institutions themselves are primarily responsible for the quality of their services and the quality assurance thereof.

**Micro-credential** – an official certificate issued by a higher education institution that verifies the learning outcomes acquired through the completion of a course, module, partial studies, or micro-level training. It includes the course description and credit value.

**Quality assurance** – internal and external processes conducted bya higher education institution or a quality assurance agency, aimed at ensuring a learning environment in which programme content, learning opportunities, and the use of facilities are equitable and fit for purpose. The objectives of quality assurance activities are twofold:

* *Accountability* – quality assurance systems provide both the higher education community and the public with confidence in the quality of an institution’s activities by ensuring compliance with expected standards. This can serve as the foundation for the institution to possess key rights, such as recruiting students, issuing diplomas, or obtaining public funding.
* *Improvement* – beyond evaluation, quality assurance systems are also tasked with providing guidance and recommendations to higher education institutions, as well as offering insights within the institutions on how to improve their operations.

Accountability and improvement within a quality assurance system together establish trust in the performance of a higher education institution.

**Specialization** – a training component within a given programme that provides focused expertise without resulting in an independent professional qualification.

**Specialised College for Advanced Studies** – a workshop of an academic community dedicated to talent development, research career pathways, and cultivating the next generation of students, educators, and researchers.

**Study/training duration –** the period defined by law that is required to obtain the prescribed credits, qualification level, and professional qualification.

**Study/training period** – the segmentation of the programme duration into a study period and its corresponding examination period.

**Study/training area** – the totalityof those programmes defined by ministerial decree that share similar or partially overlapping educational content.

**Study programme** – In the ESG standards, the term “programme” in these standards refers to higher education provision in its broadest sense, including provision that is not part of a programme leading to a formal degree. This term collectively refers to the institution’s entire programme portfolio — including higher education vocational training, undergraduate programmes, undivided (single-cycle) programmes, master’s programmes, doctoral programmes, postgraduate specialist training, partial studies, and micro-credentials/micro certifications.

**Teaching staff** – individuals who carry out teaching duties, employed under either a standard employment contract or another form of work-related legal agreement, including doctoral candidates tasked with such duties[[1]](#footnote-1).

**Third mission** – refers to those activities of higher education institutions that go beyond the traditional roles of education and research. This mission entails active engagement with society, as well as contributing to economic and social development and prosperity. It encompasses the transfer of knowledge, technology, and innovations (to actors in the public and private sectors), the promotion of collaborations, the strengthening of regional relations, cultural engagement, and active participation in public discourse.

I. GENERAL OVERVIEW OF THE INSTITUTION

1. Please describe the institution’s management, decision-preparing and decision-making bodies, the participation of the University Student Council (EHÖK), University Doctoral Student Council (EDÖK) in the operation of the institution, including the conditions provided for the operation and tasks of the student and doctoral student interest representatives, e.g. financing, infrastructure, human resources support, etc.
2. Describe the role of the maintainer in the institutional operation.
3. Please describe any changes in the institution’s organisational structure since the last accreditation, particularly regarding newly established units, structural transformations, and modifications to decision-making processes. In what ways has the institution assessed the impact of organisational changes on its operations?
4. Please describe the institution’s strategic objectives and the procedures for monitoring their implementation.

Annexes:

* *Institutional organogram* (Annex I)
* *Overview of the measures taken in response to the findings of the previous institutional accreditation procedure* (Annex II)
* *Presentation of the institution’s third mission activities* (Annex III)
* *Presentation of the institution’s strategic cooperation partners* (Annex IV)

# **II. ESG-BASED SELF-ASSESSMENT**

ESG 1.1 Policy for quality assurance

Standard:

Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, while involving external stakeholders.

Guidelines:

Policies and processes are the main pillars of a coherent institutional quality assurance system that forms a cycle for continuous improvement and contributes to the accountability of the institution. It supports the development of a quality culture in which all internal stakeholders assume responsibility for quality and engage in quality assurance at all levels of the institution. In order to facilitate this, the policy has a formal status and is publicly available.

Quality assurance policies are most effective when they reflect the relationship between research and learning & teaching and take account of both the national context in which the institution operates, the institutional context and its strategic approach. Such a policy supports

* the organisation of the quality assurance system;
* departments, schools, faculties and other organisational units as well as those of institutional leadership, individual staff members and students to take on their responsibilities in quality assurance;
* academic integrity and freedom and is vigilant against academic fraud;
* guarding against intolerance of any kind or discrimination against the students or staff;
* the involvement of external stakeholders in quality assurance.

The policy translates into practice through a variety of internal quality assurance processes that allow participation across the institution. How the policy is implemented, monitored and revised is the institution’s decision.

The quality assurance policy also covers any elements of an institution’s activities that are subcontracted to or carried out by other parties.

The following criteria support further interpretation of the standards and guidelines, and serve as orientation for the preparation of the self-assessment. The institution should interpret and take into account these by considering its own characteristics. It is recommended that, wherever possible, implemented practices be supported with concrete examples as evidence.

1. How does the institution develop its strategic goals, quality improvement policies and quality assurance processes? In which documents are they recorded, how are these documents related to each other and how do they affect institutional activities?
2. How does the institution ensure that these documents are up-to-date and accessible to those they concern?
3. Describe the collaborations (project, network, corporate network, etc.) that the institution considers to be of particular importance for the implementation of its strategy documents. How does the institution ensure effective monitoring of these collaborations and broad dissemination of the outcomes?
4. Which organisational units are involved in the implementation of quality assurance processes, and how does the institution ensure the distribution of responsibilities? How are responsibilities and networks of cooperation defined, and how is transparency ensured in decision-making processes?
5. What methods are used in the selection, training and further training of staff involved in the implementation of quality assurance tasks in order to effectively support the operation of the quality assurance system?
6. How is the institutional system of objectives monitored (measurement, evaluation, review, and feedback), and how are the results shared and published? How does the institution ensure data and information security on its public platforms?
7. How does the institution uphold and ensure academic integrity and freedom throughout its quality assurance activities, including in research, education, decision-making, organisational structuring, and administrative processes?
8. How does the institution ensure that teaching staff, non-teaching employees, and students are well-prepared and possess up-to-date knowledge, skills, and competencies in the following areas: equal opportunities and inclusion, responsible use of artificial intelligence, research ethics (e.g., publication standards, avoiding plagiarism), copyright, intellectual property, and patent-related knowledge?
9. Please describe which parts of the institution’s quality policy and strategic goals are related to third mission activities.

Annexes:

* *Organogram of the institution’s quality assurance structure* (Annex V)
* *Availability of regulatory documents* (Annex VI)

ESG 1.2 and 1.9 Design and approval of programmes, and on-going monitoring and periodic review of programmes

Standard:

Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the programme. Any action planned or taken as a result should be communicated to all those concerned.

Guidelines:

Study programmes are at the core of the higher education institutions’ teaching mission. They provide students with both academic knowledge and skills including those that are transferable, which may influence their personal development and may be applied in their future careers.

Programmes:

* are designed with overall programme objectives that are in line with the institutional strategy and have explicit intended learning outcomes;
* are designed by involving students and other stakeholders in the work;
* benefit from external expertise and reference points;
* reflect the four purposes of higher education of the Council of Europe (Higher education **1)** aims to fulfil multiple purposes, including preparing students for active citizenship, for their future careers; **2)** supporting their personal development; **3)** creating a broad advanced knowledge base; **4)** and stimulating research and innovation);
* are designed so that they enable smooth student progression;
* define the expected student workload, e.g. in ECTS;
* include well-structured placement opportunities where appropriate;[[2]](#footnote-2)
* are subject to a formal institutional approval process.

Regular monitoring, review and revision of study programmes aim to ensure that the provision remains appropriate and to create a supportive and effective learning environment for students.

They include the evaluation of:

* The content of the programme in the light of the latest research in the given discipline thus ensuring that the programme is up to date;
* The changing needs of society;
* The students’ workload, progression and completion;
* The effectiveness of procedures for assessment of students;
* The student expectations, needs and satisfaction in relation to the programme;
* The learning environment and support services and their fitness for purpose for the programme.

Programmes are reviewed and revised regularly involving students and other stakeholders. The information collected is analysed and the programme is adapted to ensure that it is up-to-date. Revised programme specifications are published.

The following criteria support further interpretation of the standards and guidelines, and serve as orientation for the preparation of the self-assessment. The institution should interpret and take into account these by considering its own characteristics. It is recommended that, wherever possible, implemented practices be supported with concrete examples as evidence.

Based on the ESG, the term programme refers to higher education in its broadest sense, including educational services that do not lead to a formal degree (see Glossary). The institution’s self-assessment must therefore cover its entire programme portfolio and the related practices.

1. How are new programme needs assessed, what is the process for establishing and launching new programmes (who participates in the approval process and what roles do they play), and how are new programmes integrated into the study programme portfolio?
2. Please describe how the institution ensures that its programme portfolio and programme offerings are aligned with its institutional mission and strategic objectives.
3. How are internal and external stakeholders involved in the development and content design of study programmes? Please describe which external factors are taken into account in the development of programmes.
4. What formal organisation/system collects user experience on the programme? Please describe the process by which user experiences are collected.
5. What types of student satisfaction and programme evaluation data are collected regarding the advancement of digital infrastructure and the quality of learning innovation? What process does the institution use to examine the development of digital infrastructure and the quality of learning innovation?
6. Please describe what kind of methodological training the institution offers to instructors (including doctoral students who teach) to help them support students in achieving the intended learning outcomes. Please describe the learning support toolkit and methodology used, including foreign language support and the application of technological solutions (digital tools, artificial intelligence).
7. How does the institution ensure the achievement of the learning objectives and expected learning outcomes set out in the study programmes? Please describe how the institution defines and communicates the qualifications and competencies that can be obtained through the programmes (a general, institution-wide methodology is required, not details specific to individual programmes).
8. How are the programmes reviewed? Who participates in the review process, and how are the results of the review communicated to external and internal stakeholders?
9. Please describe how the most recent review of the institutional strategy has affected the registered programmes. Please describe the number of programmes concerned and detail the main reasons for the changes, including how these relate to the institution’s strategy.
10. Please describe how the institution considers and implements the development recommendations provided by MAB when launching new programmes that have previously received an unfavourable expert opinion regarding accreditation.
11. What examinations are carried out, and how does the institution ensure that the intended output level of the programme aligns with the descriptor characteristics of the classification level indicated in the Hungarian Qualifications Framework (MKKR) and the European Qualifications Framework (EQF) for the European Higher Education Area?
12. Please describe how the institution ensures that appropriate placement opportunities are available to support its programmes. Please describe the process by which placements and host organizations are selected.
13. What procedures does the institution use to assess the adequacy of placements, and how are the results of these assessments utilised? How are the different student needs assessed in relation to placements? How does the institution utilise the results obtained from the surveys, and how does it inform the stakeholders (students and placement providers) about them?
14. Please describe how the institution integrates its own research findings and those of its teaching and research staff, as well as the most recent research results available in the relevant field of study or discipline, into its curriculum and/or course-syllabi.
15. How does the institution ensure the accessibility and availability of research and scientific activities related to the professional content of the launched programmes for the relevant stakeholders?

Attachment:

* *Presentation of programmes* (Annex VII)

ESG 1.3 Student-centred learning, teaching and assessment

Standard:

Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

Guidelines:

Student-centred learning and teaching plays an important role in stimulating students’ motivation, self-reflection and engagement in the learning process. This means careful consideration of the design and delivery of study programmes and the assessment of outcomes.

The implementation of student-centred learning and teaching:

* respects and attends to the diversity of students and their needs, enabling flexible learning paths;
* considers and uses different modes of delivery, where appropriate;
* flexibly uses a variety of pedagogical methods;
* regularly evaluates and adjusts the modes of delivery and pedagogical methods;
* encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher;
* promotes mutual respect within the learner-teacher relationship;
* has appropriate procedures for dealing with students’ complaints.

Considering the importance of assessment for the students’ progression and their future careers, quality assurance processes for assessment take into account the following:

* Assessors are familiar with existing testing and examination methods and receive support in developing their own skills in this field;
* The criteria for and method of assessment as well as criteria for marking are published in advance;
* The assessment allows students to demonstrate the extent to which the intended learning outcomes have been achieved. Students are given feedback, which, if necessary, is linked to advice on the learning process;
* Where possible, assessment is carried out by more than one examiner;
* The regulations for assessment take into account mitigating circumstances;
* Assessment is consistent, fairly applied to all students and carried out in accordance with the stated procedures;
* A formal procedure for student appeals is in place.

The following criteria support further interpretation of the standards and guidelines, and serve as orientation for the preparation of the self-assessment. The institution should interpret and take into account these by considering its own characteristics. It is recommended that, wherever possible, implemented practices be supported with concrete examples as evidence.

1. How does the institution interpret the concept of student-centredness in its learning, teaching and evaluation processes?
2. Please describe how the institution takes into account the diversity of students when designing its study programmes. Please describe what flexible learning paths are available to groups of students with different needs. Please describe the student groups identified by the institution and the equal opportunity actions and measures associated with each group.
3. Please describe what methods are used to encourage students’ motivation, self-reflection, and commitment to actively shape their own learning process.
4. Please describe how the institution takes into account and applies various teaching methods. Please describe the pedagogical methods used and the processes for evaluating and reviewing these.
5. How does the institution ensure the public availability of evaluation methods and criteria?
6. Please describe how students receive feedback on their assessment, and how this supports them in the learning process.
7. Please describe how frequently and based on what criteria the institution has reviewed student assessment procedures, and what major changes have been implemented as a result over the past five years across different degree levels and academic disciplines. What professional development and institutional support do teaching staff receive to enhance their assessment methods?
8. How are extenuating circumstances taken into account during assessment? How are these defined? How is the consistent and impartial application of assessment regulations monitored?
9. How do digital (or artificial intelligence) solutions support learning and assessment processes?
10. Please describe the professional, institutional, educational, or partnership collaborations with the educational technology sector that support organisational learning in the context of digital teaching and learning.
11. Please describe the procedures and rules for handling student complaints.
12. Please describe the institutional practice of student legal remedies in accordance with the National Higher Education Act (Nftv). How many student legal remedy cases have been submitted in the past five years (broken down by year)? What was the nature of the complaints in these student legal remedy cases? Please highlight, anonymously, up to five examples of student legal remedy cases that led to modifications in the legal remedy procedure or resulted in changes to rules affecting students’ academic obligations.

ESG 1.4 Student admission, progression, recognition and certification

Standard:

Institutions should consistently apply pre-defined and published regulations covering all phases of the student “life cycle”, e.g. student admission, progression, recognition and certification.

Guidelines:

Providing conditions and support that are necessary for students to make progress in their academic career is in the best interest of the individual students, programmes, institutions and systems. It is vital to have fit-for-purpose admission, recognition and completion procedures, particularly when students are mobile within and across higher education systems.

It is important that access policies, admission processes and criteria are implemented consistently and in a transparent manner. Induction to the institution and the programme is provided.

Institutions need to put in place both processes and tools to collect, monitor and act on information on student progression.

Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students’ progress in their studies, while promoting mobility. Appropriate recognition procedures rely on

* institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention;
* cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country.

Graduation represents the culmination of the students’ period of study. Students need to receive documentation explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.

**The following criteria support further interpretation of the standards and guidelines, and serve as orientation for the preparation of the self-assessment. The institution should interpret and take into account these by considering its own characteristics.** **It is recommended that, wherever possible, implemented practices be supported with concrete examples as evidence.**

1. Please describe how the institution ensures that teaching staff and members of education support units are familiar with and consistently apply the regulations related to student progression, assessment, and recognition of studies, including the correct use of the unified academic system. How does the institution verify compliance with these regulations?
2. Please describe whether the institution applies programme-specific requirements during the admission procedure (e.g. medical aptitude, vocational suitability, practical aptitude tests). If yes, how are these requirements assessed during the admission procedure? Please describe how the institution ensures the objectivity and impartiality of the admission procedures within its competence.
3. Does the institution have a developed procedure for validating prior learning outcomes from informal and non-formal education during the admission process or throughout studies? Does the institution have an established procedure for the recognition and validation of partial knowledge programmes and micro-credentials?
4. What procedure does the institution use to verify that the subjects included in the model curriculum are announced each semester?
5. How does the institution ensure and facilitate the highest possible recognition rate of credits earned during student mobility, in accordance with the Lisbon Recognition Convention?[[3]](#footnote-3)
6. Please describe what procedures and tools the institution uses to collect information on student progression and at what intervals. How does the institution support and encourage students’ progression at an appropriate pace according to the model curriculum? Please elaborate on the processes related to student mobility programmes.
7. Please describe the tools and programmes the institution uses to support student progression and address drop-out rates.
8. Are voluntary community service, as well as scientific, artistic, and research-development-innovation (R&D&I) activities recognised during studies? Please provide examples of the forms and procedures of recognition.
9. If the institution conducts an international joint programme, please briefly describe the special rules applicable to student admission, progression, recognition of studies, and awarding of qualifications.

ESG 1.5 Teaching staff

Standard:

Institutions should assure themselves of the competence of their teachers. They should apply fair and transparent processes for the recruitment and development of the staff.

Guidelines:

The teacher’s role is essential in creating a high quality student experience and enabling the acquisition of knowledge, competences and skills. The diversifying student population and stronger focus on learning outcomes require student-centred learning and teaching and the role of the teacher is, therefore, also changing (cf. Standard 1.3).

Higher education institutions have primary responsibility for the quality of their staff and for providing them with a supportive environment that allows them to carry out their work effectively. Such an environment

* sets up and follows clear, transparent and fair processes for staff recruitment and conditions of employment that recognise the importance of teaching;
* offers opportunities for and promotes the professional development of teaching staff;
* encourages scholarly activity to strengthen the link between education and research;
* encourages innovation in teaching methods and the use of new technologies.

The following criteria support further interpretation of the standards and guidelines, and serve as orientation for the preparation of the self-assessment. The institution should interpret and take into account these by considering its own characteristics. It is recommended that, wherever possible, implemented practices be supported with concrete examples as evidence.

1. How does the composition of the institution’s teaching staff support the achievement of the goals set out in the strategic documents?
2. Does the institution analyse the composition of its teaching staff (e.g. organisational unit, study programme, age distribution, instructor–student, supervisor–doctoral student ratios; proportion of instructors with teaching qualifications), and how does it utilise the results of this assessment?
3. How does the institution ensure that its teaching staff possess an adequate level of competence to teach the subjects? What procedures does the institution use to assess and evaluate the professional preparedness and competencies of its teaching staff? What current regulations ensure the continuation and effectiveness of teacher training programmes and the monitoring of their success and efficiency?
4. What is the extent of the performance evaluation methodology applied to educational organisational units, and are there any differing practices within the institution? How and how regularly does the institution’s quality assurance system monitor the processes, evaluate them, and utilise the results of the evaluation?
5. What formal procedures does the institution use to collect students’ opinions and feedback on teaching performance? What are the key experiences regarding the operation of the student feedback system on education, and in what ways are its results utilised?
6. Through what formal procedures does the institution gather feedback on teacher satisfaction, and what areas are covered by the survey? What specific measures have been implemented following the surveys?
7. How does the institution support its teaching staff in maintaining up-to-date technological knowledge and developing digital competencies (e.g. the use of artificial intelligence)?
8. How does the institution prepare for the use of artificial intelligence by students in the evaluation of theses/dissertations, assignments, individual tasks, and other non-classroom activities?
9. What expert professional support staff and internal service units are available for the planning of various types of study programmes or courses (e.g. short-term, practice-oriented, project-based, using digital solutions), and for the development and evaluation of related pedagogical methodologies?
10. How does the institution support the scientific work of its instructors and the integration of that work into teaching? What specific programmes or opportunities are available for linking research and teaching?
11. How does the institution support the scientific careers of students, teaching staff, and researchers at different stages of their careers? Who does the institution involve in developing these tools and evaluating feedback?
12. What tools and services does the institution use to encourage teachers to engage in scientific, artistic, and research-development-innovation (R&D&I) activities? What procedure is used to evaluate the effectiveness of these tools?
13. Please describe how internal and external mobility of instructors develops in the fields of scientific, artistic, and research-development-innovation (R&D&I) activities.
14. Please describe how the institution encourages instructors to participate in third mission activities and what recognition system it uses for these efforts.

ESG 1.6 Learning resources and student support

Standard:

Institutions should have appropriate funding for learning and teaching activities and ensure that adequate and readily accessible learning resources and student support are provided.

Guidelines:

For a good higher education experience, institutions provide a range of resources to assist student learning. These vary from physical resources such as libraries, study facilities and IT infrastructure to human support in the form of tutors, counsellors and other advisers. The role of support services is of particular importance in facilitating the mobility of students within and across higher education systems.

The needs of a diverse student population (such as mature, part-time, employed and international students as well as students with disabilities), and the shift towards student-centred learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources and student support.

Support activities and facilities may be organised in a variety of ways depending on the institutional context. However, the internal quality assurance ensures that all resources are fit for purpose, accessible, and that students are informed about the services available to them.

In delivering support services the role of support and administrative staff is crucial and therefore they need to be qualified and have opportunities to develop their competences.

The following criteria support further interpretation of the standards and guidelines, and serve as orientation for the preparation of the self-assessment. The institution should interpret and take into account these by considering its own characteristics. It is recommended that, wherever possible, implemented practices be supported with concrete examples as evidence.

1. Please describe how the institution’s resources ensure high standards in learning and teaching activities, and provide the necessary conditions, with particular attention to the needs of study programmes requiring specialised equipment.
2. Please describe which organisational unit(s) within the institution are responsible for the learning support and student services system, and how these units are connected to the institution’s quality assurance system.
3. Please describe who the institution involves in developing this system of services. What procedures does the institution use to assess needs and satisfaction with the quality of various services? How does the institution utilise the results obtained from the surveys, and how does it inform the internal and external stakeholders about them?
4. Please describe the types of mentoring, support services, and counselling available to students, with attention to their diversity. Please describe the system of training organised to support the professional development of tutors and mentors.
5. How does the institution support students’ engagement in community life and the functioning of student community activities (including institutional sports and leisure clubs, student professional networks, religious and cultural student communities, etc.)?
6. Please describe how the institution organises, supports, and promotes domestic and international mobility. Please describe how the institution identifies obstacles during implementation and what measures it takes to resolve them.
7. Please describe the elements of the learning support infrastructure (IT support, textbook and note provision, dormitory services, sports opportunities, etc.).
8. Please describe the library services available at all training locations, with reference to the specific characteristics of the study programmes offered. Please describe the availability of compulsory literature in the library (digital and paper-based formats, number of copies, borrowing information, etc.). What procedure does the institution use to review the adequacy of library services and the library collection?
9. Please describe what digital learning support tools and platforms the institution provides to assist students in their learning. How does the institution inform students about these opportunities?
10. What resources, development, and support services are available to students to help them acquire digital skills (such as the ethical use of digital tools, data and cybersecurity risks, etc.)?
11. Please describe the institution’s own scholarship system. How does the institution inform students about scholarship opportunities, their conditions, and the evaluation process? How is the review of scholarship evaluation criteria which are not stipulated by law conducted, who participates in the process, and how does the institution communicate the results of the review to those affected?
12. Please describe the other services that align with the institution’s characteristics, educational profile, and its third mission.
13. Please describe how services supporting students with special needs operate within the institution. What tools does the institution provide to support inclusive education?
14. Please describe how the institution ensures the further training of employees in non-teaching and non-research roles, including the methods and frequency.

ESG 1.7 Information management

Standard:

Institutions should ensure that they collect, analyse and use relevant information for the effective management of their programmes and other activities.

Guidelines:

Reliable data is crucial for informed decision-making and for knowing what is working well and what needs attention. Effective processes to collect and analyse information about study programmes and other activities feed into the internal quality assurance system.

The information gathered depends, to some extent, on the type and mission of the institution. The following are of interest:

* Key performance indicators;
* Profile of the student population;
* Student progression, success and drop-out rates;
* Students’ satisfaction with their programmes;
* Learning resources and student support available;
* Career paths of graduates.

Various methods of collecting information may be used. It is important that students and staff are involved in providing and analysing information and planning follow-up activities.

The following criteria support further interpretation of the standards and guidelines, and serve as orientation for the preparation of the self-assessment. The institution should interpret and take into account these by considering its own characteristics. It is recommended that, wherever possible, implemented practices be supported with concrete examples as evidence.

1. How are the data on the study programmes and other activities collected and analysed?
2. Please describe how the results of student and faculty evaluations (e.g. averages, standard deviations) and the trends of these indicators are analysed. How often are the analyses carried out and how extensive are they within the institution (per semester, per academic year, per course)? How does the institution’s quality assurance system evaluate the data and utilise its results?
3. In what way and how regularly are competency assessments carried out during the student’s lifetime? How does the institution use these results and integrate them into programme development processes?
4. What additional tools and methods does the institution use for data collection beyond those specified in legislation and other regulations?
5. How are external and internal stakeholders involved in the data collection and analysis processes, and through what channels is the related communication implemented?
6. Please describe the institution’s data security system (link). What does the institution do to ensure data and information security?
7. How often are the data and analyses updated on non-public platforms? Please describe the responsible organisational unit.
8. Please describe how the institution tracks graduates’ career paths and life trajectories. How does the institution use data gathered about graduates to improve its study programmes?
9. Please describe how it is ensured that the collected data and the results of its analysis are aligned with the institution’s mission and strategic objectives.

ESG 1.8 Public information

Standard:

Institutions should publish information about their activities, including programmes, which is clear, accurate, objective, up-to date and readily accessible.

Guidelines:

Information on institutions’ activities is useful for prospective and current students as well as for graduates, other stakeholders and the public.

Therefore, institutions provide information about their activities, including the programmes they offer and the selection criteria for them, the intended learning outcomes of these programmes, the qualifications they award, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students as well as graduate employment information.

The following criteria support further interpretation of the standards and guidelines, and serve as orientation for the preparation of the self-assessment. The institution should interpret and take into account these by considering its own characteristics. It is recommended that, wherever possible, implemented practices be supported with concrete examples as evidence.

1. Please describe which organisational unit is responsible for managing the content of the institution’s website (in Hungarian and foreign languages). What policies contain institutional guidelines on the structure and content structure of the website, in addition to the content elements required by the relevant legislation?
2. What procedures does the institution use to evaluate the content compliance of its multiple websites with the above-mentioned regulations?
3. How often is the content of the website(s) updated? How is the updated content displayed on the website to ensure that it is clearly identifiable to users? How is the public disclosure of institutional data and analyses ensured?
4. How are institutional documents (regulations, board decisions, reports) made accessible to external and internal stakeholders? How are changes communicated to stakeholders?
5. Please describe where the most important information about the courses advertised are available on the institution’s websites.
6. Does the institution use other platforms and channels other than the website to promote itself and its activities and to recruit applicants? If yes, please briefly describe these platforms and indicate which organisational unit(s) are responsible for managing their content in both Hungarian and foreign languages.
7. Please describe the availability and up-to-dateness of programme materials (curricula, prerequisites, course syllabi, and requirement systems) on the institution’s websites, supported by relevant data.
8. How does the institution ensure the publicity of the data on the composition of the corporate bodies, their meetings and decisions?
9. Please enter the contact details of the institutional prospectus.[[4]](#footnote-4)
10. Does the institution display its documents related to external quality assurance in a publicly available form? Does it display the results of each accreditation process, and if so, in what form?
11. How does the institution ensure the sharing and dissemination of good practices and good examples related to the development of its quality culture?
12. How does the institution communicate its third mission activities – including key facts, achievements, and evaluations — to both internal and external stakeholders? How does the institution involve stakeholders in these activities?

ESG 1.10 Cyclical external quality assurance

Standard:

Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.

Guidelines:

External quality assurance in its various forms can verify the effectiveness of institutions’ internal quality assurance, act as a catalyst for improvement and offer the institution new perspectives. It will also provide information to assure the institution and the public of the quality of the institution’s activities.

Institutions participate in cyclical external quality assurance that takes account, where relevant, of the requirements of the legislative framework in which they operate. Therefore, depending on the framework, this external quality assurance may take different forms and focus at different organisational levels (such as programme, faculty or institution).

Quality assurance is a continuous process that does not end with the external feedback or report or its follow-up process within the institution. Therefore, institutions ensure that the progress made since the last external quality assurance activity is taken into consideration when preparing for the next one.

The following criteria support further interpretation of the standards and guidelines, and serve as orientation for the preparation of the self-assessment. The institution should interpret and take into account these by considering its own characteristics. Wherever possible, it is recommended to substantiate the outcomes of ESG-based procedures conducted by other quality assurance agencies with clear evidence and illustrative examples.

1. What other external quality assurance procedures are applied in the institution that are relevant to the fulfilment of the ESG standards and the implementation of the improvement proposals, and to which organisational level or programme?
2. What types and frequencies of external quality assurance procedures are typically applied at the institution (e.g. accreditation processes, audits)?
3. How does the institution ensure compliance with the legal regulatory framework during external quality assurance procedures?
4. How does the institution assess and analyse the results of external quality assurance processes?
5. How have recent external quality assurance evaluations influenced the development of internal quality assurance processes and systems?
6. Using examples, please demonstrate how external evaluations support continuous improvement and the identification of areas in need of enhancement.
7. What follow-up procedures does the institution apply after the external quality assurance evaluations?
8. How does the institution ensure that the measures implemented since the last external evaluation are integrated into the quality improvement cycle?
9. How does the institution involve external and internal stakeholders in external quality assurance processes?

III. The Institution’s Research organisation (R&D&I&E) Activities

The following criteria serve as guidance for preparing your self-assessment. The institution should interpret and take into account these by considering its own characteristics. It is recommended that, wherever possible, implemented practices be supported with concrete examples as evidence.

1. Please describe how the institution’s scientific, artistic, and R&D&I achievements contribute to the realization of its strategic goals.
2. Please describe the institution’s innovation ecosystem, the process of utilising intellectual products created during R&D&I activities through specific examples, the key indicators and metrics used to evaluate this activity, as well as the incentive system that encourages both students and educators/researchers to develop and utilise intellectual products.
3. Please describe the institution’s scientific and research activities, the organisational units responsible for the strategic and operational management of the scientific, artistic, and R&D&I fields, as well as the points of connection between these areas and the institution’s quality assurance system.
4. What are the processes and key considerations involved in the design, approval, and monitoring of research programmes and projects?
5. Please describe the institution’s active regional, national, and international educational and research collaborations that align with its mission statement, and describe their impact. In what ways and with what outcomes are students able to benefit from these collaborations?
6. Please describe the procedures and indicators used to measure the outcomes of scientific, artistic, and R&D&I workshops, grant-funded projects, and collaborations, as well as the actions taken based on the evaluation of these measurements, supported by specific examples.
7. Please describe the methods by which the institution selects talented students at various levels of education, the programmes and systems it operates to support these students, and the tools it uses to encourage their participation in scientific, artistic, and R&D&I activities.
8. Please describe how specialised colleges for talented students are intrinsically linked to the institution’s strategy and education system. What types of specialised colleges operate within the institution, and how does the institution measure their success?
9. Please describe the professional organisational, educational, or partnership collaborations that contribute to strengthening the institution’s scientific, artistic, and R&D&I activities. Within what procedural frameworks and at what intervals does the institution review and evaluate these collaborations, and what measures are taken as a result of the evaluations? Where is public information on collaborations available?
10. Please name the infrastructural expansions that were based on scientific, artistic, and R&D&I activities. From what sources does the institution ensure its maintenance, development, and replacement?

Attachment:

* *Overview of how documents related to higher education and scientific activities are implemented* (Annex VIII)

ANNEXES

I. Institutional Organogram

Organisational chart illustrating the institution’s current operational structure as of the date of the self-assessment submission.

II. Overview of the measures taken in response to the findings of the previous institutional accreditation procedure

| Recommendations formulated in the MAB report in accordance with ESG standards | Fulfillment (fulfilled, not fulfilled, partially fulfilled) | Brief factual description of the measure taken (max. 4 sentences) | Supporting documents, links |
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III. Presentation of the institution’s third mission activities

In the table below, list the institution’s third mission-related activities (accomplished independently and in co-operation as a partner).

| Area of activity | List and description of independently executed third mission activity (e.g., professional, project leader, etc.) | List and description of the third mission activity carried out as a partner |
| --- | --- | --- |
| e.g. education | e.g. remedial education for secondary school students |  |
| e.g. research |  | e.g. regional development research programme implemented jointly with an organisation |
| e.g. knowledge sharing and innovation |  |  |
| e.g. facilitating the local or regional implementation of innovations |  |  |
| e.g. art |  |  |
| e.g. social responsibility |  |  |

IV. Presentation of the institution’s strategic cooperation partners

Please describe the institution’s collaboration partners in the table below.

| Name of collaborating partner | Name of the area of cooperation (e.g. R&D&I, education, third mission activity, other) |
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V. Organogram of the institution’s quality assurance organisation

Organisational chart illustrating the institution’s current operational structure as of the date of the self-assessment submission.

VI. Availability of regulatory documents

Please describe which institutional guidelines, and other regulatory documents ensure the implementation of each ESG standard.

| ESG Standards | Web address of the relevant regulation, regulatory clause, or other document | Divergent or supplementary regulations of the doctoral school/programme |
| --- | --- | --- |
| 1.1 |  |  |
| 1.2 and 1.9 |  |  |
| 1.3 |  |  |
| 1.4 |  |  |
| 1.5 |  |  |
| 1.6 |  |  |
| 1.7 |  |  |
| 1.8 |  |  |
| 1.10 |  |  |
| III. The Institution’s Research Management Activities (R&D&I&E) |  |  |

VII. Presentation of programmes

Information on the programmes offered in the institution. Within the scope of continuous monitoring of programs, please provide an overview of the programme portfolio (see Glossary).

| No. | Name of the training programme | MAB decision number | MAB decision | Date of the last review of the training programme pursuant to Section 15 (1) of the National Higher Education Act (Nftv.) | Link to the summary document of the programme review results | Presentation of the measure implemented (if any was taken) |
| --- | --- | --- | --- | --- | --- | --- |
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VIII. Presentation of how documents related to higher education and scientific activities are implemented

The institution takes into account the provisions set out in the declarations and public policy documents of the European Higher Education Area when planning its scientific activities. Please describe where and how you have implemented them.

| Statements, declarations, and resolutions related to science | Aware of them but has not implemented them | Implemented as follows: | Not aware |
| --- | --- | --- | --- |
| Lisbon Recognition Convention (1997) |  |  |  |
| CoARA Agreement on Reforming Research Assessment |  |  |  |
| Commission presents European Skills Agenda for sustainable competitiveness, social fairness and resilience |  |  |  |
| Values and objectives of the European Research Area (ERA) |  |  |  |
| Salzburg Principles (2005) |  |  |  |
| Salzburg II – Recommendations (2010) |  |  |  |
| EUA Key considerations for the use of rankings by higher education institutions |  |  |  |
| Hicks, D., Wouters, P., Waltman, L., et al. Bibliometrics: The Leiden Manifesto for research metrics. Nature 520, 429–431 (2015) |  |  |  |
| 2024 GAIN Collective Statement on Joint Action against Academic Dishonesty |  |  |  |
| EURAXESS Researcher Employment Standards |  |  |  |

1. Nftv. 44. § [↑](#footnote-ref-1)
2. Placements include traineeships, internships and other periods of the programme that are not spent in the institution but that allow the student to gain experience in an area related to their studies. [↑](#footnote-ref-2)
3. Act CCIV of 2011 on National Higher Education, Section 49 (5)–(6) and Section 113. [↑](#footnote-ref-3)
4. Government Decree 87/2015 (IV. 9.) on the implementation of certain provisions of Act CCIV of 2011 on National Higher Education, Section 38 (3) and Section 53, [↑](#footnote-ref-4)