

Pázmány Péter Catholic University

Self-Evaluation Report

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I. GENERAL SITUATION OF THE INSTITUTION

Describe the management of the institution, its decision-making, its decision-making bodies, the participation of the University's Student Union (USU), University's Doctoral Student Union (UDSU) in the operation of the institution, including the conditions for the operation and tasks of student and doctoral representatives, such as funding, infrastructure, human resources support, etc.

The main internal decision-making body of the Pázmány Péter Catholic University is the University Council (UC), which is chaired by the rector. Its members are the deans of the faculties, President of the Department of Postgraduate Institute for Canon Law (PICL), the Director-General for Economic Affairs, one elected academic staff member per faculty, a representative of the University Student Council (USU) and five members appointed by the Grand Chancellor (usually the Deputy Rector, the Director-General for Development, the University Pastor). (Cf. PPCU Organisational and Operational Rules Chapter 2 Title 2) For the university, Article 93 (6) and § 94 (2) of the Nftv allow specific regulation of the composition of the Senate. The highest level of operational management of the university is the Rector, the Deputy Rector, the Economic Director-General and the Director-General for Development, who are assisted by central departments. (Titles 3, 9, 10, 11)

The management body of the faculty level is the faculty council chaired by the Dean, which is linked to the work of UC through the Presidents and their delegates. The operational leaders of the faculty are the dean, his deputies and the economic director, who are supported by various departments. (cf. PPCU Organisational and Operational Rules Chapter 3)

In the field of doctoral schools and training, the main university body, in addition to ET, is the University Doctoral and Habilitation Council (UDHC), in which the Presidents of the Doctoral Councils of Science, the Head of Doctoral Schools, the Deputy Rector for Scientific Affairs, the Delegation of the University Doctoral Municipality (UDM) and external members representing at least one third of the membership. UDHC has delegated some of its corporate powers to doctoral / branch doctoral and habilitation councils, in which student representation is also provided. (PPCU Doctoral Code)

The work of UC and university operational managers is supported at university level by faculty councils and faculty management committees, which include bodies not only dedicated to decision-making but also delegated to decision-making (see PPCU Organisational and Operational Rules Chapter 2, Titles 5 to 7).

In the field of quality management, the main body is the University Quality Assurance Committee (UQAC), which is also a member of the ESRB and the UDSU representative, led by the High Representative of the Quality Rector. Quality Assurance Committees also operate at faculty and doctoral level (as independent or joint committees), and even above doctoral level, the University Doctoral Quality Assurance Commission (UDQA) is also active. The quality assurance bodies shall be assisted by the Quality Assurance Office (QAO) within the framework of the Directorate-General. (PPCU Quality Assurance Rules)

The student representation is provided by the EFF. All students and decision-making bodies of the University are members of the USU, the Bureau composed of the chairmen of the CoR and the President of the EEK of their choice. The delegated member of the USU shall participate in the ETs and in all relevant bodies for which law or institutional regulation provides for student representation and shall represent the institution in the FBOs. (STAMMERING Statutes) The representatives of doctoral candidates shall be provided by the UDHC, the chairman and the delegates of which shall participate in the UDHC, the doctoral councils in the field of science and the quality assurance committees at different levels. (Statutes)

The institution shall ensure the conditions for the operation of representative organisations from its students' norms and shall provide infrastructure support to Faculty USU's. The 2021 accreditation proposal also led to the development of student offices and community spaces.

The University's operation is based on the coordination of the operational features of the faculties, ensuring the uniform functioning of principles and regulations at institutional level. However, in accordance with the principle of subsidiarity, the faculties are entitled to develop detailed rules for their own operation, taking into account the professional, organisational and educational characteristics of that faculty. In this document, we will also describe in detail the specific regulatory and operational solutions specific to each faculty.

Describe your maintenance role in institutional operation.

The Nftv. provides for a derogation from the general institutional and decision-making structure laid down by law for the church higher education institutions, which may be fixed by the higher education institution in the Structural Organisation. Using this option, the PPCU (cf. Chapter 2, Title 1) also recorded the maintenance rights exercised by the Hungarian Catholic Bishop's Conference (hereinafter referred to as "HCBC ") and represented by the Grand Chancellor of the University, who is the current President of the HCBC.

The scope of the HCBC is divided into the following main types:

maintain, founder and status powers;

strategic, regulatory and institutional development approval powers;

budgetary, management and asset management powers;

powers concerning organisation and institutional structure;

personnel and employer powers (for rector and Director-General for Development);

control, legality and supervisory powers.

The powers of the Grand Chancellor shall be divided into the following main types:

university and faculty managers, senior academic staff appointment, relief and removal powers;

award and title award powers;

management and asset management licensing powers;

the powers of representation of canon law;

supervisory powers.

The maintainer shall also support the operation of the institution by means of own resources and the provision of infrastructure conditions (such as the college centre), as well as by grants and Community programmes for the professional, cultural and scientific activities of students and academic staff through the Pázmány Foundation.

Describe changes in the institution's organisation since the previous accreditation, in particular new departments, conversions, changes in the order of decision making. How did the institution assess the impact of organisational changes on operation?

The basic structure of the institution has not changed over the last five years, but some organisational changes or fine-tuning have been made within the larger structural framework. During the period since the previous institution accreditation procedure, the Project Office was established as a new central department, which operates under the direct direction of the Director-General for Development, and its main task is to coordinate the development of the University's Budapest campus.

There have been several reorganisations within the Directorate-General for Economic and Technical Affairs. In 2021, the Control Department and SAP Management Department were established. In 2024, the Investment Department ceased to exist. General tasks were taken over by the Operations Department, the Project Office, in connection with campus development. In the same year, the Competition Group, which was operating within the Economic Department, became an independent division, and since the SAP system was introduced and stabilised, the SAP Management Department carried out its mission, terminated and transferred the operational tasks to the Informatics Department.

The Quality Assurance and Legal Department also split up in 2024. The general legal tasks were assigned to the Public Procurement and Procurement Department, as the vast majority of legal tasks were linked to the activities of this department and the QAO was established under the auspices of the Directorate for Quality Assurance (see point 1).

The tasks of the QAO have been changed following the restructuring. By amending the Quality Assurance Rules [71 / 2024 (X.24)]. ET decision] the Agency's tasks have been supplemented / amended by the following points: it provides professional support for the development of quality policy and full quality assurance system in the light of international experience; it strengthens the commitment to quality vision in university citizenship; it produces reports on the results of its studies, surveys and analyses; it maintains contacts with quality assurance organisations of other institutions; it ensures central coordination of surveys; it maintains the survey records.

The Benchmark activity of the office has improved, and its visibility has changed positively within the organisation by strengthening the quality approach. The coordination of the surveys has become more balanced; the data of the annual surveys are included in the institutional quality assurance reports and on average 22 reports are produced on an annual basis, which also helps the work of the faculty quality committees. In addition to the regular reports and data collection for management, the University has established professional cooperation on quality assurance objectives and tasks, as well as on external monitoring with the Károli Gáspár University of the Reformed Church (KGURC) and Gál Ferenc University (GFU). The QAO shall carry out contact tasks on this subject.

On the basis of the findings of the Hungarian Committee on Accreditation for Higher Education, the University also carries out continuous, documented corrective and development activities and places great emphasis on data-based decision-making. This appropriation is intended to cover the following expenditure:) and regular surveys and planned reviews of regulations ensure feedback and quality improvement. Following the previous accreditation, four full-time colleagues, on average, and a full-scale Commission system, work on a daily basis to ensure an adequate level of quality assurance. Our communication department has been renewed and the institution has a responsible expert on artificial intelligence.

Describe the strategic objectives of the institution and the procedures to monitor their implementation.

The main strategic objectives of the University on the basis of the Strategic Guidelines and Objectives 2021-2030 (hereinafter referred to as the "medium-term strategy ") are:

becoming a community-building university,
increase the number of first right candidates,
the provision of high quality value-based education,
development of the University's research activities,
increase the visibility of university research results,
the issuance of successful value-conscious professionals responsible for the labour market, society and the church, who know and accept the essence of Christian values.

Monitoring of strategic objectives shall be ensured by the measurement of central departments and the quality system. Components:

the Education and Study Department ("ESD") and the staff statistics, statements,
results of the surveys carried out by QAO: e.g. student satisfaction assessment, student opinion of educational work (SET),
Faculty performance assessment systems and
individual faculties surveys.

The University shall establish, adopt and review the institutional strategy in accordance with the established quality system. The QAO shall monitor the strategy and shall supervise it. The monitoring of the implementation of the strategic objectives is planned to take place annually in support of the coordination of the QAO. At the end of each year, the QAO shall collect the current implementation data, which the UQAC shall discuss and inform ET of the current state of implementation, which shall, if necessary, amend the medium-term strategy and request action from those responsible. The last review of the medium-term strategy was carried out in 2025, which was decided by the UQAC at its meeting in September 2025. After the review, a plan of measures was drawn up to remedy any deficiencies. By decision of ET 66 / 2025 (X-09), it decided to adopt the review document.

II. ESG-based self-evaluation

ESG 1.1 Quality assurance policy

How does the institution formulate its strategic objectives, quality improvement guidelines and quality assurance processes, and in what documents, how do these documents relate to each other and affect institutional activities?

A special procedure regulates the establishment of an institutional strategy. In the last six years, the University has also prepared two approaches for short and medium-term strategies. The Strategic Directives and Goals 2021- 2025 (Strategy 2021- 2025) is a document based on institutional specificities, primarily strategic, but also reflective of quality assurance aspects, while the Institutional Development Plan 2021- 2025 (IDP) is a document built up according to a nationwide unified ministerial theme, which, although it was not compulsory for the Church institutions, PPPCU has nevertheless undertaken to set its strategic objectives in this framework. The Strategy 2021- 2025 was adopted in the summer of 2020 by reviewing it within one year. As a result of this process, the Strategic Directives and Objectives 2021- 2030 (Strategy) were created. It also takes into account the structure of ESG standards and IDP in the context of the medium-term strategy thus created. Thanks to this, IDP was no longer needed to be renewed in parallel in 2025.

It should be stressed that the Strategy specifically describes the faculties' medium-term objectives. The three-year strategy of doctoral schools is consistent with institutional objectives.

The PPCU declares in its quality policy that it will develop and maintain a quality system. The basic structure of this system is laid down in the Quality Assurance Rules and the specific quality assurance and development procedures are regulated by the institution in independent quality procedures, including the establishment, approval and monitoring of those procedures. The Quality Development Programme 2024-2027 includes the objectives of the University's most important quality improvements, along which annual quality targets are set.

Both the strategy and the quality development programme serve as primary institutional indicators. Documents in quality management (e.g. Quality Development Programme) not only take strategic objectives and actions into account in their content, but also refer to the objectives set out in the strategic management documents. It can also be said at faculty-level and doctoral school level that, taking strategic goals into account, there are their own quality objectives and quality development activities. The institution plans its operational strategy and its quality strategy closely linked to it, separated and coordinated.

How does the institution ensure that these documents are kept up to date and that those concerned have access to them?

The Quality Assurance Office (QAO) is also responsible for initiating and coordinating the strategy process and the review of quality assurance-related regulators.

A detailed description of the review of the strategy is laid down in a separate procedure, from the initiation of the review to the publication of the result via the website (see paragraph 4 of the previous chapter).

For the definition of quality policy, the rector is entitled to review (where appropriate) a rector cycle. The review of the Quality Assurance Rules was last amended in September 2024, mainly linked to organisational changes and external evaluation proposals. The review of quality procedures is ongoing and they are dynamic in relation to changes in legislation and internal regulations: they are mainly made by the introduction of new surveys and procedures. In 2023, 1 new procedure was completed, 5 procedures were amended in 2024, 1 procedure was amended in 2025 and 3 new procedures were completed. A new procedure has been adopted in 2026. The Quality Development Programme is adopted by the University for Rector Cycle, the task of overseeing its compilation is the QAO, the programme needs to be reviewed annually and is also responsible for QAO. Quality objectives are set annually on the basis of the longer-term objectives of the Quality Development Programme and will continue to be monitored by the QAO and the UQAC. QAO shall be responsible for the availability of quality documents within the Directorate-General.

The University shall coordinate the updating of the regulations under Article 28 (3) (g) of the Organisational and Operational Rules. A regular review of the entire policy environment of the University, in particular identifying any missing regulations and checking the update of the available regulations, was carried out in the second half of 2024. Thus, a two-year schedule has been set, on the basis of which all the university's rules will be reviewed and updated. In the case of rules concerning students, in particular those concerning the Study and Examination Rules (SER), the Students' Rules of Procedure, the Rules of Procedure, the Rules of Procedure of the Students' Disciplinary and Compensation, the Student's Rules of Procedure, the Rules of Procedure of the Students' Law, the annual regular and ad hoc review, as necessary, for example due to changes in legislation, shall be carried out with the involvement of the individual faculties and the USU / UDSU, and the introduction system. Based on their availability, the regulations are divided into two types: there are public and staff regulations. The relevant publication and registration of the regulations, followed by changes, shall be provided by the Directorate-General under the agreed section of the university website. In all cases, the amendments may be traced.

Describe the cooperation (project, network, corporate relationship system, etc.) that the institution considers to be of major importance for the implementation of its strategic documents. How does the institution ensure that these cooperation is effectively monitored and widely shared?

The objectives of cooperation are set out in points 3.1 of the Strategic Directives and Objectives 2021- 2030. The cooperation system of the Pázmány Péter Catholic University is complex, organised on several levels and closely fits the university's dual-scientific and value-based mission. The aim of cooperation is to increase the quality of education and research on the one hand, and to maintain a living, mutually beneficial relationship with society, church and economy on the other.

Our University is a member of several international organisations: FUCE (Federation of European Catholic Universities), IFCU (International Federation of Catholic Universities), CUP (Catholic Universities Partnership), EAIE (European Association for International Education), 3SUN (The Three Sea University Network), with which it also calls for joint action, such as Erasmus + applications. This is the contribution of the Uniservitate Network to promote and institutionalise service-learning in Catholic higher education. Member of this PPCU since 2024. There is currently a global network of Vatican (Holy See) networks on the ethics of artificial intelligence. The programme will be detailed in the ESG Question 1.5, 8.

The University also has close relations with the domestic institutions of the Catholic Church. There are four institutions affiliated to the Science Department in the field of theological training (BJHF, EGHF, ESHF, GFE). In addition, there is cooperation with the Sapientia College of Religious Sciences, for example, in the field of library services, with the University of Pécs, in connection with joint professional programmes and religious activities, while our activities with the Esztergom College of Faith at the Esztergom training place. Within the Catholic Quality Board, the coordination of the Gál Ferenc University (GFU) has established close cooperation with church-based higher education institutions to create common quality thinking. Among the higher education partners, it is perhaps worth highlighting cooperation with the KGURC, with which an agreement was reached in order to mutually strengthen our quality assurance activities while coordinating the training portfolio. GFU has also been involved in this year's previous web site monitoring. Furthermore, our important institutional partner is the University of Theatre and Film Arts, which we work with in the field of art teaching.

Our institution also participates in the Makovecz Student Scholarship Programme, in which we are also in contact with three institutions across borders.

The University has numerous partnerships with labour market and industry actors. Their target system and mechanism are complex. The most typical forms of cooperation to ensure the location of the students and the possibility of professional practice during training (e.g. the Ministry of Finance or the government offices of Budapest Capital and Pest City County), scientific research projects or cooperation to ensure participation in educational activities (e.g. the National Centre for Public Cooperation for Research Nonprofit Ltd or Kaposvári Mór Kaposi County Hospital), but this includes, for example, publishing cooperation to promote the publication of the institution's activities or the appearance of the Hungarian and international scientific life (for example L'Harmattan), but also includes a strategic point of the Hungarian Public Research Institute. Our cooperation with the Catholic Love Service is aimed at the emergence of professionals in the labour market in the social sphere who are responsible for society and the church, successfully, in a way that knows and accepts Christian justice (values). Cooperation is an essential part of the feedback that comes from the service and can be a part of it and can be a starting point for the development and review of specific classes.

The register and monitoring of institutional partnerships will be implemented at several levels. At institutional level, through the cooperation agreements concluded, as well as through the presentation of the website from a communication point of view, and also Thematically, for example, at the Central Foreign Affairs Department in the administration of international partnerships. At the level of faculty-level and within it, through contact points assigned to each partner. In the assessment of cooperation, feedback from individual contact points and, where relevant, information collected from the relevant stakeholders (for example, evaluation of professional partners

has been integrated into the study of student opinion on educational work). Theoretically, each partner also provides direct feedback (e.g. FH partner schools within the framework of annual meetings).

The Institute shall also report on the partnership agreements, joint conferences and events concluded on its website and in its newsletters, while the exact list of partners shall also be kept up to date on the website. Our regular events with partners: e.g. career day, sports day, meetings of representative advisory organisations.

What departments are involved in the implementation of quality assurance processes and how does the institution ensure the allocation of tasks? How is the system of tasks and contacts defined and how is transparency ensured in decision-making processes?

All departments and employees of the University participate in the quality assurance process. At the top level of decision making, ET and rector are located. The next level will be the quality assurance organisations (s) of UQAC and UDQAC, then the faculties and doctoral schools. The UQAC Secretariat's tasks and operational tasks shall be carried out by the QAO of the Directorate-General.

The UQAC is a permanent committee at university level, representing the entire university. In committee, one person represents students and doctoral students at the University. The Committee shall be responsible for the development and operation of the quality system, within the framework of the Quality Policy, for the development of the Quality Development Programme, for the formulation of the annual Quality Goals, for monitoring implementation (assessment of surveys, indicators), and on the basis of this report.

The QAO shall, on the one hand, carry out the secretarial tasks of the Committee and other ad hoc working groups which may be set up in a quality area, and, on the other hand, most of the operational tasks of the coordination of quality assurance activities at university level, such as opinions or full preparation of quality documents and coordination of processes for them. In addition, it shall provide professional support to each department, if necessary, to strengthen the overall quality approach; it shall propose surveys and indicators to be examined; it shall organise and conduct university-level surveys and analyses of each indicator and shall produce analyses of the results. It keeps records of all these and determines their level of research; it builds external professional relations.

In the order of the decision hierarchy, each competence shall be as follows. The quality policy of the University is determined by the rector in accordance with the mission statement. The adoption of the Quality Assurance Rules, individual procedures, the Quality Development Programme and the annual Quality Goals shall be the responsibility of ET as well as the adoption of annual management audits on the quality assurance activities of the university. The quality assurance and / or related powers of the rector shall cover the authentic interpretation of the regulations, the approval of their review order, the resolution of conflicts of competence between departments, system failures, the imposition of corrective measures, and the approval of communication of institutional surveys. All levels of quality management organisations are involved in the preparation of decisions, in the opinion of proposals, and students / doctoral representatives and external stakeholders are involved.

The faculty level quality assurance tasks shall be coordinated by the faculty quality assurance committees, the composition of which may vary from one faculty to another according to their specific characteristics. All the departments of the faculty are involved in the performance of the tasks and the final responsibility is the dean. The quality of training and development of the faculty tasks are highlighted. In this respect, the most direct level in the performance of quality assurance tasks is the level of experts and subjects responsible for their subjects and, ultimately, the quality of full training. This is also linked to students themselves and external stakeholders, whose feedback shows that important development trends in training can be identified. In this broader context, the responsible department and its head are responsible for the quality assurance of the training, which is usually the faculty level. In this context, the faculty quality assurance committee shall act as a support body and at decision level, the faculty board. In the end, the central quality organisation also supports quality assurance of

training and, at decision level, it has the competence of the Deputy Rector for Education, the Rector and UC, and even the highest level of approval or termination, and in addition, the issue of the FL in the case of religious classes.

As regards doctoral training, the head of a doctoral school is responsible at the most direct level for the quality assurance activities of a doctoral school, in close cooperation with the members of the tribe, other academic staff and doctoral students. The annual quality assurance report of the doctoral school shall be discussed by the doctoral council. The university-level regulation has also developed in the light of the specificities of the field of science, but there are obviously elements that need adaptation. This transposition and the definition of specific quality assurance activities are included in the quality assurance plans of each doctoral school, which are eligible for adoption by scientific / scientific doctoral councils. Ultimately, at the institutional level, the University Doctoral and Habilitation Council (UDHC) is entitled to formulate the principles and methods for the quality assurance of doctoral training, taking into account university-level quality regulation and scientific specificities through the opinion of academic / academic doctoral and habilitation councils. The UDHC President shall be responsible for the operation of the system. On a supportive basis, the central quality assurance body shall also participate in the quality assurance processes of doctoral training.

What methods are used in the selection, training and further training of staff involved in the performance of quality assurance tasks so that they can effectively support the functioning of the quality system?

The members of the quality committees shall be primarily academic staff and staff who play an active role in the training and review processes. The members of the UQAC shall, inter alia, be the chairman or delegate of UDHC, heads of DEAA, the Communications Department and the Informatics Department, one delegate of the faculties and representatives of the student representation bodies.

The selection of QAO staff is primarily dominated by professional or legal qualifications and experience in higher education institutions and administration. For those who do not have this degree, we support them through internal training, we provide an opportunity to carry out the Quality Assurance Course free of charge at the university, and we support our staff with flexible working hours in the event of further professional training. Our colleague is currently studying quality management in vocational training.

In addition, competencies and presentations with a quality assurance theme available to a wide range of university citizens are regular.

How is the institutional target system monitored (measurement, evaluation, review, feedback) and the sharing and publication of results? How does the institution ensure data and information security on public surfaces?

Monitoring the implementation of institutional quality objectives in terms of student development (ESG 1.3 and 1.6) is carried out through data obtained from surveys and their feedback. The results of the surveys shall be reported by indicating the areas to be developed by the faculty, doctoral schools and the University. The results of the surveys can also be read on university newsletters and reports on students, students and employees' subpages on the PPCU website.

Some central units, faculties and doctoral schools add indicators and reports to a central interface every year. faculty level performance assessment systems are in place and key performance indicators have been introduced at the beginning of 2026. Performance indicators defined at institutional level: public / social activity, conference lectures (international / domestic), third mission activities (e.g. patents); number and frequency of publications recorded in MTMT; teaching material development activity (note, textbook - author / editor); number of subjects

(doctoral dissertation, SSC - Scientific Student Conference, thesis, diplomas). The indicators relate to the University's strategic guidelines and objectives, something to its quality development programme.

The university's quality policy is a clear proof of the commitment of the institution's management to quality management. This is demonstrated from the setting of quality improvement programmes, annual quality targets and implementation to the PDCA principle feedback mechanism. The monitoring of the targeted functioning of the institutional quality assurance system based on quality policy is regulated by the PBS and the Quality Assurance System operation and the procedures for measurement, analysis, development. ET shall be informed annually through a quality improvement report of the fulfilment of the quality policy. This was first done in the renewed quality system in 2021. In addition, the faculty and doctoral schools prepare annual reports on their quality assurance improvements. The QAO also examines the proper functioning of the quality assurance sub-systems of the faculty and doctoral schools at internal audit every year. The QAO will monitor the implementation of the recommendations made.

In addition to the quality assurance body, the proper functioning of the central departments in accordance with the legislation shall be monitored by the Internal Audit Department at the request of the rector and shall report its investigations to the rector. After the evaluation of the results, feedback will be carried out: development measures will be initiated to inform stakeholders (e.g. in faculty meetings, in the form of summaries published on a university website, etc.).

Regular surveys, surveys of indicators, forums, self-evaluation reports, annual quality reports shall ensure a continuous review of the target system and, if necessary, a modification of strategic objectives or a new set of priorities.

The University has a high profile of data protection and information security on all public surfaces. The PPCU data management activities are regulated by the existing GGCTS Privacy Policy, which will be supervised by the dedicated Data Protection Officer HYPERLINK. The public content on websites is updated in accordance with internal procedures: each faculty and central unit shall designate a responsible person to maintain web content. The content and format requirements of university websites are governed by central guidelines. Therefore, the accuracy, updating and eligibility levels of published data are ensured.

Pursuant to Chapter 2.2 of the Information Security Code, the PPCU employs an information security officer (IBF) appointed by the Head of the Informatics Department. It shall have the power to verify compliance with information security procedures. With regard to publicly available information, the PPCU website shall develop appropriate security protection for the authenticity and availability of content displayed there. The IBF is responsible for complying with the provisions, and we are also responsible for artificial intelligence.

How does the institution validate and ensure academic integrity and freedom in its quality assurance activities, such as research, education, decision-making, organisation and administrative processes?

The university encourages its staff to learn about institutional quality policy, to expand their knowledge and knowledge according to the quality policy statement. To this end, we have had regular training every six months over the last six months. This is ensured by the transparent presentation of requirements and expectations, by the systematic measurement, evaluation and publication of results on an interface for university citizens and university workers (those employed in educational research and non-educational research).

The university is committed to academic integrity and freedom, provided by the adoption and validation of the Ethics Code. According to Section 135 (2) (d) of the Ethics Code, the University seeks the openness, internationalism, autonomy and freedom of the university between the rights of individual and community, the limits of truth and public good.

How does the institution ensure that academic staff, non-academic staff members and students are prepared and have up-to-date knowledge, skills and competences in the following areas: equal opportunities and Inclusion, responsible use of artificial intelligence, science (e.g. publishing standards, plagiarism avoidance), copyright, intellectual property and patent knowledge?

Regular self-training and up-to-date professional knowledge are the responsibility of each academic staff member at the University in accordance with the provisions of the Organisation and Operating Rules (cf. § 79 OOR). At the same time, in addition to the mere fixing of the obligation, the University is also trying to provide all support to its staff. This covers, on the one hand, the establishment and updating of appropriate regulatory documents in critical areas. For example, the University's research plan, or its rules on the management of intellectual property in the field of copyright and intellectual property, or the Equal Opportunities Strategy in the area of equal opportunities and Inclusion, or the recommendation issued by the University on the proper use of artificial intelligence. In addition to the central documents, faculty briefings are prepared. The questions are dealt with separately by three research groups.

The information will also be complemented by specific training organisation activities for both educators and non-academic staff members. In the framework of the PPCU-KGURC cooperation, the staff of the institution received free access to KGURC's teaching methodology digital courses. But, of course, PPCU also offers its own developed competence developer digital courses for staff, which allow digital, communication, AI-use and other transverse competences to be developed in free form.

On the most topical topics, the Faculty of Humanities and Social Sciences (FHSS) has organized every six months for the University's citizens since 2023. competence day. In this context, the development of personal competences is often carried out in several parallel sections during an entire day's event. In addition, individual faculties often organise further training adapted to specific needs for their staff (e.g. internal English and Excel courses organised by FHSS). For example, the University is also using training synergies, including the Information Technology and Bionic Faculty (ITBF), the FHSS and one member of the QAO have also been trained in the vocational training of ITBF's artificial intelligence applications.

The use and teaching of artificial intelligence in several legal IT and legal tech subjects, the Faculty of Law and State Sciences (FLSS), is also linked to the knowledge acquired by a graduate.

As one of today's most important topics, the use of artificial intelligence is a priority. Our university, in cooperation with the American Catholic University, is also looking into the issue of AI and Ethics in the framework of an international project, but we are also dealing with the AI theme by several research groups, and we are organising such events for students. With regard to the use of artificial intelligence, our University has also been certified by an independent external expert company, IFUA Horváth & Partners Kft.

Describe what part of the institution's quality policy and strategic objectives are related to third mission activities.

Quality policy: The mission and task of our university is to carry out high-level human and social research and to play a key role in the academic and academic spheres in our country.

"Our aim is to support society, the economy and employers by promoting lifelong learning and partnership cooperation through our effective and forward-looking, Catholic-spirit institutional performance, the release of lifelong and working students."

Strategic guidelines and targets 2021- 2030

The third point of the strategy points out that the release of value-conscious professionals who are responsible for the labour market, society and the Church, who know and accept the essence of Christian values, is an important aspect.

Objective: The University works in a fruitful way with domestic and international partners in education, research, innovation and the third mission. Mutual contact capital with labour market actors, social organisations and local authorities will result in innovative social cooperation. The graduates are those who know and accept Catholic Christian values, who make them effective in their work. The feedback of former students is taken into account by the University in the development of training, infrastructure and services.

With regard to the Faculty of Faith (FT), it is important to emphasise that the strengthening of the training opportunities of Hungarian theologians is achieved through the development of the Conference of Theological Academic staff (Third Mission). For several decades the FT has been involved in the annual training of academic staff of theological colleges linked to the Hungarian Catholic Church. These professional events tend to be about one big theological theme.

The FHSS Intro ad facultatem - its high school contact package supports communication with Catholic church secondary schools and partner schools. Its aim is to present and promote the training offered by the University among students and parents of secondary school career selection.

At the FHSS, three specialised colleges provide students with competencies beyond the training framework.

It is also necessary to mention in the third mission the secondary school study competitions organised by the faculty (Ferenc Kazinczy Hungarian Speech), the Hic et nunc podcast, the series of events related to the Night of the Researchers and the Hungarian Science Festival, the professional forums (Pázmány Pedagogist Club) and the activities of the Pázmás Senior University, on which the faculty website provides detailed information.

The János Zinzsky College is a college for advanced studies. In addition to mass training, the Faculty wants to be an institution where we listen individually to the development of our students, and this attitude is given as an example to follow. Thus, an important pillar of the achievement of our objective is the college, whose overall aim is to provide its members with high-quality professional training and self-training beyond the educational activity of higher education institutions in the framework of the autonomy necessary for the effective performance of its activities, helping to provide the talent, public participation, the physical and personal conditions for preparing for intellectual tasks, and the education of a society-dedicated, professionally sensitive, professional-demanding culture. ITBF pays particular attention to talent management. This is linked to the Teacher Training Programme, in which we organise vocational training courses for high school academic staff. At one time, invited performers shall hold a practical occupation or theoretical training. The participants can visit ITBF labs in connection with these.

ESG 1.2 and 1.9 Design, approval, ongoing monitoring and regular review of study programmes

How are new training needs assessed, what is the process of setting up and starting new training (who are involved in the approval process and what role they play) and how new training is integrated into the training portfolio?

The need for the establishment and / or start of new training (hereinafter referred to as the "start-up ") arises in the event of better use of the existing professional and scientific and available free infrastructure background, and in the case of new results of scientific research, labour market and industry trends (in particular the field of IT, artificial intelligence, data processing, biotechnology and quantum technology), third, training initiatives may be justified by the emergence of new social needs. The first is an excellent example of modern studies in the Middle East, as well as the launch of Mental Hygiene and Family Consultant Master Training. In the development of an IT master's training course of artificial intelligence, the developing institutions responded specifically to industrial needs. In response to the new social needs, a master's course in care policy studies has been established and a basic course of therapy has been launched.

The need for new programmes is typically made by faculty management and institutions and departments, but there are also examples of them coming from a professional side, which the Dean informs the institution of the rector. Following the prior approval of the Rector, the specialist shall begin to draw up, coordinate, involve staff, academic staff, student representatives and external stakeholders (e.g. labour market partners, members of the legal order, partner schools, research centres, etc.). In the process of assessing compliance with legislation, institutional regulations and the HAC Training Assessment Guidance and Assessment System, the faculty and central administrative departments (faculty and central education coordination and study classes) are involved. Once the application for training has been finalised, the competent faculty council and then the University Council shall approve the document formally verified by the Central Education and Study Department. The University Council also has preparatory analyses, which are based mainly on the figures of the number of persons who have already started and received similar or identical training from other institutions. In addition, the submission includes an estimate of the costs, on the basis of which the total number of students to be recruited and the amount of self-cost is recorded. The proposal will always cover the integration of new training into the institutional training system, with great emphasis being placed on the ability to continue their studies in new basic training courses and the training of doctoral schools. New Master's training courses shall be established and started when a basic training is based on already registered and operational training. Taking into account these preparatory documents, the University Council shall decide on the start of training and shall then submit the application to the maintainer for approval. In case of maintainer approval, the registration (OH) and the training evaluation (HAC) procedure may be initiated. The orders, information, decisions resulting from the procedure shall be transmitted by the Education and Study Department to the administrative departments competent for administrative management (Control Department, Economic Department, Faculty of Study and Education Coordination Division) and to education departments (institutes, departments). After a supportive opinion or a completed registration, the establishment of the interface for the operation of training within the institution (website, Neptun, social media surfaces, registers) will follow.

Detailed procedures for the establishment and start-up of basic, master and undivided training are provided for on the university website, adopted by the University Quality Assurance Committee.

The basic system of training in the HTS and PICLN is laid down in the Church Code and in the Apostolic Constitution of Pope Francis *Veritatis in the beginning of the Gaudium* (8 December 2017) and the *Ordinationes* (27 December 2017) attached to the relevant Holy See. This may include the development of religious training and the launch of new training..

Describe how the institution ensures that its training portfolio and study programmes are consistent with the institution's mission and strategy.

The institution's uniform objectives for training can be read in the first part of the Strategy, Chapter 3.3. Ensuring high quality value education. One element of this is the launch of popular training courses in other institutions in existing training areas at the University (e.g. IT, educational training, certain training courses in economic sciences, etc.):

- artificial intelligence IT master training, bioinformatics master training,
- basic management and management training,
- Master of Business Administration Master training,
- basic therapy course.
- Interdisciplinary family science is in the process of registering a master's course, which is an important element of our mission as a church.

Another element in ensuring value-based education is the strengthening of Catholic identity:

Increasing the number of subjects whose contact watches are taught at least 2x45 minutes per semester by the Catholic Christian values and teaching on the subject. This was solved by the FHSS by introducing beliefs. In the year 2025 / 2026, a total of 29 subjects are taught Christian values for at least 2x45 minutes every six months.

The university seeks active social involvement by extending its continuing vocational training in this direction.

The strategic objective is to start doctoral training in all fields of science relevant to the University: doctoral schools should be centres of excellence, former operators should help to strengthen new ones, such as in the case of the Doctoral School of Social Sciences.

How are external and internal stakeholders involved in the development and development of study programmes? Describe the external factors taken into account in the development of study programmes.

In the decision to launch new training and in the content development of the training undertaken, academic staff members and researchers have a primary role to play, with direct knowledge of scientific and technological trends, to develop and update curriculum plans; professionals who regularly evaluate the curriculum structure, learning outcomes and labour market relevance; and students and former students, who provide feedback on the practical usefulness of training through several channels (course evaluations, professional practice reports, alumni feedback). It is also important to have labour market relations, through which needs for the practical content of vocational training are channelled. In particular, in the context of the launch of new training, the examination of applicants' needs is an important aspect, which is the subject of the examination of national application numbers and recruitment trends and location and track data. In addition, each faculty has methods and good practice adapted to its specificity. For example, a regular (semi-annual) internal review of the training of FHSS which is most complex in terms of the number and heterogeneity of training is provided for in the Dean's instructions No 9 / 2024. However, as set out in Dean Decision No 1 / 2023, it also carries out a more detailed review of all basic and master training of the FHSS every five years (with a half-yearly schedule) involving external stakeholders, such as former students through the Alumni Council. The current proceeding started in 2023 and ends in 2026. In addition, the FHSS brought to life the Pedagogist Advisory Board in 2023 for the development of training courses, and in 2025 the Training Development Advisory Board with external experts to actively contribute to the development and development of new study programmes. The membership of both bodies shall be given by external experts who shall assist the management of the Faculty in line with academic professional considerations, education policy orientations and international trends. The specific feature of the FT homogeneous from the point of view of the training portfolio is that the leading representatives of the legal profession are present in the faculty, through which professional needs related to the development of training are directly addressed to the faculty decision-making and decision-making forums. In order to involve internal stakeholders, regular student forums and questionnaire surveys will also take place from 2023, each semester, where students express their opinion on training content, test schedule and educational methods. The comments will be discussed and incorporated in the developments by the faculty leadership. The involvement of external stakeholders primarily dominates the development of vocational training (e.g. compliance), cybercrime, corruption and anti-money laundering training, where the recommendations of market needs and professional organisations are decisive. The involvement of professional chambers and professional orders will take place through professional forums with representatives of lawyers' chambers, judicial and prosecutors' organisations who make proposals for training content. The representatives of professional orders shall also participate in the peer review procedures. In particular, the monitoring of labour market trends takes place in the case of new specialties (e.g. the legal application of digital technology, data economy, artificial intelligence). ITBF, which is perhaps the fastest-growing training area, also has an extensive corporate and institutional partner network, which plays a key role in the practical development of study programmes. The faculty collects continuous feedback from professional training centres on students' preparedness, competencies and training strengths, areas to develop, and relies on large, active and fresh industrial connections, especially in the fields of IT, artificial intelligence, biotechnology and quantum technology. Professional experience is directly integrated into

curriculum development, especially in the content of independent labs, engineering planning tasks and project work. The development of training is strongly supported by inter-university and international cooperation. The Faculty has participated in joint programmes with Hungarian higher education institutions, in which joint interpretation of industrial and research needs took place, for example in the Committee for Informatics of the Hungarian Conference of Rectors (HCR ITB). It also integrates global trends in training through international research and education cooperation, such as in the field of artificial intelligence and ethical issues. These cooperation shall ensure that study programmes remain competitive not only at home but also at international level. The framework for the development and development of the training courses is laid down in the Training and Output Requirements of the Church, approved by the Hungarian Catholic Bishop's Faculty, the Organisation and Operations Rules of the Faith Faculty and the Faculty of Study and Examination Regulations. The Faculty regularly carries out a review of its training, involving experts, subjects, heads of department, dean's board and students of the Faculty, who can present their proposals through the student union and express their needs in OMHV surveys. In addition, the Faculty takes into account the opinion of the students carried out, which it receives through questionnaire surveys. The Faculty is working closely with the FHSS to develop the programme of credit education and the pedagogical content of non-teacher credit training. The Faculty collaborates with the FT and FHSS in developing interdisciplinary vocational training (Catholic social studies).

What formal organisation / system collects user experience in the training programme? Introduce the process of collecting experience.

The Quality Procedure - Measurement, analysis, development procedure covers the various university-level measurements carried out by the Quality Assurance Office. They are divided into three categories:

- regular measurement and evaluation of the needs and satisfaction of the partners,
- career follow-up examination of students,
- student surveys.

The Agency shall communicate in the annual survey plans the timetable for conducting current surveys for the year in question. Students experience is mainly collected with free-word and Likert scale responses on the UniPoll online questionnaire interface. Questionnaires ask, for example, about learning infrastructure, the satisfaction of academic staff, courses and student services. The results of the surveys will be reported by indicating the areas to be developed and the proposals for development. The results shall be discussed, summarised and indicated by the faculty and university quality committees, indicating the tasks to be taken into account. Information materials for surveys are also available on the website. A good example of taking into account labour market needs is the statement by professional organisations in support of training establishment, supporting labour market needs for training to be developed, and feedback from professional and other labour market partners. For FT, direct user feedback is provided by the maintenance HCBC. The diocese and their credit education supervisors may submit their comments, suggestions and needs to the faculty, either directly or through the HCBC. On the FHSS, the various advisory boards, professional clubs, partnership networks are the primary forums of user signals, such as the Alumni Council, the Pedagogical Advisory Board, the Pázmány Pedagógus Club, the meetings of the partner school network, live contacts with research institutes and public collections, etc. This function is filled by formal exchanges of views with representatives of external legal orders. ITBF also has close cooperation with research institutes and market players in this area.

Each Faculty shall pay particular attention to the development of application numbers, including the first correct applications, as well as the location data for the graduate track monitoring system. These are typically data that can be evaluated by training, which provide feedback on the start-up of a course and its content adequacy and popularity. In addition to trends and feedback on the FHSS, it can be said as a special feature that the preservation of scientific results and the identity of Kari play an important role in this decision, especially in the

publication of certain, particularly small, courses. In line with the specificity of the practice of faith, direct contact with ecclesiastical institutions is typical and not general labour market needs dominate the decision on training.

What students collect satisfaction and programme evaluation data on the development of digital infrastructure, the quality of learning innovation? In what process does the institution examine the above (development of digital infrastructure, quality of learning innovation)?

The institution shall collect data on the development of digital infrastructure and the quality of learning innovation at a graduate level in the context of the annual student satisfaction assessment. The evaluation shall cover the availability and reliability of digital services, the degree of use of digital learning platforms, the availability of online learning material and the identification of the digital service areas to be developed. The study of learning innovation includes the frequency of the use of digital educational tools, the timeliness of online access to curriculum, the assessment of the digital environment for self-learning, the use of interactive teaching solutions, the promotion of the responsible application of artificial intelligence for educational purposes, and the incorporation of student self-reflection and feedback into the educational process. Data are collected online in questionnaire form and the results are analysed and evaluated by the institutional quality assurance system.

At the postgraduate level, the doctoral evaluation of needs and satisfaction includes questions about this: in terms of infrastructure, it asks about the educational equipment of the classrooms and the provision of infrastructure for research (library service, databases, research tools, research room).

We have begun the introduction of the AL-based competence measurement system and the empirical control of its effectiveness.

Describe what methodological training is provided by the institution to educators (including doctoral students who undertake educational activities) to facilitate the acquisition of the intended learning results. Describe the learning support system and methodology used, including foreign language support and technological solutions (digital, artificial intelligence).

As a result of the HAC's comments, an online teaching methodology course was already held between February and April 2021, which mainly surrounded Moodle. Also in connection with Moodle, video material is also available on ITBF.

In the course of the year 2024 / 25, PPCU academic staff received access to the online teaching methodology materials developed by the KGURC ICT Research Centre. In addition, the University has its own competence developer digital curriculum which is available free of charge to all university citizens. These include courses that develop specific digital competences (Word, Excel, PowerPoint and iSpring) and other useful skills and transverse competences (from time management to emotional intelligence development), including basic knowledge of the training AI.

In addition to jointly organised activities at university level, the individual Karok will, of course, organise and develop training. A good example of the introduction of educational methodological research and training results, according to the PDCA cycle, is the fact that, based on experience, FHSS has developed digital curriculum from some large-scale lectures, which has been announced in parallel with a small number of consultations in addition to the traditional presentation. In the pilot, knowledge was checked in the same system and students of both types of courses could report on experience in a separate survey. The performance results developed in the same way and both groups were satisfied with the educational form they chose. Practical proposals (e.g. no time limit on each substance, etc.) They were incorporated into the digital curriculum, and due

to the favourable reception, the Faculty began to develop new subjects. <https://moodle.PPCU.hu/> The coordination of educational methodological developments in this Karon 2025 has also been explicitly published at administrative organisational level within the Science and Education Methodology Group. An example of the faculty internal training in recent years is English language courses organised for staff and Excel usage courses.

The competence days organised by the FHSS every six months since 2023 provide personal training for participating academic staff, administrative staff and interested persons. In this context, participants can listen to lectures on education methodology, digital curriculum development, quality assurance and accreditation issues, as well as knowledge about the use and effects of artificial intelligence, research support services and applications, even in small groups. The organisation of competence days includes research groups related to the subject - for example, the Information and Digital Operations Research Group in the field of curriculum development, or the Artificial Intelligence and Human Research Group on the AI theme.

The FLSS also regularly organises educational methodologies and competencies development internal workshops and further training, such as in the winter of 2024 / 2025 "Artificial intelligence-based software solutions in the everyday practice of higher education training". In addition, applications from the Lósy Imre Foundation support academic staff in developing new innovative methods, in particular the characteristics of the Z generation and active learning techniques. The Erasmus + Training Mobility Programme provides opportunities for education in foreign institutions, where academic staff can learn modern methodological practices. The learning support tool system and methodology are also supported by the LegalTech and artificial intelligence applications, thereby providing legal training for digital transformation technologies, such as legal databases, AI and blockchain solutions. A number of LL.M. and continuing vocational training can be obtained in English (e.g. cybercrime, corruption and money laundering expert, corporate complementarity / compliance / lawyer). The institution shall also ensure the development of foreign language and professional language competences, in particular for students and academic staff members preparing for international mobility through the Kari language consortia and vocational language training.

As a result of their professional professions, ITBF academic staff and researchers are not only users of artificial intelligence tools but also developers and researchers. These technologies are not only integrated into the educational curriculum, but also into the educational methodology, in a way that fits the subject of certain fields of research of the academic staff and the subject of the taught course. In addition, internal training and conferences are organised by the faculty.

How does the institution ensure the achievement of the learning objectives and expected learning results set out in the study programmes? Describe how the institution determines and communicates the qualifications, competencies that can be obtained by the study programmes (the presentation of the general institutional methodology is required and not according to each training programme).

The University shall ensure and monitor the achievement of the learning objectives and expected learning results set out in the study programmes in accordance with the processes set out in the university regulations and quality procedures, so that it will focus not only on training (establishment, start-up) but also on their operation and review. The procedures shall record the processes and their participants, the rules, in particular the Organisational and Operational Rules (§ 99 / B-99 / C), and the functions and responsibilities, such as the responsibilities of the experts, experts, subjects and the relevant powers of the faculty and university council, which play a key role in those processes.

It shall be responsible for the technical documentation, including, where necessary, training and output requirements and the development of the training plan, opinions and coordination of subjects' subjects' subjects. The key element of these tasks is a description of the achievement of expected learning results at professional and academic level. The subject-matter descriptions of the course include the competencies that can be acquired

by fulfilling the subject. (Cf. Procedure "Operation of the quality system" point 9.2) The staff responsible shall determine the competencies to be developed by the subjects of the training. The competence matrix for each training shall provide a complex description of the competencies of the subjects of the training in the four areas of competence.

There is also follow-up in the course of the training, since the duties of the specialist are to organise students' forums regularly, at least annually, to monitor the results of student performance, training indicators and student surveys, and to initiate the necessary measures on the basis thereof. Thus, the personal feedback and results of the students provide the specialist with continuous data on the achievement of the expected learning results and, in the context of the review, point 6 of the relevant procedure sets out a number of criteria to be checked, such as the adequacy of the training objectives, the relationship of the competencies to be achieved, the location of the subjects in the curriculum, the state of the curriculum, the reality of the credit allocation and whether the evaluation methods provide an adequate picture of the competencies acquired by the students.

The institution shall communicate the qualifications and competences that can be acquired at several levels. The information shall be provided through public and internal channels. The institution shall provide up-to-date, objective and accessible information on the study programmes, their intended outcomes, available qualifications, the educational, learning and performance evaluation procedures used and the possibilities for students to study and continue training. (Cf. Procedure for the operation of the quality system, point 9.8)

In the list published on the website of the University's registered training courses, the level of training is selected and the training and output requirements required to complete the training are available.

How are study programmes reviewed? Who is involved in the review process and how is the communication of the results of the review to external and internal stakeholders achieved?

The review of basic and master training is currently carried out in accordance with the quality system published in 2023. The procedure describes the actors in the process - from specialists to the Faculty Council concerned and the Student Union, to administrative departments. The process has a prominent role to play by specialists, experts, specialists and knowledge / subjects. These are detailed tasks and responsibilities (Art. 99 / C- 99 / D) The rules of procedure cover in detail the aspects of the review, such as the adequacy of the training objectives and competences in relation to the requirements, the location, fitting, credit allocation, the conformity of assessment and learning support methods and the adequacy of the curriculum in relation to the training and output requirements, legislation and accreditation aspects. In view of the number of training courses, the procedure provides for a scheduled review every five years, the order of which is fixed by the Dean. In the case of FHSS with maximum training, this is set out in Decision No 1 / 2023. The review also includes the involvement of external stakeholders and students, in which, for example, the FHSS Alumni Council provides assistance. In addition to the scheduled comprehensive review, a continuous review of individual curriculum and subjects is also to be remembered, which is specifically necessary in response to legislative aspects and to practical changes in time. In this context, for example, the subject-matter descriptions are transferred to the latest format template, possible personal changes or changes to the teaching methodology for the curriculum or to include the latest research results. In the case of the FHSS, where this is a multi-thousand order number, a separate instruction also provides for a review every six months (Dean's Order No 9 / 2024). According to this, the process is initiated every six months on the initiative of the Deputy Dean of Studies, and academic staff will ensure that the subject and course descriptions are examined and modified on the basis of the call and technical guidance received. The essential element of the procedure is that the subjects are obliged to reply in writing even if the relevant description does not require an amendment. The Education Coordination Department shall also follow and record the feedback, check the proposals for amendments from a formal standpoint, and ensure that they are properly redirected and indicate to the academic staff member concerned in the event of failure.

Describe the impact of the latest revision of the institutional strategy on registered study programmes. Describe the number of study programmes concerned and specify the main reasons for the changes and their relationship with the institution's strategy.

The goals of the university strategy include increasing the number of first correct applications, developing value-based education and issuing valuable professionals responsible for the labour market, society and church, who know and accept the essence of Christian values. Following the revision of the institutional strategy in 2021 and 2025, the following changes were made in the training framework.

In close cooperation with the FLSS and the FHSS in the spirit of synergy between the Faculty of the University, FT developed a vocational training course in Catholic social studies in 2023, which strengthens participation in the mission of the Hungarian Catholic Church, in line with the objectives set out in the strategy.

The FHSS portfolio carried out a clean-up, in which it ceased to promote the basic training of germanists, since, in addition to the ever decreasing interest in applicants, it could no longer be ensured that the training continued at an appropriate level. In addition, the publication of seven Master's courses (Arabic; theoretical language; aesthetics; translator and interpreter; French language, literature and culture; Central Europe studies; Italian language, literature and culture) was formally closed. In the case of master training, the reason for the decision was that, in addition to the training requirements that have been amended in the meantime, the Faculty did not see that it was ensured that it could continue to train professionals in line with the needs of candidates and labour markets. In other cases, a drastic reduction in the number of candidates did not allow for proper continuation of training and could therefore no longer be properly advertised. In addition, several further vocational training courses have been completed due to legislative changes (e.g. the head of public education), or in order to better adapt supply to the university profile, resources and student and labour market needs. In order to compensate for the losses, along with strategic goals, in particular the first correct application numbers, and the removal of valuable professional output, the Faculty also started a number of new training courses (management and management; medical education; philosophy, politics, economy), 7 master courses (English language education; care policy studies; mentalhygiene and family consultants; modern Middle East studies; education; Slavistics; social behaviour analysis and political communication), 1 doctoral school (Social Science Doctoral School) and more vocational training. As a result of the measures taken, there has been a significant increase in the number of people interested in Faculty's training, including the number and proportion of first-place candidates.

After the review of the strategy, the legal and judicial initial training course will continue to work and the Master of Business Administration will be launched. The number of vocational training courses has also increased: new programmes have been established and launched in particular in the field of the legal application of digital technology, data economy and artificial intelligence. In total, between 2021 and 2025, the DKK's continuing vocational training offer was extended to 7 new programmes. The main reason for these changes is that the legal application of digital transformation and artificial intelligence required new skills (e.g. "Digital Technology and Data Economy for Lawyers," "Lawyer Against Cybercrimes"), which is in line with the strategy's "innovation and market relevance" objective. In order to fit in with Erasmus + and international partners, harmonisation of study programmes and extension of foreign language courses have become a strategic priority.

ITBF has developed and launched 3 Master's courses: a Master's degree in bioinformatics (MSC), a master's training course for quantum engineering (MSC), a master's training course for artificial intelligence (MSC) and a continuing vocational training of artificial intelligence in cooperation with ITBF and FHSS. Both artificial intelligence focused training has been established and started in line with the institutional and faculty strategy and taking account of technological developments and labour market trends in order to promote professional emissions. On the faculty, the promotion of the course of existing master training in bio-informatics, as a self-training course, while quantum engineering master training aimed at educating future disciplines that could provide the basis for the establishment of international joint training. The IPCV (image processing and machine vision) is used as a model.

Describe how new courses launched in support of the HAC's non-supporting opinion will be taken into account and implemented by HAC.

If, exceptionally, a training is initiated on the basis of a successful review procedure, despite the non-supporting opinion of the HAC, it will be revised despite the start-up permit and scheduled to seek a further expert opinion from the HAC. In such a case, the University shall ensure that the problems identified in the HAC's expert opinion are addressed and that the proposals are incorporated, which shall be primarily the responsibility of the specialised and subject-matter managers, who shall also receive appropriate administrative support. In the course of the revision of the submissions, compliance with the requirements of the HAC form and professional / content is continued and the procedure is technically essentially carried out in accordance with the procedure for the new start-up, except that the official phase is excluded from the procedure, as it is only in order to obtain the supporting opinion. The Central Education and Study Department shall keep separate records of such training, including the scheduled date for obtaining a new opinion. The University Quality Assurance Committee shall also be informed of the schedule. For example, the English Bachelor's Course, which had no previous support opinion, is 2023 / 7 / VI / 3. By Decision No 2021 / 11 / VI / 5, the German language, literature and culture master training course was supported by Decision No 2021 / 11 / VI / 4. Accordingly, at present, there are only two training courses of our institution that were not supported by HAC in the first instance of the first instance procedure (these are basic management and management training and Master of Business Administration master training). For both training, there is already the scheduled date for a further request for advice, which is the third quarter of 2026.

What tests are you conducting to ensure that the planned / targeted output level of the training programme corresponds to the descriptors of the classification level (s) under the Qualifications Framework for the Hungarian Qualifications Framework (MKKR) and the European Higher Education Area (EKKR)?

The establishment of new training and the determination of training and output requirements may take into account the EKKR / MKKR level descriptions. During the process, the descriptors of other existing study programmes on similar subjects / fields will also be examined. This will be assisted by the Ministerial Communication on Training and Output Requirements and Annex 2 thereto. The staff and the departments responsible for the start-up of training, as well as those responsible for the courses to be started, shall ensure at the design stage of training that the planned level of output of the relevant class is in line with the appropriate levels of MKKR and EKKR. Ensure compliance is a continuous task. The training curriculum will be developed accordingly. Where an organisational unit initiates an amendment to the existing FLSS, it shall also be monitored in order to comply with the relevant level specifications. In the event of civil training following the completion of the faculty and university decisions, the university shall initiate a consultation on the modification of the FLSS with the relevant higher education institutions (sector actors) and then proceed to the Education Office. In the case of credit training, the same reserve powers. During the scheduled and annual review of the curriculum, relevant student, academic staff member and external feedback will be incorporated. The prDEAAcol for the curriculum changes shall include the professional, student, representative approval before a faculty decision is taken. The quality procedures of the PPCU (vocational establishment, start-up, training review) ensure consistency with the qualification framework.

In addition to the coordination of the Dean's office, the staff responsible and the subject-matter shall prepare the HTP.

The FHSS shall prepare this process with professional support from the Faculty of Education Coordination.

In the case of new or modified programmes, the institution shall compare output requirements with previously classified qualifications and international standards.

In the case of ITBF, the process is supervised by the Deputy Dean of the Study Department, Study and Education Development.

**Describe how the institution ensures that practical opportunities are available that fit the study programmes.
Describe the process of selecting practical places.**

The selection of the practical places for the completion of each training shall take place through the professional contacts of the department competent for that training, but it may also be possible for students in training to propose new practical places. In such a case, our staff will contact the relevant practice to discuss organisational issues and to conclude a cooperation agreement under Regulation 230 / 2012 (VIII. 28.). In accordance with the current university procedure, the Education and Study Department (ESD) maintains a central register of practical places and continuously examines the availability of the required amount of training for each training.

In the selection of training places (churches and public schools, parishes), the FT takes into account the following aspects: recommendations of the department heads of the faculty and of the teacher of the Katechetics class; feedback from the students who have done the exercises; proposals from the diocese faith education committees and the Catholic Pedagogical Institute. On this basis, we draw up a list of recommended training sites for our students, from which the student chooses (cf. Ordo). The student also has the opportunity to choose a practice space not included in the list, but this should be supported by appropriate reasons for the acceptance of which the faculty seeks flexibility.

In the FHSS, contact with the training sites is conducted in parallel on two lines. Administrative line management of contract management by the Education Coordination Division (ECD) and, at professional level, through the institute / department responsible for that training. The most important area of professional practice on the FHSS is educational training, where professional relations are complemented by regular professional forums organised for the management of contractual training sites (e.g. Pedagogy Club). In addition, The forums organised for schools in partner school programmes are also an opportunity to discuss the professional issues of practice.

The DKK currently has around 700 living cooperation agreements covering nearly the whole of the domestic central administration, judicial, prosecution and law enforcement bodies, while including a number of entities and almost 350 law firms. In addition, notary offices and financial institutions (e.g. OTP Factoring Zrt., Sberbank Hungary Zrt.) are involved in the faculty partnership network. In the framework of Erasmus + practical mobility, students can also exercise in foreign institutions, contributing to the development of international competences. If the student proposes a new practical place, the procedure is as follows: the student shall submit the application in the Neptun system at least 30 days before the start of the practice, including: the duration of the practical time and the details of the place of practice. The academic staff member entrusted with the coordination of traineeships shall check the suitability of the place of practice (compliance of activity with the objectives of training) and, if supported, shall initiate the conclusion of a cooperation agreement. Only after this has happened can the practice begin at the organisation. It is relevant from a quality assurance point of view that, after completion of the practice, the student will return a certificate to the Study Department and complete an online questionnaire for the evaluation of the practical place and mentor. These data provide information to update the practical list of sites for the following years.

ITBF shall pay particular attention to the availability of practical opportunities that are technically relevant for study programmes and that are consistent with learning results. In order to verify the professional conformity of possible practical sites, the experts shall carry out the checks. Practical training is an integral part of the curriculum and contributes directly to the acquisition of competences in training and output requirements (FLSS). (b) involving new industrial, research institute and development organisations, in particular in the field of information technology, artificial intelligence, biotechnology and bionics; The faculty shall endeavour to keep up-to-date the range of practical places and reflect technological, industrial and labour market developments. (a) the practical activity is linked to the learning results of the training programme;

In what procedures does the institution examine the adequacy of professional training sites and how does it make use of the results? How do you assess different student needs for professional training sites? How does the institution benefit from the results obtained on the basis of the surveys and how it informs stakeholders (students and training places)?

In the case of student output, the faculties shall keep in constant contact with and monitor their adequacy.

The FT also takes into account the feedback of the students who have done the exercises when developing partnerships. The feedback to the training sites shall be made through the relevant contact points.

The FHSS shall examine the appropriateness of professional training sites in the SET survey. The faculty has already recognised the importance of student feedback on practices, and therefore, in the OMHV procedure, it was possible for students to assess the professional practices in their curriculum in a similar manner to those of other subjects before the legislative amendment. If a practical place does not meet the requirements (e.g. multiple negative student feedback), the competent institute contact the partner with development proposals or, if necessary, remove the place from the partners' range, which students can learn about through the website. The student needs are assessed at a specialist level and students have the opportunity not only to choose from the list of partners offered, but also to propose a partnership with an institution to ensure professional practice.

At the FLSS, the practice can only be carried out by an institution which carries out judicial, administrative, public policy, church or economic activities and is capable of developing competences related to legal training. The data contained in the student application (previous practical places, preferred sector, contact point) allows for monitoring needs. In the case of proposals for Erasmus + professional practice, students shall indicate the country, sector and language preferences they want, which is also a source of data for needs. After the exercise has been completed, students shall complete an evaluation sheet in which they shall classify the professional quality, mentoring and circumstances of the training site. This database is the basis for future decisions. When renewing cooperation agreements, the Faculty will provide feedback on student assessments and new expectations. It updates the list of training sites based on feedback. The renewal of cooperation agreements or the involvement of new partners shall be based on student needs and quality assessments.

At the end of each internship at the ITBF, students fill out an evaluation questionnaire on the place of practice, and training sites also provide feedback on students' preparedness. The feedback collected is analysed by Faculty's staff and evaluated annually for the performance of the training sites. If a practical location does not meet the requirements (e.g. multiple negative student feedback), the institution shall take action to contact the partner with development proposals or, if necessary, remove the place from the partners. The different students' needs are assessed before they apply for training - students can indicate the area or type of organisation they want to practice or if they have special needs. These needs shall be taken into account by students. The experts shall keep the students informed every six months of their professional experience.

Describe how the institution will integrate the research results of its own and / or educational researchers and the most recent research results available in the relevant field of training and science into curriculum and / or academic programmes.

The University Research Plan declares that part of the university's mission is the organic unit of living, current scientific research and university education. The document stresses that research does not stand alone, but that conscious educational exploitation of its results is a fundamental requirement for faculties and institutions. This approach creates the basis at institutional level for academic staff to build their courses on their own research.

In the case of FHSS and HK, incorporation is primarily done through mandatory and recommended departments of subjects by requiring works that record the latest results, which may also mean the works of their own

academic staff - as teaching material, articles, monographs, etc. often based on their own research. In addition, for certain training courses, directly through training activities in research laboratories (Archaeological Research Laboratory, Research Laboratory for Communications and Media Science and Psychological Research).

In the case of ITBF, integration of research education takes place in an institutional form. The Jedlik Ányos Research Laboratory is specifically designed to connect:

- cutting edge scientific research,
- university education,
- and the technology transfer.

The theme of the research here is directly reflected in the curriculum of engineering, biology and artificial intelligence training.

In doctoral schools, the subjects and research programmes are closely linked to education. Ph.D. courses conducted by academic staff are often based directly on their own active scientific projects, which also appear in publications.

For each faculty, the following subjects are highlighted as examples of the direct integration of the research results of our training staff, seeking to include a sample from each level of training, from several training areas:

"Future lawyer" subject - Built-in research content: According to the curriculum description, the course processes the legal application of artificial intelligence, data analysis and document automation - this directly follows the latest scientific and policy achievements of LegalTech and AI (e.g. algorithmic decision support, data driven reasoning). Cursus mechanism: case studies, practical tasks and current technology and regulation monitoring.

Human Resources Management Course - Built-in research content: The subject is targeted at external experts (HR leaders, practitioners) and includes the latest research results (management decision, organisational compliance, ethical risks) in the work-law-organisation psychology section. Cursus mechanism: case studies and best practice presentations specifically referred to in the specification.

Dynamic and object relationship theories of personality subject - Built-in research content: latest literature [Vizin, G. & Demetrovich, Z. (eds.): 1-2, Medicina, 2024.]

Digital transformation management specialist - digital state and this governance research front line. Built-in research content: processing of the latest EU and domestic legislation and policy documents in the information society and electronic administration; AI supported legal database use and critical evaluation of innovative solutions. Curse mechanism: modular curriculum, practical system use, project task.

Specialist against cybercrime, corruption and money laundering (in English) - integration of criminal policy and financial compliance research. Built-in research content: the programme coQAOnes the latest research and international standards (e.g. FATF recommendations, ENISA materials) with the latest complement, AML / CFT and cybercrime; it is common for practitioners to be involved in law-based learning. Kursus mechanism: LL.M. case studies, simulations, analysis of sanctions decisions.

The problem of text interpretation is subject III - Built-in research content is the following (?) educational publication: (... untold and untold). "Studies on the memory of Katalin Szita, Bp., ELTE Eötvös József Collegium, 2025, ISBN 978-615-5897-76- 4 Horváth Kornélia: Forms of the late modern Hungarian lira, Bp., Thought, 2021. ISBN 978 963 556 212 1)

Computer System Biology Course - Built-in research content is the following built-in educational publication: (Csikász, Nagy A., Kovács B., Tóth G., Varga M., & Horváth D.: Agent based model of year colony growth experiences spatial control of cell; Frontiers in Systems Biology 4 (2025) Article 1123456.)

Electromagnetic metadata and their applications are subjects - Built-in research content: The object is largely based on the research work of the relevant academic staff member. Built-in educational publication: Zs. Szabó et.

al.: A Unique Extraction of Metamaterial Parameters Based on Kramers-Kronig Relationship, IEEE Transaction on Microwave Theory and Techniques (Volume: 58, Issue: 10, October 2010) 10.109 / TMTT.2010.2065310

Optical and phDEAAnic devices - Incorporated research content: Publishing, research material is directly incorporated into the subject (Optical Kerr effect, spin wave optics for a direct phDEAAnic application): Kiechle, M., Papp, A., Mendisch, S., Ahrens, V., Golibrzuch, M., Bernstein, G. H., Porod, W., Csaba, G., & Becherer, M.: Spin Wave Optics in YIG Realised by Ion "Beam Irradiation. Small, 19 / 21 (2023) e2207293 <https://doi.org/10.1002/sml.202207293>

Basic Image Processing Algorithms Course - Built-in research content in the following integrated educational publication: Csaba Benedict, Andras Majdik, Balazs Nagy, Zoltan Rozsa, Tamas Sziranyi: Positioning and perception in LIDAR point clouds, Digital Signal Processing vol. 119 (2021) 103193, ISSN 1051-2004, <https://doi.org/10.1016/j.dsp.2021.103193>

Open Set Recovery Methodology Course - Built-in Research Content: Publishing and Research Material is directly incorporated into the subject (András Halász, Lórant Szabolcs Daubner, Nawar Al-Hemeary, János Juhász, Tamás Zedrovits, Kálmán Tornai: Adapting Open -Set Recovery Method to Various Time-Series Data, Electronics 14 / 20 (2025) 3983; <https://doi.org/10.3390/electronics14203983>).

How does the institution ensure the availability and availability of research and scientific activities related to the professional content of the training undertaken?

The institution shall encourage the continuation of scientific research into its training. It also created its organisational framework at institutional level (St. John Paul II, Pope's Research Centre) and faculty level. At institutional level, the availability of national and foreign scientific databases for research is ensured for educational researchers, and it also operates an institutional repository. Financial support for research is a matter of faculty's length. The FHSS can be applied for support for years of research programmes in each school year. The results of the scientific activities will be integrated into the theme of their course. Expecting the publication of research results. This is possible even in faculty journals, but also in indexed publications. The faculty shall provide financial support for publications meeting the fixed conditions, as specified in the Dean's instructions. The research groups organise public conferences, where university citizenship and external stakeholders can have an insight into their activities. The publications, publications and events of the HUN- REN PPCU research groups are available on the website.

ESG 1.3 Student-centred learning, teaching and assessment

How does the institution interpret student centrality in its learning, teaching and evaluation processes?

Our university interprets student centrality in the teaching, learning, evaluation, branding and talent management processes as an operating principle which provides the opportunity to meet the academic requirements consistently and to ensure a fair, transparent management of the individual learning status of students.

This can be achieved on a number of points, starting with the provision of prior knowledge of internal rules and study requirements, continuing with the regulated management of individual life situations, equitable treatment, equal opportunities, transparent, documented and verifiable requests for information, closure and talent management options, the electronic learning system allowing up-to-date monitoring of study progress and the provision of a number of other student services, support and benefits, pending the call for student opinions and ensuring appropriate remedies.

The University shall record these processes and opportunities in several policies (SER, PSP, RFSA, Integrity Rules) (Operation of the quality system 9.3; Measurement, analysis, development) and information.

Describe how the institution takes into account the diversity of students in the development of study programmes. Describe how flexible learning routes are allowed for students' groups with different needs. It shall also present the student groups identified by the institution and the equal opportunities actions and measures related to the groups.

Sample plans also provide flexible learning routes, as they are only a recommendation for the student's academic progress [see Section 12 (3) of SER12]. The curriculum contains pre-interview or parallel recruitment obligations [Section 12 (2) of SERZ] in a case of pedagogical justification. The relevant study committee may, on request, grant an examination outside the normal examination period and an exemption from the obligation to attend the favourable examination period (exemption from hours) [cf. Section 32 (1) of SER].

Our university identified a number of groups of students involved in the Equal Opportunities Strategy: large families; educators; young children; people with autism; people with speech disabilities; people with other psychological disorders (hyperactivity, attention disorder, behavioural disorder, learning disorder, dysgrafia, discalculitis, dyslexia, disorography); sensory disabilities (hearing impaired, hearing, visual impaired, altruistic, weakening, blind); cumbersome; disability, disability, disability, disability).

Students who raise children can apply for the Scholarship of St. Joseph's Children Monitors and the Grand Family Scholarship. In addition, in the buildings of the FHSS Danubianum and Iavasneum, a napper was established as a result of the FHSS demand survey. In the JK building, in the bathrooms in front of the grand performers.

The Equal Opportunities Strategy shall include objectives to ensure an accessible environment:

Ensuring elevator use and access to service elevators for students with disability.

Promoting digital accessibility for blind and weak-sighted people. In this context, the Unicil online interface accessibility review is planned. Additional objective since 2027 is to complement the OMHV survey with the question (s) of accessibility.

Paragraph 43 of the SERZ provides for discounts to be granted to students with disabilities. At the request of a disabled student to be submitted through the Neptun system in order to continue the studies, it may be granted by decision of the Equal Opportunities Committee. The application shall be accompanied by an opinion demonstrating the existence and extent of the disability.

The University's website meets the relevant accessibility requirements. The blind and weak-sighted have been prevented from achieving the documents as precisely as possible.

As the winner of the international Cybathlon poem, we have published publicly available applications.

Describe how students are encouraged to motivate, self-reflection and commitment to actively shape the learning process.

The institution is committed to developing a student-oriented learning environment, in which students are not only recipients but also practitioners of their own learning process. One of the key tools for this is the OMHV system in which students can provide feedback on the quality of educational activities every six months.

At the FHSS, the contents of the questionnaires are reviewed annually, with the participation of the Student Municipality and faculty academic staff, so the feedback aspects are constantly adapted to student needs, current challenges of learning organisation and evaluation. We communicate the results. In 2025 at FHSS, we had a pilot-based high-language model input student competence assessment, with a first part of which was an essay response. Students were given the opportunity to rethink the answers several times, while the Chatbot-based

system supported their response strategy in a pre-planned manner. In the second part, students reflected, among other things, the extent to which the proposals received from Chatbot were incorporated, the attitude they took part in the task and the extent to which they had experienced progress and the extent to which they made progress. In addition to the results obtained, the interactive new measurement process is expected to attract student interest and strengthen awareness of training. In addition, the students' motivation is strengthened and supported by a career-providing psychologist and a contemporary support network under the Student Service Centre.

The participation of the Student Self-government in the formation of the student learning process also appears at system level: representatives of the HÖK participate in the review of the curriculum and comment on individual subjects, requirements and study routes. The culture of the institution is also characterised by an intimate, collegial educational relationship where students feel safe beyond formal channels if they wish to provide feedback on hours, evaluation methods, learning organisation. This everyday informal dialogue, together with formal quality assurance tools, will create a learning environment that supports the active role, self-reflection and gradual strengthening of their professional service.

At the FT, students can also compare their professional skills with those coordinated by academic staff, and with foreign performers, they organise personal meetings with students. In the Faculty student magazine, students also have the opportunity to publish the technical texts that academic staff have produced. The legislative interpretation, case-law and dogmatic analysis and the development of independent legal reasoning as part of the theoretical methodology of the canon law study programme are reflected in the education framework of PICL.

In order to promote active learning, students process, debate and argue in the context of interactive seminars. Real legal situations are analysed during problem solving tasks. In decision-making simulations, in the project learning process, and in participating in group research projects, students plan and present themselves. For the performance of certain objects, students shall draw up a portfolio assessing their own progress, strengths and areas to develop. Students set learning goals at the beginning of courses, define personal goals that are examined by self-evaluation at the end of the semester, as well as self-monitoring tests of digital platforms (Moodle, Teams) help the self-reflection process with immediate feedback. The student motivation and commitment will be strengthened by the success experience and positive, constructive feedback. Academic staff will help students progress through personalised, innovative feedback and goal-oriented tasks. The use of diverse forms of education (lecture, seminar, online modules, group work) and the cooperation of them avoid monotonousness. The development of different gamification, experience-based methods and tasks (e.g. score collection, badges, interactive case simulations) contributes to the maintenance of student attention and interest. On the faculty, academic staff members support students using digital solutions, smart training systems, personalised learning routes. The use of online collaborative tools (Teams and Moodle forums, peer-review tasks) develops cooperation and common thinking within student groups. In addition, promoting emotional orientation and developing a secure, supportive learning environment and flexible methodology are key to maintaining students' commitment. The FLSS also allows for a mental hygiene and support conversation to support students' mental health. Our students are also assisted by the tutorial organisation and the academic staff member mentoring program.

The ITBF places particular emphasis on the mentoring of first-year students, the team of psychologists and academic staff in the Mentor programme deals with weekly systems for newly recruited primary students to increase their commitment to learning. Students are free to take the Learning Method as their chosen course, in which they can learn the techniques of time management and curriculum processing and choose the most appropriate method for the particular situation. ITBF has developed a number of its own e-learning courses and things in the Moodle system, which also supports students' learning process.

Describe how the institution takes account of and applies different teaching methods. Describe the pedagogical methods used and their evaluation and review processes.

In addition to traditional training methods, PPCU also uses project-based education to increase motivation and commitment: academic staff members regularly provide personalised, innovative feedback. It also increases success and internal motivation by setting realistic, measurable and relevant target-oriented tasks. Academic staff use varied learning forms to keep their attention: cooperating online modules and group work to avoid monotony. It uses digital and adaptive solutions and offers personalised learning routes that take into account the student's current motivating status and level of knowledge. It also uses the elements of gamification and experiential learning: score collection, interactive simulation exercises. Supports online collaboration tools: Teams and Moodle forums. In order to achieve emotional orientation and appropriate pedagogical attitudes, early-hour motivations are used: e.g. warm-up questions, discussion of specialities. In order to attract interest, it is important to include specific research-based topics related to the curriculum; to ensure a secure and supportive learning environment.

The pedagogical methods are assessed within the framework of the academic staff member competence assessment, in which the academic staff fill out AI- based questionnaires to assist their self-reflection and assess the pedagogical and educational methods they use.

Our experts have published nearly 100 articles in the last five years, for example: Judit Torgyik: Remote education and online education in various parts of the world, Karainé Gombocz Orsolya - Horváth Mariann – Szőke-Milinte Enikő: Digital learning performance, Fodor Richard - Gombocz Orsolya - Horváth Mariann - József Kaposi József - Kormos József-Milinte Enikő 6: Study method, Karainé Gombocz Orsolya - Szőke-Milinte Enikő: The digital curriculum development and the use of artificial intelligence under points ESG 1.2 and 1.9 have been detailed in question 6.

How does the institution ensure public availability of valuation methods and criteria?

The criteria necessary for the performance of the subjects can be met by students from the descriptions and themes set out in the Neptun system. The study descriptions in Neptun are also available on the website, so the criteria and methods of evaluation are public and the classification is governed by the student requirement.

The competent academic staff member shall be entitled to determine whether, at the latest in the first session, he is obliged to publish them to the students, the mid-term study requirements required for the examination or resulting in the qualification of the practical ticket, or the extent of the absence still allowed for the examination, unless otherwise provided in the additional provisions of the Faculty responsible for the examination to SER at the University. This will typically be published by each department on their own school website in the current half-year presentation of the subject subject or course, which will also provide the most important information on the conditions for the performance of the subject.

Article 57 (3) to (4) of Regulation No 887 (IV. 9). The average method of calculation used at the University is set out in Section 38 of SERZ. The method for determining the exact method of assessment of the thesis / thesis is contained in the additional provisions of the faculty concerned attached to SER. The requirements of the final examination and the subjects (items) to be asked for shall be published on the faculties' websites.

Mandatory data on sample plans for each course are the type of requirement. Sample plans are publicly available on the university website.

Describe how students receive feedback on their evaluation and how it supports them in the learning process.

The PPCU uses the assessment function with the formatting and certification function. The aim of the development evaluation is to support the learning process. The academic staff members highlight the positive and give concrete proposals to remedy the shortcomings. This is particularly important in the case of seminars, project and thesis. Encouraging self-evaluation and self-control: students can access online tests, quizzes and training tasks that give immediate automatic feedback. This helps to learn independently and correct errors. Typical errors are discussed: academic staff members conduct group consultations after improving their tests, where the most common errors are analysed and shown the right solutions.

At the FHSS, general ways of evaluating students are laid down in the Hungarian and English Study and Examination Rules (SERZ HU and SERZ ENG), which provides that academic staff are required to inform students of expectations and progress in a transparent, understandable and innovative way. The feedback is done through several channels. All merit and ratings in the Neptun system will be recorded, supplemented by text notes to help identify errors and identify further development directions. On the Moodle and Teams surfaces, academic staff members provide a detailed evaluation of the submissions, presentations and online tests; quizzes and tests providing automatic feedback allow self-control and immediate feedback on the subject. After the exams and their closed spaces, academic staff provide consultation dates where students can look into their rectified papers, receive individual explanations and advice to move on.

At ITBF, we have developed a student mentoring programme with the guidance of the academic staff, whereby academic staff regularly talk to each student, receiving them individually and dealing specifically with their problems.

Meanwhile, the library also offers practical opportunities for students to learn how to use the library and available databases. There are plenty of free computers available for learning in the library. We have introduced our own development and control to improve language competence, with the cessation of language examination obligations, by translating foreign language texts within a seminar framework. Students they also produce tests for which academic staff can indicate their methodological type errors.

Describe the frequency and criteria of the institution's review of the student assessment procedures and the main changes resulting from it over the last five years, at different training levels and in specific fields. What training and support will be given to academic staff to develop their assessment methods?

The institutional framework for evaluation procedures is set out in the Study and Examination Rules, Faculty Accessories, Doctoral Training Regulations, Training and Output Requirements, Sample Plans, Textbook Description and Professional Practices.

The Study and Examination Rules shall be reviewed at least annually by the University, which allows for the continued adaptation of the rules of study, examination and evaluation to the legal environment, experience in digital education, faculty practices and student needs. In addition, according to the quality system for the review of basic and master training, training should be reviewed every at least every five years, but certain elements of training, such as academic requirements, curriculum specifications, methods of examination and evaluation, may be amended every six months or every year.

From a technical point of view, evaluation procedures are given different emphasis. Written and oral examinations, seminars, essays, source analyses, papers, papers, final examinations and research tasks play a key role in the training of humanities and social sciences, legal and religious sciences. In practical-oriented, pedagogical, communication, IT, engineering or bionic training, the project tasks, laboratory or workshop work, practical performance, traineeships, portfolios and digital or group tasks will be increased. The evaluation procedures are therefore not reviewed according to a single template, but according to the specific characteristics of the training area.

In the last five years, the main orientations of the development of evaluation procedures included a more regulated use of digital and hybrid requests, the inclusion of Moodle and Teams in education and evaluation

processes, the more transparent disclosure of academic requirements and methods of evaluation, the strengthening of the feedback of traineeships and practical performances, and the gradual integration of competence-based measurement and evaluation aspects. The aim of these changes was not only to measure the reproduction of knowledge, but also to show that the knowledge, skills, attitudes, autonomy and responsibility required in the study programmes were actually fulfilled.

In the course of the reviews, the institution shall use several sources of information. This includes academic performance and examination results, demolishing and progress data, educational experience, student feedback, advice from experts and subjects, experience of professional partners, results of final examinations and studies and findings of training review teams. On the basis of the results, the curriculum specifications, the requirements, the methods of counselling, the assessment criteria, the technical requirements or, if necessary, the curriculum structure may be amended.

The institution shall support the development of academic staff' evaluation methods through methodological and digital competence development. This includes university and faculty competencies, quality assurance and educational methodologies, digital training guides, as well as the aids associated with the use of Moodle and Teams. Academic staff also have access to e-learning curriculum and competence development courses (KGURC Moodle courses, the University's own eLearning Moodle courses) which help in the field of online education, digital curriculum development, student activity support and modernisation of evaluation methods.

How are appreciable circumstances taken into account in the evaluation? How do you define their scope? How is the consistent and impartial application of the valuation rules monitored?

Exemptions or exemptions that may be taken into account in the evaluation (e.g. exemption from certain examination elements, written examination instead of oral examination, etc.) shall be granted by the Equal Opportunities Committee, as provided for in the legislation. Individual circumstances may also be taken into account in the earlier phase of the learning process if the student is prevented from continuing his studies due to, for example, birth, accident or other unexpected causes or individual life situation. In such a case, it is possible to suspend student status, whether ex post, or to benefit from any other benefit authorised by the Study Committee under the individual study schedule, such as the possibility of examination outside the examination period, the removal of hours, etc.

On the FT, the certified absence of lectures is in the form defined by Ordo. The academic staff member concerned shall decide what he can accept as a specific appreciable circumstance on the basis of the applicant's prior request. In certain weighted cases, the Dean makes a specific proposal on a fair basis. Among these is the primary health aspect. Where a more lasting consideration of fairness is required, the Dean shall propose an individual curriculum for the academic staff concerned.

In cases defined by the University Equal Opportunities Committee on ITBF and the FT, the student will be provided with the necessary additional preparation time for written, oral, practical (PC- lab) requests or alternative requests.

How do digital (or artificial intelligence) solutions support learning and evaluation processes?

The Moodle e-learning system is available at institutional level, and academic staff use digital and AL-based devices individually, e.g. Kahoot, Mentimeter.

Based on the analysis of SMEs, competence issues were developed at all levels of training, such as basic training, master training, vocational training and teacher training, along a uniform logic. The questions were focused on the knowledge, ability, attitudes known, fundamental dimensions. Each level of training included three open essay issues directly linked to the expectations of the specific course in the FLSS.

Students' competence was measured through a pre-specified reference on a surface we created. The three competence issues were answered on this surface in a built-in way and the text assessment and feedback generated by artificial intelligence were documented. In the course of the study, students worked independently, without educational intervention. This arrangement reduced the impact of the distortion of expectations and compliance and helped to reflect the students' own reflections.

Describe your professional organisation, education or partnership cooperation with the education technology sector to assist in organisational learning and teaching in the digital environment.

In general, the university's professional partnership cooperation covers representatives of the higher education sector, representatives of various professional organisations and legal professionals. On behalf of the institution, two dean are involved in the MTA MI Expert Evening Committee. The most significant cooperation on the development of digital learning, teaching and evaluation has been carried out with the KRE on the availability of e-learning courses for academic staff.

In the EdTech Coalition, the ITBF represents the university and, as a founding member of the Hungarian Rector Conference, the ITBF represents the institution. In addition to the former, the ITBF participated in the activities of the Digital Transformation Working Group of the Hungarian Rector Conference, representing the University between 2022 and 2024.

The FHSS may include a significant partnership system that is also displayed on the website.

The FLSS is primarily involved in education and research cooperation with the institutions in the United States of America.

Introduce how and how to handle student complaints.

The formal Board of Appeal for Student Affairs is the Committee for the Revision of Student Affairs (CRSA), which performs its tasks in accordance with the provisions of the Nftv. and the Students' Rules of Procedure of the Pázmány Péter Catholic University. Paragraph 9 of Part 2 of the PSP is to initiate the appeal procedure. Students also have the opportunity to submit complaints and public notifications in the Integrity Rules procedure. Students may also lodge formal and informal complaints with the academic staff member concerned, his direct superior, the dean of the faculty and the rector.

Because of the complexity of the staff and the large number of training courses, there is an additional formalised system available: an online notification system through which students can report problems affecting infrastructure (elevator shutdown, broken bathroom, etc.), missing hours, problems related to accessibility (both physical and digital errors), whether via mobile phone, can indicate problems experienced. The signal reaches both the Student Union and the Student Service Centre, so the solution can be traced. The simple use of the system is supported by QRos posters in the building.

Describe the institutional practice of student redress (presentation of institutional review practice under Nftv). How many student remedies have been received in the last 5 years (per year)? What areas are these affected? In the case of a student who is not a student, the term "student 'shall be" student'.

Student redress procedures shall be conducted in accordance with the provisions of the PSP established in accordance with the provisions of Nftv. The CoC acts under transferred Rector powers. Students with access to the Neptun system may submit an application for redress through the Neptun system and in writing, without access to it, but not by persons entitled to redress. The person or organisation making, taking or missing a first-instance decision shall examine this and may decide on its own authority to change the wrong decision or measure or to fail to take it. If you do not agree with the application, you will forward it together with your opinion to the SCF. If the rector does not bring the matter to himself within the prescribed time limit, the chairman of the Committee shall arrange for the preparation, examine whether there is a substantive refusal, if

not, to take action to obtain the necessary evidence and to prepare a proposal for a decision. In each case, the CoC shall review each case within a meeting and the President shall arrange for its publication and publication. During the period under investigation, there was also a number of cases (14) where the second-degree decision was challenged in an administrative action. In these cases, the competent court has established a high proportion of the regularity of the university procedure; only two cases have been taken to annul the second-degree decision and once an agreement has been reached. The Office of the Education Rights Officer (ERO) has been consulted once, but according to the 2023 report, OJBH has determined the regularity of the procedure without any meaningful examination.

In 2023, the PSP was amended for the part concerning the notification of the Decision. The purpose of the amendment was to clarify that the decision will be communicated through the Neptun system, in accordance with the provisions of the SER, and will not be posted on paper basis.

Examples of changes to the regulation / procedure:

In the case of specific cases in 2025, the SPS and the application form relating thereto have also been amended in relation to the fact that requests for redress are not to be submitted to the dean of the faculty responsible for the training of the student, where the first-instance decision has been taken by an institutional body or other decision maker. This is necessary so that the person or body making the first decision (University Student Welfare Committee, University Equal Opportunities Committee, Head of College) can participate in the proceedings in substance. In addition, the electronic application process has been amended. The effect of the amendment has already been felt; the procedures have been simplified. The possible reduction in the second-degree procedural case number should be further examined by more direct involvement of first-instance decision makers.

In 2025, it was found that some students misused the possibility of redress. On the basis of the statistics of recent years, it has been established that there are almost always returning applicants who engage most of the administrative energy. In order to promote a more prudent application, a procedural fee has therefore been introduced, which, in the event of a decision of course, returns or is subject to a substantive exemption from social applications and personal immunity for students who are eligible for social assistance. The effects of this amendment need to be investigated.

ESG 1.4 Student admission, progression, recognition and certification

Describe how the institution ensures that academic staff, staff of education support departments are aware and consistently enforce the rules on study progress, evaluation, recognition of studies, including the correct use of the uniform learning system. How does the institution examine its compliance?

There are procedures, working process descriptions, message templates and information material available to academic staff and staff in support of education services on the site accessible to staff. Their knowledge of content is sought from colleagues by the head of the competent department.

The use of the Neptun system is based on individual or group training, tailored to the needs and needs of staff. Thematic filters, checking queries and message templates are available to staff entitled to use the Neptun system client.

The internal data control rules of the Higher Education Information System (FIR), the error marks that have been returned to the subject-matter, help to monitor the proper functioning, to improve and replace the errors and shortcomings that arise.

Describe whether the institution applies training specific requirements during the recruitment process (e.g. medical competence, career competence, practical aptitude test). If so, how will these be investigated during the recruitment procedure? Describe how the institution ensures the objectivity and integrity of recruitment procedures within its competence.

For FHSS training, the inclusion is subject to the certification of medical fitness and to the examination of linguistic competence in the case of pre-published singing, speaking, physical and nationality courses. The same type of competence test shall be performed only once for several applications and shall be mutually accepted in each institution where the test is required. The faculty before the application deadline is called organise a pre-eligibility test which gives you the opportunity to determine your suitability before applying. It also helps people who are interested in the profession with free training courses in order to pass the aptitude tests. The aptitude test is in order. The applicant may exercise the right of appeal in accordance with the order of appeal of the institution. In addition, the FHSS is subject to the addition of a pre-published practical examination in the Admission Information to the undivided training courses of the teaching teacher, cinematographic culture and media literacy teacher, as well as drama and theatrical knowledge teacher.

Does the institution have an established procedure for validating previous results of informal and non-formal learning? Does the institution have a procedure for calculating and validating partial knowledge training and microcertificates?

In the context of the recruitment procedure, the higher education institutions individually define: Article, extent and conditions of institutional items. We are at university in this round under the Admission Rules No 4. In accordance with its Annex, it provides a number of institutional recruitment points in specific training areas, in addition to other items on the basis of previous results of informal, non-formal learning: e.g. from the general admission procedure in 2027 to a year-long learning of parish faith in each training area; to a work experience corresponding to the training area; to experience in the course of school community service, to experience in a voluntary activity of public interest, to successfully complete the preparatory training course organised by a higher education institution.

According to Section 4 (2) of the SERZ: "The Committee on the Creditability may recognise earlier studies and working experience as fulfilling study requirements. Recognition of non-formal competencies, experience acquired by learning (outside the school system, but in organised form), informal competencies (outside the school system, through experience), experience acquired in the course of work may be an exemption from the recognition or requirement of a competence (knowledge, performance, results, skills, additional competences) at a given course. The existence of earlier studies and work experience and its exact content must be demonstrated to the student."

Its partial knowledge of training and micro-certification falls within the competence of the Committee on Creditation (CSA), which is conducted in accordance with the general rules of the Creditation Procedure as set out in Section 4 of the SER.

What is the procedure under which the institution examines whether each semester the subjects under the model plan will be published?

The faculty departments responsible for study administration, education organisation shall optimise courses based on sample plans and student numbers, by using joint Neptun filters prepared by DEAA, with particular attention being paid to the publication of courses necessary for the development of the model plan. In addition, they shall check group numbers and staffing frameworks in accordance with the faculty regulations.

The Neptun system is used to monitor whether courses are advertised according to the faculty specifications (e.g. how many practical groups may be advertised for a theoretical course, whether minimum-maximum numbers are

required, whether the settings are correct, which means that the data needed for the education account will be collected later or other statistics will be produced).

How does the institution ensure and facilitate the recognition of the student's credits in mobility as much as possible and the compliance with the Lisbon Recognition Convention?

For the recognition of credits acquired in other higher education institutions or in their own institutions under Article 4 (1) of the SERZ, the degree of matching of knowledge material shall be determined by the credit management committees set up per faculty, if necessary, taking into account the opinion of the specialised (subject-matter) or competent department.

The list of items that may be published at the time of the opening of an international mobility scholarship contest and, in the case of international dual / multiple or joint training based on an interinstitutional agreement, may be published in advance, on the basis of a preliminary SAB resolution, in the case of inclusion in a foreign partner institution. The student may also request a preliminary opinion from the SAA on subjects not to be automatically recognised as above. In the case of Erasmus, CEEPUS grants, the competent faculty department for Foreign Affairs shall, on its own initiative, initiate the prior credit management procedure, in consultation with the student, on the basis of the management agreement concluded in the mobility programme. In non-regulated cases, the recognition of foreign sub-education as a guest student may be carried out in accordance with the general rules of credit transfer.

If, in the procedure or method used by the Credit Management Committee, the Committee for the Revision of Student Affairs (hereinafter referred to as the "SCF ") discovers errors, deficiencies and contradictions, it shall also propose the correction of the system, in addition to the examination of the individual case.

In order to facilitate recognition of credits acquired during student mobility, FHSS is called It has established a mobility scholarship under Article 21 (2) of the PPA. The mobility scholarship rate is 10 000 HUF / recognised credits up to a maximum of 10 credits.

Describe the procedures and tools used by the institution and at what time the institution collects information on the progress of students. How does the institution support and encourage appropriate progress by students according to the model plan? Please refer to the procedures for student mobility programmes.

The record of students' academic progress is provided by Section 32 / A of SERZ: "The University keeps the student's academic progress and other data recorded in the Neptun system."

At the University, through the Neptun system's "Progress Study (355500) ", students' education organisations can follow the progress of students according to the model plan. The programme indicates the lines of all model plans assigned in the course of the student's training with different colors depending on whether the student has recorded and completed the subject, completed it on an equivalent code, recorded it, but not completed it or not. On the site open to employees, a description of the use of the menu section is provided by DEAA.

Promoting progress according to the model plan "advanced test course" (EV), "only examination course" (CV), and " preferential course" (KV).

EV and CV: the model design allows the student to take the listening but not completed subject for any reason in the following semester to the EV or CV course, so that, in the case of a successful exam, he can retain the object on it, that is to say, to proceed with his studies.

KV: exemption from the requirement to visit hours may be obtained where appropriate and the student is given the opportunity to take an exam not at the end of the semester but during the semester.

Information on the progress of students will help to publish each course in a given study semester with a number of students who are potentially planning to complete the course.

The grant index used to establish the academic scholarship is the corrected credit index $((\text{credit value of subjects completed in the semester}) / 30 * (\text{credits completed in the semester}) / (\text{credits recorded in the semester}))$, "rewards" the excess performance exceeding the average progress according to the model plan, "penalising" the excess but not paid.

The dropout data are analysed by analysing the evolution of the number of students in the last five schools, per training area and per specialist. The study is conducted by faculty study departments. The analyses for the last five years have been described in detail in the PPCU Strategic Directives and Objectives 2020-2025.

Specific rules for foreign mobility programmes are provided for in Articles 44 to 51 of the SERZ, to facilitate the inclusion of foreign part-training subjects in domestic training under the simplest possible procedure, such as an interinstitutional preliminary agreement, without the credit transfer procedure, or on the basis of prior recognition, either by the matching of compulsory, compulsory subjects or as optional subjects.

At the FLSS, students are also specifically informed through the Erasmus Office of when it is worth integrating mobility into their studies; and the Erasmus Tubes in Kari are also helping. Students who have won a foreign scholarship in the international mobility programme can, upon request, benefit from the above KV course, so that they can be exempted from class visits and pass their exams in a flexible manner. On the faculty, you can use the possibility of the EV and CV courses as usual. At present, students are involved in the development of a decision-making system supported by artificial intelligence.

Describe the tools and programmes the institution uses in relation to student progress and dropout.

The institution shall monitor the educational indicators included in the public financing contract by quantifying them. On the basis of the Strategic Guidelines and Objectives set out in document 2021- 2030, the objective is to reduce disintegration, in particular in the fields of IT, technical and educational training. The evolution of these indicators may be monitored on the basis of regular data dissemination published regularly by the FIR Education Office (OH).

In order to reduce drop-down, FHSS provides support services, the FLSS uses a pre-established examination course, which provides an opportunity to perform a failed subject within the first three weeks of the first six months of the year following the unsuccessful examination period, which is a prerequisite for another subject in the pre-study order. In this way, the student can record an object based on the subject. The tutor system operating on the PLA contributes to reducing the drop-down as individual support can be provided to students in university training, with the participation of appointed higher-annual students. For graduating students, the FLSS organises systematic training courses for final exams for one month in February of each year in hybrid form for students preparing for day-care and correspondence final examinations, in which the training and examination colleagues shall state the required requirements for each item. In the ITBF mentoring program, students meet with a mentoring academic staff member during weekly group hours, so they can report on their learning process and seek solutions to their difficulties together. In addition to mentoring programmes, the Study Technology course is announced as an optional subject, where students also deal with the basis of time management and the development of self-knowledge in addition to learning effective strategies. The course will contribute to reducing the drop-down by making the participating students more aware of their learning processes and more prepared to meet the training requirements.

Are voluntary community service, scientific, artistic, R & D & I activities recognised in studies? Describe examples of forms and processes of recognition.

Our university recognises these activities during its training; in order to be counted, the student must properly justify the voluntary activity carried out, its content and the number of hours (e.g. with a certificate issued by a Community organisation), and may apply for credit recognition from the competent credit management committee. In addition to individual applications, there were examples of general offsetting involving several students for certain major events or activities:

In order to contribute to the flood protection and restoration work carried out in 2024 in cooperation with the Catholic Charity, students were exempted from the obligation to visit an hour on the basis of an appropriate certificate.

In 2025, the university recognised the active contribution to helping students and their parents from Ukraine on the basis of Rector R / 3558-2 / 2025.

At the National Scientific Student Conference, a main prize or a first three-place test, if it otherwise meets the requirements of the test and is submitted in accordance with the general rules, may be accepted by the final examination committee in the manner set out in SER, without criticism, with a marked rating.

The model curriculum of the FT study programmes includes subjects (voluntary work 1, voluntary work 2) through which our students can obtain credits based on their voluntary community service. The subject can be carried out by the implementation of voluntary activities by which social groups in need of assistance (persons in need, school children, families living under challenges, persons with disabilities, refugees) receive support. For example, such activities can be the education and closure of children, the teaching of Hungarian language for non-Hungarian native languages, legal assistance, the organisation and conduct of leisure activities, the daily support of elderly and disabled people. The important feature of these activities is that it takes place in the organisation and coordination of the university or church institutions and can be assigned to the subject by mutual or faculty leadership.

In support of preparation for the Percussion Tournament, an individual curriculum / watch visit is provided at the FLSS; in the case of student research and vocational workshop, an exemption from watch visits may be granted; the possibility of obtaining a ticket offered on the basis of a trial contest.

ITBF has launched its own course for formal recognition of voluntary activity for ITBF. The Faculty collaborates with the Hospital School programme, which will be recognised smoothly. In the case of scientific work in the framework of SSC work, the faculty provides the opportunity to count the work per unit of study of the Independent Laboratory, Department, Diplomamunka. (Details are given in Annex 1 to the SERZ Faculty's Supplement)

Where an institution is engaged in international joint training, it shall briefly describe the specific rules applicable to recruitment, progress, recognition of studies and award of qualifications.

Students participating in dual or joint training in cooperation with a foreign partner institution are provided for in Section 51 / A of SERZ. Special institutional rules are laid down in paragraph 5: "Joint training with a foreign partner institution shall be subject to the acquisition of a final certificate for at least 30 credits by the student at Pázmány Péter Catholic University." The rules for taking over shall be laid down in paragraph 3 that "may be regulated in a way other than those applicable to students who are not in such training, in the supplementary provisions of the relevant faculty attached to these Rules."

The ITBF carries out a joint international training with Université de Bordeaux and Universidad Auto, the University of Dalmatia. The specific rules concerning training are set out in the ITBF Kari Supplement to the Admission Rules and in Annex 5 to the ITBF Kari Supplement for SER and Annex 7 to the ITBF Kari Supplement. The IPCV AI Erasmus Mundus programme is available on the programme page.

ESG 1.5 Academic staff

How does the educational composition of the institution support the achievement of the objectives set out in the strategy papers?

The educational composition of the institution shall support the implementation of the strategic objectives of the PPCU from a number of interrelated points of view. In the design and development of the teaching staff, the institution does not only seek to meet minimum legal and accreditation requirements, but also to ensure that the professional, scientific, methodological and valuable preparedness of the academic staff members is consistent with the university's mission and medium-term strategic objectives.

The strategy marks the training of the Catholic, including the Hungarian Catholic intellect, as the essential task of the University. In this context, it is a strategic goal to become a community-building university, to provide high-quality, value-based education, to develop research activities, to increase the visibility of research results, and to issue successful value-conscious professionals responsible for the labour market, society and church, who know and accept the essence of Christian values. One of the basic conditions for the achievement of these objectives is the appropriate composition of the professional, scientifically active and dedicated educational research community.

The educational composition shall in particular support the provision of quality and value-based education. At the University, academic staff members are involved in training who have the necessary scientific qualifications, professional experience and educational experience for the specific field of training. The presence of academics, habilitated academic staff and university academic staff with a degree of science ensures that the content of the training courses is scientifically established, modern and after the development of the relevant field of science. The institutional efforts to increase the number of university academic staff and to support university academic staff applications also serve to ensure that the personal conditions of the quality and scientific objectives set out in strategic documents are also available over the longer term.

The implementation of the strategic objectives is also supported by the presence of young scientists with scientific supplies, the mid-generation already experienced in education and research, and senior academic staff and professors with scientific and institutional authority. This contemporary composition enables the continuity of the educational career, knowledge transfer, the performance of the topic leader and mentoring tasks and the sustainable functioning of doctoral schools and talent management. In terms of supply education, it is particularly important to have academic staff working on several faculties who were students of the University themselves, so their institutional ties are strong in addition to their professional career.

The Strategy will prioritise the development of research activities and increase the visibility of research results. This educational composition is supported by the participation in the training activities of academically active, publishing and national and international research networks. The evaluation of research performance, the promotion of publication activity, the topic management work related to doctoral schools and the channelling of research results into education ensure that education does not separate from scientific workshops. This is particularly important in master training, doctoral training, vocational college and talent management programmes.

The educational composition also supports the mediation of Christian values. As a result of the PPCU mission, professional and scientific competence is not only a key factor for the educational research staff, but also the connection to the Catholic spirit of the institution. This is important not only in the course of faith training, but also in the university as a whole: it is the responsibility of academic staff to contribute to the training of responsible, valued, community and social responsibility through their own fields of study.

Training development and labour market relevance among strategic objectives are supported by the differentiated professional composition of the training staff. In addition to full-time academic staff at the University, academic staff members and professional partners are involved in education in specific training areas. This will contribute, in particular, in vocational training, exercise-oriented subjects, legal, social sciences, pedagogical, economic, IT or other applied areas, to the extent that the content of training is linked to the current expectations of professional practice and the labour market. Maintaining an appropriate proportion of full-time and trusted academic staff is therefore not just an employment issue, but a tool for the educational composition adapted to the training profile.

Academic staff members with international experience in Erasmus + mobility and foreign professional contacts who are able to educate in foreign languages contribute to internationalisation and the competitiveness of training. In line with the objectives set out in the strategy papers, such educational competences strengthen foreign language training, international research cooperation, reception of foreign students and the international visibility of the University.

Another important element in the development of the educational composition is the strengthening of educational methodology and digital preparedness. The strategy also defines the regular content and methodological renewal of educational processes as a target. Accordingly, the institution provides academic staff with methodological training, competence development programmes and digital curriculum development opportunities.

The performance of the strategic objectives is also supported by educational performance assessment and motivation systems. 1 / 2025. (The document has been placed in the FOI-STORAGE SharePoint storage area under Rector's instructions on the sharing of key and central documents, regulations and regulations, as well as the faculty performance assessment and incentive systems operating on each faculty provide the institution with the opportunity to monitor educational, research, publication, Community and third mission performance. The evaluation practices taking into account the characteristics of the faculty and the remuneration of outstanding scientific and educational performance contribute to the development of the teaching staff in line with the objectives set out in the institutional strategy.

Is the educational composition analysed (e.g. department, training programme, bracket, teacher-doctoral-doctoral rate indicators, teacher-doctoral rate; academic staff' rate) and how the evaluation results are used by the institution?

At the University, this falls within the competence of the faculties, a good example of the procedure for the FHSS to require the submission of annual institution management reports. These criteria were developed by the Faculty Quality Assurance Committee on the basis of the ESG. As a first step in the preparation of the accounts, the directors will receive from the Dean's Office the school's basic school data, such as organisation, training, student numbers, academic staff' schedule, teaching hours, credit rating of academic staff, publishing activities of academic staff, OMHV evaluation of academic staff members. The report is thus prepared on a data basis, taking into account the students' distribution per trainee, possible promotion / new application needs, etc. The report shall cover the Institute's strategic objectives and problems requiring intervention. The reports will be evaluated by the management of the faculty and shall draw up an action plan, which will be negotiated in the context of an institution management meeting. The action plan shall be monitored in parallel with the preparation of the action plan for the following year. The dean also monitors the teaching staff on an ongoing basis to those approaching retirement age and their replacement. A separate indicator of the annual Kari dashboard table has also been the development, distribution of the number of academic staff, the proportion of persons with degrees and the number of students per person. The doctoral-doctoral rates are monitored by the leaders and councils of each doctoral school.

The Faculty Council shall monitor the need for supply. Since the number of students does not increase from one year to the next, this does not require an increase in the number of academic staff, but only a level of

maintenance. Every year, the dean shall review and evaluate the educational performance and the educational composition of the faculty within the framework of the annual report.

It makes it easier to analyse the educational composition of the FLSS, that graduate training is essentially based on one major, the legal profession. Education of the legal administration which works alongside it does not require professional competence outside the legal profession. This means that the academic staff member composition of the faculty does not need to be broken down between classes. At the time of the formation of the faculty, the largest proportion of the teaching population was composed of academic staff aged between 55 and 65 years and from 25 to 30 years starting at the time. Accordingly, following the major retirement wave in the mid-2000s, the teaching staff has stabilised again and the number of full-time academic staff members retired over the last 20 years has not reached 10. Due to the two factors mentioned, a major employer's measure on the academic staff member's composition was not necessary on the faculty. Since the previous accreditation study, whether the student or academic staff member numbers have been examined, only the fluctuations of less than 10% have appeared, which has also made the student's numbers permanently balanced. The educational composition is analysed mainly at faculty level due to the specificities of the training areas and disciplines represented.

For the FLSS, the actual hours of training and the proportion of students per department per teacher in the previous year will be examined annually. According to the relevant faculty regulations, the academic staff member / student ratio is of particular importance for the end-of-year reward and even for the monthly regular salary of the academic staff members, since the This appropriation is intended to cover the following expenditure: It is worth mentioning the procedure for the employment of new academic staff members and the promotion of existing academic staff members (Dean's instruction No 2 / 2017), according to which the needs must be submitted in due time, and the decision is taken at the same time for all applications for the year, and the management of the faculty is also examining the composition of the training staff in the whole and within the department, the justification for the delivery of hours and accreditation.

How does the institution ensure that its academic staff have an appropriate level of competence for teaching subjects? What procedures is the institution applying to assess and evaluate the professional competence and competences of academic staff? What rules in force ensure the further training of academic staff and their effectiveness and effectiveness?

The academic staff member competences will be examined at several levels. On the one hand, prior to the start of the employment, the person in charge of the selection process, the proposer or the job, will examine the competence of the trainee candidate and, in a different way, the training compliance will be examined by different bodies. In the case of already employed academic staff, prior to inclusion in each course, the specialist shall examine the academic staff member competence and, when approving the curriculum, shall also be examined by the faculty councils (and the decision-making committees).

In the course of the employment of academic staff, the University contributes to the development of the competences of academic staff with targeted training, competencies, e-learning and thematic events; this entails different measures per faculty.

In the autumn of 2025, we launched an educational competence assessment focusing on the presentation of learning goals, the maintenance of attention and the use of digital AIs in the field of lectures. In practical courses, skill development goals, cooperative learning, reflexion exercises and AI- supported evaluation were the basis for measurement. The measurement covered the conscious representation of the Christian identity of the PPCU, the inclusion of ethical values and the knowledge of the Church's documents.

On the basis of the Dean's Circular at the FHSS, academic staff either had to complete e-learning courses or acquire courses within the framework of the Committee days. In the year 2024 / 2025, the "KGURC IKT

Research Centre - e- learning courses to support digital competence development 'was the subject of compulsory methodological training for academic staff.

According to Section 24 (3) of the HTP SBS, the faculty's academic staff are obliged to continuously increase their scientific, professional, practical and pedagogical preparedness and to set an example of their theological, teaching and literary work, and under Article 25 (4), they are entitled to submit and require the necessary material to expand the literature.

What is the scope of the performance assessment methodology for educational departments and whether there are different practices within the institution? How and on what scale does the institution's quality assurance system monitor the processes, how it assesses them, how it uses the results of the evaluation?

The academic staff member performance assessment is primarily carried out at faculty level, and although the basic rules of the performance assessment system (assessed categories, total scores) have been standardised at institutional level, their more detailed content differs, understandably, taking into account the territorial characteristics of training. The evaluation shall be based on the documented performance of the educational, research and public life activities of academic staff, supplemented by student feedback and faculty reports. In general, the performance assessment system does not provide a reward for adequate performance, but sets minimum requirements for academic staff to which it penalises non-compliance. The quality system shall monitor the processes in annual cycles, evaluate them in the faculty and institutional reports and use the results in support of the academic staff member's progress and in the development of training quality. The UQAC has set out four central aspects at its March 2026 meeting, which will become a common element of evaluations from the year 2026. Following that decision, the details of this will be specified in the Rector's instructions. The central aspects include qualitative elements (public social activity, curriculum development activity) and quantitative elements (number of recorded publications, number of topics).

In its Decision No 2 / I / 2023 / 2023 of 30 November 2023, the HTP adopted the Rules of Performance for Academic staff, which set out in detail the assessment criteria for academic staff. The annual school year report is evaluated by the dean. The assessment of the academic staff members of PICL and the Department of CNE Rights of the FT takes into account the educational, research and institutional aspects of the Institute and the Faculty.

A complex performance evaluation and motivation system has been established at the FHSS. In addition to the assessment of the single point system and its institutional feedback, the instructions of Dean 1 / 2023 also specify a number of assessment criteria, based on indicators, which may lead to direct additional benefits, with a view to ensuring that additional academic staff members are adequately settled. However, the instruction also provides for minimum requirements, the failure to comply with which may lead to exclusion from all additional benefits, in more serious cases other labour consequences. The criteria and surpluses shall be checked at least twice a year, even more than once for each element. PhD and names of the best SET academic staff members on the faculty will be published on the website as the most popular faculty academic staff.

On the FLSS, the performance assessment system is a scientific report to be produced annually by each academic staff member. This covers publication activities (Hungarian language, foreign language, foreign language), conference activities (broken down like publications), application effectiveness and other science organisation activities. In addition, the FLSS applies a special aspect system for the appointment of the docent to examine the candidate's publication activities, educational experience and other professional skills. A comparative table has been drawn up at the FLSS since 2019 for the first and last 10 academic staff in the ranking, indicating the permanently highly popular and unpopular academic staff.

The ITBF has developed a multi-component performance assessment system which has been based on and grouped into the following aspects: active participation in publications and conferences, subjects, patents, participation in domestic and foreign applications.

What formal procedures does the institution collect student opinions and feedback on educational work? What are the more important experiences of the functioning of the education student opinion system, the forms of exploitation of results?

The institution collects student feedback on educational work within the framework of the SET survey, which takes place at the end of each semester in an online questionnaire form at all faculty / doctoral schools for each course. The questionnaire contains closed and open questions regarding the organisation of courses, the training of academic staff, the methods of education, the clarity of the curriculum and the teaching student communication, providing the opportunity for students to respond to text. Based on the experience of the system, student feedback provides important information on the implementation of courses and the student assessment of educational methods. The results are primarily intended to support the development of courses and educational practices, as well as to give academic staff feedback on the education activities of students. Under the SET system, managers of institutions and departments may also assess the adequacy of their academic staff members. At faculty level, the best academic staff will be displayed by FHSS, for example, at the Faculty's most popular academic staff member. The FHSS also has the PDCA principle in SET assessments: academic staff are informed by their direct leader (institute or department manager) of the SET results (in addition to the fact that all academic staff see the evaluation of all their courses and the evaluation of all academic staff in their departments in the Neptun system) on the basis of a summary of the Office of the Dean. The Deputy Dean of Study shall request feedback from the directors on the measures planned to be taken in relation to academic staff receiving lower averages than those provided for in the guidelines provided for by the Faculty Quality Assurance Committee (6 to less than 4.2 points). In serious cases (under 2.5 points), the teacher employed by the contract may not be later required to perform educational and related activities, which the Education Coordination Department shall, as appropriate, present on the hourly application. In addition, academic staff working part-time or full-time shall not benefit from the performance-based additional benefits provided for in the instructions of Dean 1 / 2023.

The example also concerns the FHSS is the operation of the online notification system through which students can report problems affecting infrastructure (elevator shutdown, broken bathroom, etc.), missing hours, accessibility problems (both physical and digital errors) immediately and via mobile phones. The signal reaches both the Student Union and the Student Service Centre, so the solution can be traced. The simple use of the system is supported by QRos posters in the building.

What formal procedures are the educational satisfaction feedback collected and the areas covered by the survey? What specific measures have been taken following the surveys?

The institution shall collect academic staff member satisfaction feedback within the framework of the annual Education Motivation Study (OMV). The online questionnaire survey covers the educational working conditions, the assessment of institutional functioning and communication, professional development opportunities, educational and administrative burden, and the assessment of the value and motivation of educational work. As a result of OMV's feedback, the University will apply a new pay table to improve the remuneration of the faculty from 1 September 2025. On the basis of the feedback, the university's management also urged the faculty to extend the available psychological support opportunities.

How does the institution support its academic staff to have up-to-date technological knowledge and develop their digital competences (e.g. using artificial intelligence)?

The institution has launched a dedicated artificial intelligence higher education competence training course for academic staff, which teaches the practical use of AI tools in education and research, underlines responsible and ethical application, supports the introduction of AI-based evaluation, curriculum development and education

management. The theme of the course covers promotion techniques, AI supported learning organisation, examination and quality assurance, digital ethical and student policies.

In this area, ITBF is the university's technological knowledge base, which carries out cutting edge AI, bionic and data intensive research, directly involving academic staff in active technological developments, ensuring that academic staff members are not only users but developers and fields of understanding for new technologies. The Jedlik Ányos Research Laboratory's main objective is to link the research-education technology transfer, which provides continuous professional refreshment to academic staff. At ITBF, academic staff are given internal training on artificial intelligence regularly.

In December 2024 and January 2025, 5 appropriate training courses were organised at the FT entitled "Artificial intelligence-based software solutions in the everyday practice of higher education courses", involving experts from the University of Pannonia.

Our academic staff members were able to develop their skills in this area by completing the Commentary Day (March 30, 2026) and e- learning materials.

For the establishment of individual research groups, for the acquisition of research proposals, and also for Master and Teacher scholarships, there is an expectation of the existence and development of digital competences.

How does the institution prepare for the use of artificial intelligence by students in the evaluation of the thesis / thesis, tasks to be submitted, individual tasks and other non-teaching activities?

The University has an accepted public recommendation on the use of Artificial Intelligence-based devices. In addition, among the faculties, the FHSS has a separate position. An example is the guide for international studies to the Bachelor's Department for the use of professional work. Furthermore, the Artificial Intelligence and Human Research Group operating on the FHSS plays a role in the formulation of scientific field recommendations. On the FLSS, the Faculty Council adopted its own Faculty Additional Rules and students can learn the basic rules for the effective ethical use of AI in several courses, as well as a comprehensive analysis of the necessary steps (e.g. increasing the role of oral protection) was carried out on the basis of a joint educational meeting and a questionnaire prepared for it.

The quality objectives of the university include the appointment of an artificial intelligence expert who is engaged in professional and coordination activities. A colleague of experts has been placed within the framework of the FHSS. In preparation for accreditation, we have prepared an AII agent for the university's staff and academic staff to facilitate preparation. The agent was presented on the day of FHSS competence on 30 March 2026. The Global Project PPCU-ACU is an element of the relationship between artificial intelligence ethics and education. The project includes five priority areas, including, in relation to education, the question and development of epistemological issues and the interpretation of critical thinking and artificial intelligence content. Our priority is to ensure that anthropological and ethical insight is also seen as pedagogical practice.

What professional support staff, internal service units are available (e.g. short-term, practical, project-based, digital solutions, etc.) study programmes, courses planning, development and evaluation of relevant pedagogical methods?

At the FHSS, the Institute of Education and Education of János Vétéz, the Pedagogus Advisory Board, the Training Development Advisory Board and the Information and Digital Operations Research Group also deal with issues of educational methodology and development. In addition, faculty education development workshops provide professional support for the planning and methodological development of study programmes. The

centres operate pedagogical and digital methodological training, mentoring programmes and research groups to help develop practical, project-based and innovative courses.

ITBF is at the forefront of a broad application of digital solutions (e.g. e-learning system, classroom digital tables). The Faculty organises periodic thematic forums for academic staff and, where possible, supports the participation of academic staff in methodological conferences and events. There are significant results of the psychological effects of artificial intelligence solutions, in this round the "sleep lab" and the Cherey- Chigo research are outstanding.

How does the institution support the scientific work of academic staff and their integration into education? What specific programmes or opportunities are there to link research and education?

According to Article 78 (3) SMSZ, academic staff are entitled to develop curriculum programmes and educational materials, so that the integration of research results into education is not an exceptional activity but a natural part of the educational work.

One of the main institutional tools for supporting research is the operation of research groups, research centres and doctoral schools. At university level, this role is played by the Research Centre of Pope John Paul II, and at the faculty level, for example, by the research groups of the FHSS, by the research centres of the JK, by the scientific workshops on theological and canon rights of the FT, and by the Research Laboratory of Ányos Jedlik ITBF.

The institution shall also support the scientific work of academic staff by means of tender, publication and performance incentives. This includes professional support for the preparation and submission of research proposals, evaluation and reward of publishing performance, the University Research Scholarship Programme, support for conference participation and international mobility, and the operation of magazines, book series and repository surfaces to ensure the visibility of scientific results.

The link between research and education takes place primarily through the updating of curriculum programmes, the preparation of new curricula and notes, the publication of research-based seminars and project tasks, and the publication of thesis, SSC and doctoral topics. Students are therefore not only meeting research results, but can participate in scientific work, especially in master and doctoral training, SSC work, laboratory or research group tasks.

The specific interfaces vary from one area to another. Research in the fields of humanities, social, law and belief is primarily presented in new course content, seminar topics, source and case analyses, conferences, workshops, magazine and book series, and SSC and doctoral topics. Laboratory tools, technologies, databases and development environments acquired from research applications in IT, bionic and engineering areas are also used in education, especially in project-based, laboratory, master and doctoral training.

The institution shall also support the internal sharing and educational exploitation of scientific results through professional days, conferences, workshops and university scientific events. For example, Dies Academicus offers the opportunity for newly appointed university academic staff and docents to present their research area to the university community. Faculty conferences, workshops and guest presentations also contribute to the emergence of research results not only in publications but also in educational practice. In 2027, we plan to organise two national OSSC events.

How does the institution support the scientific career of students, academic staff members and researchers in different life career phases? Who does it involve in developing these tools and evaluating feedback?

The institution shall support the scientific career of students, academic staff members and researchers, within an institutional framework, with a system of tools adapted to each stage of life. Support for educational and research activities shall also cover administrative monitoring of scientific achievements. The institution shall ensure the

management of the MTMT, including the recording of publications and references, as well as the possibility of using the institutional subscription of Academia.edu for academic staff and researchers who require it, thereby facilitating scientific visibility and effective collection of references.

Since 1 March 2023 at the FHSS, these tasks have been coordinated by the Science Organisation Department, under which the Doctoral and Habilitation Office, the Kari Library, and the Science Organisation Group operate. These departments shall jointly provide administrative, professional and infrastructure support from young researchers to the level of research professors.

The faculties also support the scientific career for students at the Master's or doctoral school, through mentoring, scientific publications and conferences. In the case of junior and senior academic staff, it is of particular importance for the Faculty to participate successfully in domestic and international applications, supported by tender advice, organisation of research forums, internal technical control of proposals. International mobility programmes are available for researchers.

In the early stages of the scientific career, talent management is a priority. Its institutional forums are the Scientific Students' Conference (SSC) and the three specialised schools of the faculty: the Stephaneum College (founded 2020), the Labor et Otium College (2023) and the Saint Augustineum (2024). SSC and vocational activities provide structured research experience, personal mentoring and scientific community embedding, promoting successful access to doctoral schools. SSC-OSSC participation and results are recognised by the institution with scholarships, which, in addition to students, reward training academic staff.

The schools are spiritual workshops operating along complementary focal points. The Stephaneum College focuses on interdisciplinary links between human sciences and the development of a thinking community of primary and master students, bearing in mind the renewable idea of universality. The Labor et Otium College, following the spirit of Pope Leo XIII, regards scientific need, public responsibility, community building and cultural dialogue as its central values, particularly with regard to the traditions of political sciences. The Szent Ágoston College - Augustineum performs the talent-care supplement for university education in the perspective of the unity of faith and knowledge through the Christian intellectual form and the European spiritual heritage. Organistically, the colleges operate as autonomous units of the PPCU FHSS under the direct direction of the dean; their membership comes primarily from the Faculty's students but is also open to students from other factions and institutions.

From young academic staff to leading academic staff, the institution operates a differentiated publication support system, which has been available since 2023 (regulated by: 1 / 2023 Dean's instructions and additions, amendments). The level of support is adapted to the specific job and to the quality and type of publication (for example, other evaluation and remuneration are subject to Q1-Q2 magazine articles, studies, monographs, volume editing, etc.). The scheme is not automatic: the aid is subject, inter alia, to the performance of the specific educational burden, to the minimum published requirements and to the level of student opinion (OMHV) required by the academic staff member work. Higher-quality publications bring higher amounts of support, thereby encouraging internationally visible scientific performance.

Support for educational and research activities shall also cover administrative monitoring of scientific achievements. The institution shall ensure the management of the MTMT, including the recording of publications and references, as well as the possibility of using the institutional subscription of Academia.edu for academic staff and researchers who require it, thereby facilitating scientific visibility and effective collection of references.

In addition to the relevant departments (TSZO, Dean's Office and Economic Directorate), feedback from the educational and research community will also be integrated in the design and operation of the assistance instruments used; their regular assessment will ensure continued development of the support system and institutional quality assurance.

At the FLSS, they place great emphasis on the launch of student science career (academic and faculty SSC programmes, programmes, SSC prison, Kari SSC student scholarships, publishing opportunities in the Talent PONT series), and then on integrating these excellent students into doctoral training. The first three years of János Zlinszky's College for Advanced Studies also put great emphasis on developing students' scientific skills, organising workshops, conferences, launching a series of student study volumes. Young researchers are assisted by the Faculty with a variety of applications, grants and infrastructure for research, with extensive publication support. For example: mobility grants (Erasmus +, CEEPUS); University Research Scholarship Programme (EKÖP): 12-24 months support for young academic staff to promote publishing and research performance. Publication support and acceptance of Open Access fees.

In this context, the speech of His Holiness Pope Francis at our University in 2023 is of paramount importance, focusing on the image of the University: "The university is, as its name has already indicated, the place where the thought is born, growing and maturing, open and symphony; it is not unanimous, not closed, but open and symphony. This is the 'temple' where knowledge is meant to free itself from the narrow limits of possession and accumulation, to become a culture, that is to say, 'culture' of man and his founding relations: the relationship with the supernatural, society, history, creation."

What means and services does the institution encourage academic staff to carry out scientific and artistic activities? What procedure does it examine the effectiveness of these instruments?

With Rector 1 / 2025, the Dean was responsible for developing existing performance assessment systems. According to this instruction, the performance of academic staff should be assessed as part of the faculty performance assessment system. The criteria are different in each faculty, but among the aspects are the number of publications in Hungarian and foreign languages, the OSSC and the study management, individual and public activities. In addition to the Rector instruction, the UQAC meeting of 26 March 2026 decided that four central assessment criteria would be set. (Specified in Question 4 above.) All academic staff in the university's internal staff are obliged to publish their own scientific activities and research results in the MTMT database. The results of the performance assessments will be discussed by the dean meeting in faculty-level and will then be reported by the Dean to the university's management within the framework of the senior management meeting.

Describe how educational internal and external mobility develops in science-art-R & D & I activities.

The PPCU is involved in the KA171 international credit mobility programme, which supports mobility with third countries. This is particularly important for global legal and scientific research and the development of international law courses.

Several of the FT academic staff members are among the members of the International Patriotic Society and the European Catholic Theological Society, and are also attending conferences as rapporteurs. He has a close relationship with the Roman Catholic Theological Faculty of the University of Babeş- Bolyai in Cluj, Romania. They also participate in each other's doctoral activities, conferences and guest speakers.

The educational internal mobility in science-art-R & D & I activities takes place on the FHSS primarily through interdisciplinary operation of research groups across institutes and departments. Many research groups are not linked to a single department, but link academic staff and researchers from several institutes and departments to common scientific goals, promoting methodological and visual diversity. This organisational openness allows academic staff to be flexible in different research projects, strengthens cooperation between fields of science and contributes to the content of education and research. Joint work in research groups also supports the professional mobility of young academic staff and doctoral students within the institution, as it provides them with access to different research cultures, international relations and publishing opportunities.

The Faculty shall, in particular, support the external scientific mobility of academic staff and researchers with a tender-based support system operated by the Committee on Foreign Affairs. The aim of the support is to encourage the participation, presentations and related publication activities of full-time academic staff and researchers at international conferences abroad and to support the invitation of foreign guest academic staff. In case of a foreign conference performance, once a year, aid of up to HUF 350 000 may be claimed for travel costs, accommodation and registration fees, plus daily allowances for certified professional activities. Excursions related to the preparation or publication of interinstitutional cooperation or to the outcome of the evaluation of the proposals shall benefit from the participation of applicants in the MTMT.

The conference support is synergically suited to the mobility programmes coordinated by the International Department, which widely support the international professional presence of academic staff members. Erasmus + KA131 educational and personnel mobility, Strategic Partnerships, KA171 International Credit Mobility, CEEPUS Scholarship, Swiss Mobility and the Makovecz Scholarship Programme contribute to the development and maintenance of institutional and individual professional relations. Through the extensive Erasmus network, the Faculty participates in international projects, receives guest speakers, organises international conferences and is active in foreign scientific events. In particular, projects related to the International Credit Mobility offer research and publication opportunities in the fields of archaeology, history, armenology, international studies and political science. Approximately 60-70 academic staff and staff receive an external mobility grant each year, which is a good indication of the international scientific implantation and mobility activity of the Faculty.

They can also participate in CEEPUS networks supporting interdisciplinary research and education cooperation. The purpose of mobility is at least 6 teaching hours and / or study consultation, research activities and conference participation (not as an exclusive goal). Network mobility gives you the opportunity to join international research groups, which strengthens R & D & I integration.

Describe how the institution encourages academic staff to be involved in third mission activities and what recognition scheme it applies.

In particular, academic staff are encouraged to carry out such activities through the faculty performance assessment systems.

FT: Conference presentation, Conference organisation, Free University lecture, Free University organisation, Organisation of professional further training, Presentation at professional training.

FHSS: Third mission activities in different areas of activity:

Education: patents (e.g. University of Senior) and social management

Research: in the framework of conferences (e.g. Providence Policy Conference 2024 and 2025)

Knowledge sharing and innovation: Pedagogus Club and Hic et Nunc podcast

Art: Happy Özseb Theatre Company

In terms of our focused arts training, we have excellent cooperation with other universities: KRE, MMA, SZFE.

Social responsibility: Special attention to third mission activities is also indicated by the fact that a new Deputy Dean post was established in 2022: Deputy Dean for Foreign Affairs and Social Relations. The Deputy Dean is coordinating important mission activities in Hungary and abroad (Margat Castle, Crac de Chevaliers, Church Archaeology Research Group), which aim to develop church and social relations in addition to continuing these research activities.

JUSTICE: Third mission activities (e.g. Community projects, professional events, social involvement) are reflected in the academic staff member performance assessment and the habilitation procedures. The university's website and faculty communication channels provide regular presentations of academic staff' third mission projects (e.g. high school courses, scientific conferences, community programmes, student Recruitment).

ITBF: All-day participation (e.g. Education, Open Day, high school visit), presentation for promotion, Laboratory presentation (e.g. open day, for high school groups).

ESG 1.6 Learning support and student services

Describe how the resources of the institution ensure the appropriate quality of learning and teaching activities, the necessary conditions for this, in particular the needs of training with special equipment.

The appropriate level is ensured by the availability of appropriate education spaces and community spaces, library and IT background, advanced electronic education systems and laboratories, studios and practical training infrastructure for specific training needs.

The electronic learning system (Neptun) and the associated Moodle e-learning interface are displayed as a general service and Microsoft 365 is a service.

Most of the university's training is in the field of human sciences, so it is essential to provide a library background, which is available for all faculties and which has been further expanded by the University with online repository services, interinstitutional library cooperation and online database services.

In the case of specific equipment training, the institution shall provide targeted infrastructure. The ITBF is linked to the laboratory and development environment for engineering, molecular biology, infobionics and biotechnology training. The Esztergom Research Centre supports practical training, student research and R & D & I activities with robotics and electronics, liquid analysis units and microscope labs. A video studio is also available in the ITBF building in Budapest, where educational materials are also available.

The FHSS Danubianum training site is supported on the 4th floor by a separate radio studio (D404), a creative media studio (D405) and a film studio (D415) for communication and media science, social behaviour analysis and political communication, as well as art history master students. Archaeology students (BA and MA) are assisted by the first-floor computer rooms (<https://FHSS.PPCU.hu/mit-hol-talals-a-danubianum>). In Danubianum, a doctoral research room was established in 2025 for students of doctoral schools in humanities. The same was previously available in the Sophianum building. The Psychological Research Laboratory also operates in the latter building.

In the FT building there is a church music training place and a film reader in the canon law research room.

Describe which department (s) is responsible for the learning support and student service system within the institution and how they relate to the institution's quality assurance system.

The learning support and student service system is operated in a shared but regulated system of responsibility on PPCU: the institutional centre provides regulatory, coordination, administrative, IT, international, college and quality assurance frameworks at university level, while the faculties organise specific student services and learning support forms according to their training profile, student composition and local functioning.

At university level, the Education and Study Department has a crucial role to play, which ensures a uniform institutional framework for academic administration through coordination of central education organisation and study matters. This is linked to the faculty study classes, which deal with the student's daily study cases, applications, information, examination and sample curriculum questions. The cooperation of the central and faculty study units ensures that students receive administrative support in the same regulatory framework on different faculties, but according to the characteristics of the faculty.

The system of student services at institutional level also includes central units that do not directly pursue study matters but provide conditions for student progress and well-being. The Pázmány Péter Unified College is an institutional actor in the housing support system; the University Student Welfare Committee is involved in the

evaluation of social support, exceptional social grants, payment preferences and related applications; the Central Foreign Affairs Department is the institutional coordination of Erasmus +, CEEPUS, Stipendium Hungaricum, Diaspora Higher Education Scholarship Programme and other international mobility programmes. The Directorate-General for Economic and Technical Affairs, including IT, operation, procurement and economic areas, provide the infrastructure and background conditions necessary for the operation of student services.

The faculty level units shall operate the services closest to the students in connection with these central frameworks. On the FT, study administration, student information, library services, cooperation with the student committee and Community support are the key elements of the system. At the FHSS, the Student Service Centre, acting as part of the Dean's Office, organises the faculty system of student services on the basis of a uniform concept, including relations with the HEIs and student organisations, career support, advice on mental health and life management, support for religious and community programmes and tasks related to educational and secondary relations. The Department of Studies, the Faculty Library, career and student information services provide support at the faculty level. The ITBF has an important learning support role in mentoring programmes, in particular the animator system for the integration of first-year students and the mentoring network supporting international students.

The learning support and student service system is linked to the quality system through several channels. At institutional level, QAO and UQAC provide a framework for measuring, analysing and reconnecting experience with student services, study administration, education organisation, student satisfaction and learning support. According to the PDCA logic of the quality system, the operation of the services is not a closed service but a systematic process of evaluation and development.

The role of the faculty quality committees in this is to evaluate locally generated student feedback, SET results, satisfaction measurements, signals from student forums or USU contact and the reports of the faculty service units. Faculty experience is reflected in annual quality assurance reports, action plans and quality objectives and is incorporated into the functioning of the quality system at institutional level.

Describe who the institution involves in developing the system of services. In what procedures does the institution examine needs and satisfaction with the quality of the various services? How does the institution benefit from the results obtained on the basis of the surveys and how does it inform those concerned?

The PPCU carries out an online questionnaire survey on the expectations of individual university services among active students every year. A trend-based report is drawn up on the satisfaction survey questionnaires, at the end of which the QAO indicates the potential areas to be developed and the averages showing adequate satisfaction. The results of the surveys shall be processed by the faculty quality committees, who shall draw up a plan of action and propose to the Dean to intervene. The Advisory Councils on the topic are experts, psychiatrists, educators, managers.

In relation to student services, the FHSS Student Services Centre shall, at the end of each six-month period, send an evaluation questionnaire to students who participated in the psychological advice during the semester; the average results of the surveys shall be presented at the meetings of the University Quality Assurance Committee (UQAC).

On the basis of student feedback, drinking fountains were installed in the FLSS building, new benches and chairs were installed, as well as additional social spaces.

The ITBF develops community spaces with the answers received during student satisfaction measurement and direct feedback from the HEIs: for example, the development of study and rest corners and the installation of drinking fountain.

In addition to the above, the doctoral request and satisfaction assessment questionnaire also contains questions about library services, research infrastructure. In addition to UQAC, the University Doctoral Quality Assurance Commission (UDQAC) will discuss its results. As a result of the 2024 survey, a doctoral research room was

established at the training site of FHSS Danubianum in the following year. The competent doctoral office informed the doctoral students about this.

What kind of mentoring, support services and advice can be obtained for students, given their diversity?
Introduce a system of training for the professional development and support of tutors and mentors.

The institution operates a mentoring and support system that responds to a wide range of students' needs, adapted to their faculty characteristics. The aim of the services is to ensure students' academic progress, university integration, mental well-being, career orientation, community integration and, as a result of the Catholic nature of the University, their spiritual support.

Study and community integration is primarily supported by tutoring, mentoring and animator systems. On the FHSS, the USU Tutor programme supports first-year students from the time of inclusion in the subject, study orientation, preparation for exams and joining the faculty community life. The Tutori Organisation operates for the same purpose: it helps university integration, study orientation and community integration of first-year students. At ITBF, the Animator mentoring system supports the study and community integration of freshmen, acting as a liaison between students, academic staff and academic administration. In conjunction with the FT's specific credit training profile, the Ductor system at the Preservation Institute provides educational and psychological support to the lower annual students.

The mental well-being of students is supported by psychological and mental health advice at faculty level. In the FHSS, psychological support within the Student Service Centre provides free help in the event of life management, education, career orientation or personal difficulties with the participation of qualified psychologists and contemporary assistants. It is also available to ITBF students to provide psychological advice, in particular in the management of academic overload, stress management, motivating difficulties, communication difficulties and integration problems. The operation of the services is supported by professional ethical standards, supervision and case discussion, if necessary, and student feedback.

Career support and career orientation are also an important element of the student service system. On the FT, the specific form of career orientation is the presentation of religious and theological life courses, such as during career orientation sessions involving staff from the Credit Education Board. At the FHSS, career support and career orientation services appear within the Student Service Centre. At the FLSS, the Career Bureau provides personal advice, placement of job and professional practical opportunities, application and scholarship information, training and professional programmes.

International students are supported by separate mentoring and tutoring programmes. On the FLSS, Erasmus Tubers participate in the reception, university and study briefing, accommodation search and community integration of incoming students. The ITBF has a special international mentoring network supporting foreign students in understanding the education system, in administrative matters and in everyday integration. These services also help to address cultural diversity and achieve international objectives.

As a result of the Catholic mission of the University, the student services include spiritual and religious escort. This is supported at university level by the University Chairmanship, and at the faculty level by the Community's specific training system for religious communities, spirituals, social occasions and the FT. Spiritual assistance, along with psychological support, allows for a more complex interpretation of student welfare.

One of the focus of their student services is spiritual assistance, in connection with which we applied and won the University of Spiritual Health Award at the beginning of 2026.

The selection and preparation of tutors, mentors and animators is carried out in faculty systems. Students are typically included in programmes by means of a tender, interview or recruitment procedure; in the selection process, foreign language competence is also an issue. The preparation covers the subjects of study rules, roles, supporting communication, conflict management, community building, sensitivity, intercultural knowledge and

problem management. The work of mentors is supported by coordinators, chief staff, international offices or professional staff.

How the institution supports the participation of students in Community life, the functioning of student community activities (including institutional sports and leisure associations, student professional networks, religious and cultural student communities, etc.)?

The FT has a chapel in which there are sacraments every week (twice) for day students and for correspondence students on weekends. The chapel also provides room for other spiritual occasions, and students also have the opportunity to organise such programmes there, which they also use.

Students' self-organisation is widely supported at the FT. For example, in support of students wishing to participate in competition sports and in organising compulsory physical education courses, the Bodygroup works. The USU organises student events, professional days, sports events and represents student interests. Scientific Student Circles (SSC), legal solution and moot course competitions, student involvement in research projects are implemented through professional student networks. In addition, cultural and religious communities operate: choir, acting circle, spirit exercises. The Caribbean Organisation was founded on the GAEC to help those in need of our environment. With its programmes, students would also like to draw attention to the lives of people who need help living outside Hungary and the border.

Due to the ITBF's international programme, it receives an increasing number of foreign students, supported by a separate international mentoring network, integration programmes (mobility days, cultural events) and the International Bureau of faculty-level and institutional institutions. For students of various mobility programmes (Erasmus +, Stipendium Hungaricum, CEEPUS), regular events are organised to facilitate community building and multicultural interfaces.

The FHSS supports student community life within a regulated, transparent and sustainable framework. The primary representation and organisational framework of Community activities is the Faculty of Students' Municipality, which is the sole representative body of all students of the University under the Statutes of the University Student Municipality and decides independently on the main directions of interest representation activities and the organisation of student programmes.

The Faculty regulates the self-organisation of student communities in a separate order from the dean. The Dean's instructions 4 / 2011 define the concept of student castings, their establishment and registration, the responsible presence of the faculty worker. Only the organisation approved and registered by the Dean is entitled to use the faculty infrastructure, premises and equipment and to bear the designation "PPCU FHSS student cast organisation". This regulation ensures the transparency, quality and integration of Community activities into the spirit of the Faculty in accordance with the principles of the ESG 1.6-1.7.

The USU organises a wide spectrum of cultural, sporting and community building programmes (freshmen's camp, freshmen's ball, thematic faculty days, cultural events, sports competitions and field trips), the primary objective of which is to integrate first-year students, build professional and year-level contacts and strengthen interdisciplinary networks. Participation is voluntary, communication related to the programmes is multi-channel (faculty website, USU interface, Facebook, Instagram and newsletters), which helps to achieve a wide range of students (ESG 1.8).

The activities of the student community are also financially supported by the University under the Student Remuneration and Entitlement Rules. Sports and cultural activities should be used as a separate part of the relevant norm; in addition, public, organisational and community-building performance (e.g. event organisation, student association work, contribution to faculty projects, etc.), which goes beyond curriculum requirements, can be rewarded under the institutional professional, scientific and public scholarship. In the allocation of resources,

HÖK's faculty organisation is linked to the right to propose, so the student municipality is a participant in the preparation of decisions, which meets the ESG's expectations of participation in students.

In accordance with points 1.3 and 1.6 of the ESG 2015, the PPCU FHSS interprets the support of students as a whole, including spirituality and belief. The Pázmány University Chairmanship, led by Caprioli Alessandro, a university minister and Andrew Lee, operates as an integral part of the University, on a voluntary basis, while respecting the religious and worldview diversity of students and staff. The clergy offers a regular group of beliefs and sanctimonious training (baptism, first communion and wages), and organises spiritual days that help in personal reflection, professional search and awareness of ethical responsibility. The Alpha course, published in spring semesters, allows open, dialoguing processing of faith issues, especially for search and uncertain students. Students and colleagues in small groups, operating under the name Nauta, think together about work, learning and spirituality; this form is one of the areas of community learning and deeper commitment. During the period of the sorority, a weekly spiritual rhythm was created in the Faculty Prayer Room: on Monday, on Monday, on Monday, on Wednesday morning's Mass, on Wednesday morning, in the southern Uranalya Prayer, the spiritual framework of the daily burden of students and workers. Students' spiritual programmes (for example, "Ask the priest" conversations, walk and tours) specifically strengthen the culture of questions, doubts and free dialogue. Facial and university liturgical events - advent candlelight, cross-border office arrangements - provide a framework for community presence in line with the school year order. All of this is complemented by pilgrims organised for students and colleagues: every year, the Faculty pilgrimage to a Hungarian diocese centre, as well as several-day trips, such as the Roman pilgrimage to the Senate of staff in 2025. The important milestone of the spiritual activity was Pope Francis's apostolic journey to Hungary in 2023, when he met representatives of Hungarian scientific and cultural life, including members of the university community, at ITBF. In this way, the clergy provides a supportive, organised framework for student well-being, community integration and value-based self-reflection, in line with the ESG's expectations for a student-oriented, inclusive and supportive learning environment.

Overall, the PPCU FHSS supports student community life by means of normative, organisational and financial instruments which guarantee the quality and safety of programmes and, on the other hand, promote the active, responsible participation of students in the formation of the university community in accordance with ESG standards 1.3, 1.6 and 1.7.

How does the institution organise, support and encourage domestic and international mobility? How do you look at obstacles to implementation and what measures are you taking to resolve them?

Mobility is organised in central and faculty responsibility sharing: at university level, the Central Foreign Affairs Department coordinates tasks related to international activity, proposals, partner relations and mobility programmes, while at faculty level international agencies, external staff, Erasmus coordinators and professional managers support specific mobility issues for students, academic staff and staff.

The main framework for international mobility is the Erasmus + programme, including academic, practical, educational and training mobility, short-term and blended mobility forms and international credit mobility opportunities. The University also participates in other international programmes, such as CEEPUS, Stipendium Hungaricum, Diaspora Higher Education Scholarship Programme, the Scholarship Programme for Christian Youth and other international forms of cooperation. A number of students of the JK attend the summer universities of Catholic organisations each year, as well as the catholic management course in In Altum, Washington. From the year of the year, we have two Erasmus tutors (HK) per year at Barry University in Florida, where courses are visited and participants in professional programmes. Every six months, two professors from American Catholic university partners (Saint Louis University, Barry University, Saint Thomas University) who are teaching English in the US law programme to our Hungarian and Erasmus students.

Domestic mobility is achieved primarily by the participation of students in the field of student relations, domestic professional, scientific and training cooperation and students and academic staff in other domestic institutions, professional forums, research or study programmes.

The University supports mobility by several means. Students and academic staff will receive information on current opportunities through central and faculty websites, calls for proposals, Neptun messages, e-mail notices, mobility days and personal consultations. The Faculty of Foreign Affairs staff and coordinators shall assist in drawing up the application documentation, the selection of the partner institution, the preparation of the Learning Agreement or other study agreement, the settlement of credit recognition issues and the administrative steps of travel and entry. Mobility Online and Digital Learning Agreement are used to unify and monitor administration.

Financial and equal opportunities support is an important element in encouraging mobility. In addition to Erasmus + grants, additional grants are available, additional grants for disabled or long-term sick students and staff and forms of support to encourage green travel. They serve to ensure that mobility is not limited to those who would be able to finance abroad from their own resources. In some faculties, additional faculty incentives, additional grants or special professional programmes will help students to gain international experience. For example, the FLSS has created the Saint-Lea Scholarship Fund, from which we support the foreign activities of our excellent students, so in April 2026, 7 of our students visited the Court of Justice of the European Union in Luxembourg for 3 days, where they could attend lectures and hearings. Travel to Barry University is supported jointly by the two institutions, so their accommodation and travel expenses do not arise.

Support for incoming students is also part of the mobility system. The Faculty International Offices, Erasmus Coordinators and mentoring / tutoring systems help foreign students in administrative administration, study system knowledge, course selection, integration and everyday practical issues. Foreign language course offer, English language guides, international mentors and faculty community programmes contribute to making mobility not only formal part-training but also real professional and cultural integration.

The institution shall identify obstacles to mobility from several sources. These include tender participatory data, unapplied or cancelled places, student and teacher reports, feedback from incoming and outgoing students, the experience of faculty coordinators, problems arising from Learning Agreement and credit recognition processes, and consultations with Tempus Public Foundation and partner institutions. The most common obstacles include financial difficulties, lack of language preparedness, administrative uncertainties, issues related to academic recognition, differences in the provision of partner institutions, family or work constraints and mobility conditions for students with special needs.

In order to address the obstacles, the University shall apply several measures. By clarifying the calls for proposals and the list of partners, it seeks to reduce uncertainty in advance, for example by making it clear which departments students can apply for and under what language conditions. The staff and central staff shall provide personal consultation, e-mail and telephone assistance and, if necessary, additional applications, additional seats or new partnership initiatives. Language barriers can be managed by online language support and intensive language courses of partner institutions. Financial and social barriers are reduced by equal opportunities, special needs and green travel subsidies.

The obstacles to academic recognition are addressed by the prior Learning Agreement, the faculty coordinator's approval, the possibility of changing in mobility and the post-return credit recognition process.

Where the foreign language course offer is narrower for incoming students, the institution reacts with the prior publication of available foreign language courses, the extension of the course offer and the encouragement of teaching academic staff in foreign languages. For example, FHSS will make all courses offered every six months in the English language from 120 to 130 available to visiting students and will inform them (one semester earlier) in time. Furthermore, the FHSS encourages its academic staff (also) to hold foreign language lessons with extra remuneration for the hours held in foreign language (Dean's instructions No 1 / 2023).

The shorter, blended or professional programmes offer alternatives to those who, for family, work or study reasons, cannot take part in longer training abroad.

Describe the elements of the learning support infrastructure (IT support, textbook, notes, college service, sports opportunities, etc.).

At the University, students have computer-equipped IT labs that can be used (6 computer labs with 110 seats alone on the FHSS) as well as the Eduroam Wi-Fi Internet service.

ITBF provides practical training and learning support with 6 PC labs (total 150 PC and 10 Apple computers) and additional electronic measuring laboratories, R & D labs.

There is currently no single institutional library at the university, this hyate will be rectified by the new Campus, while the Karok has libraries (FHSS, FT, HK, ITBF), and some institutions / departments also maintain their own smaller libraries, with a unique head of law library education at the FLSS.

In terms of sport, FHSS is also keeping in mind the skills of the faculty, for example in the Esztergom training area, students and academic staff members are expected to have the BME Sports Centre with the benefits of technical university colleagues.

The University has a college of two buildings, with a total of 283 people, which was established on 1 January 2024 (the Balkan street building 167, the museum street building for 116 people). In the building of the 26th Szentkirályi str., we are in the process of refurbishing the gym, and we have bought an area next to the Balkan Street College this year.

The annual Study Information is detailed in the student services. Describe library services (at all training places), including the specificities of the training offer. Describe the directory availability of mandatory literature (digital, paper-based, instance number, rental details, etc.). In what procedure does the institution review the adequacy of library services and library staff?

The university also has a subscription to 17 national, 17 international scientific and 2 scientific databases. The subscriptions also include open Access (OA) publishing quotas for some publishers, in addition to reaching the database.

The FHSS will provide services at both Budapest and Esztergom. In addition, a collection of nearly 100,000 lots of FT and the same size is available in Budapest. ITBF also has a faculty library, but due to the nature of the training, digital content is more characteristic. At the request of the academic staff, the libraries occasionally provide short information to students on the services of the library, databases, online sources and information search options. The doctoral students will receive a course on the MTMT interface, registration and the steps taken to record communications. We also provide research support services for academic staff. We monitor, check, improve their publications in MTMT.

The faculty directories also help the student career with varied services, such as:

Rent a librarian - LHSS

Ask a librarian. - FHSS

The doctoral publications are made available online - FT

The University also has an extensive cooperation network for library services. Thanks to this, academic staff and students can also use the services of the ELTE University Library, the Sapientia College of Faith, the BUTE Library, the UTFA Library and the Library of Esztergom College of Theology for free.

In order to ensure online storage and access to Open Access, the University also has its own repository and an online platform for publishing OA volumes and magazines. The feedback on the library file may be made by students within the framework of the Student Satisfaction Measurement and Doctorandus Demand and Satisfaction Questionnaire. The Quality Assurance Office regularly analyses feedback in the survey reports. Where there is a need to correct interventions or processes in connection with services, it shall be discussed and initiated by the UQAC or by the quality assurance committee of the competent faculty.

Describe what digital learning support tools and platforms the institution provides to support students. How does the institution inform students of these possibilities?

This appropriation is intended to cover the following expenditure:

Our university online learning platform is Moodle

Students are primarily informed about digital learning opportunities in Institute / Department circulars and, at central level, CD and DEAA provide information on digital and e-learning courses that can be completed through the Neptun system. Every six months, the University automatically creates a Teams group for communication and collaborating with Neptun. In addition, according to the needs and indications of academic staff, Moodle courses will be created automatically. For ITBF, setting up Moodle courses is the default for each semester course.

What resources, development and support services are available to students to facilitate the acquisition of digital skills (ethical use of digital tools, data and cyber security risks, etc.)?

Services to students include:

Online competence development training, IV iSpring Suite 11 basic skills. iSpring Suite is a software package that allows you to create interactive e-learning content, presentations and online courses. The course can be done by checking on <https://moodle.PPCU.hu> and can be reached under the starting page within the Centre-RH 2023 / 2.

Online competence development training XVI. Artificial intelligence for academic competence development students. The aim is to improve students' knowledge and responsible use of artificial intelligence in tools, studies, research and university work. More information: rrf-2-1-2-21- 2022-00014-2.

There is also the PETER (institutional repository) - thematic collections (including Távir repozitórium), joint seeker (Pázmáfind), eligibility management (open / EduID es / locally readable content). Several textbooks are available electronically.

An institutional recommendation for the appropriate and ethical use of AI was also adopted for students.

Describe the institution's own scholarship system. How does the institution inform students of the opportunities, the conditions and the order of their consideration? How are the non-statutory criticism aspects of scholarships reviewed, who are involved in the process and how does the institution communicate the results of the review to those concerned?

The University shall provide information on scholarships and applications on the following:

Part III of the Inter-institutional Student Refugee and Entitlement Rules (PPA) concerns student benefits:

Study scholarship (faculty proposal, Dean's decision)

National higher education scholarship (faculty proposal, UC decision)

institutional professional, scientific and public life scholarship (faculty proposal, Dean's decision)

Professional Practical Scholarship (faculty proposal, Dean's decision)

doctoral scholarship (statutory rate)

Benefits on the basis of needs:

basic aid (EDJB decision)

regular social scholarship (EDJB decision)

extraordinary social scholarship (EDJB decision)

The detailed rules for the award of the Bursa Hungaria Higher Education Municipality Scholarship are laid down by law.

It is available for students to receive the ministerial scholarship of foreign citizens (legislation laid down detailed rules for awarding them) and other grants to the Faculty for their own revenue. ([#https://PPCU.hu/actalis-listoi-palyazatok #](https://PPCU.hu/actalis-listoi-palyazatok))

The University and the faculties are entitled to create additional scholarships. The St. Joseph's Scholarship of Children at the University provides financial support for students raising children. The scholarship will be published annually in the form of a separate Rector instruction. The applicant data for the preceding period shall be communicated by the Education and Study Department to the Institute and the eligible candidate's cap for the year concerned shall be established taking into account this and the current financial possibilities of the University.

The Pázmány Péter Study Scholarship provides additional support for students with good academic results in view of the low student norms. The specific feature of the scholarship is that, although it is tied to the academic scholarship for eligibility and equity, it does not give students a monthly breakdown, but at the beginning of the semester a lump sum grant.

The special example of the faculty scholarships is the FHSS Master and Student Scholarship Programme, in which an academic staff member and a student can apply and receive support together. The programme is two-stage: the master and the disciple are applying for a research plan for a two-year project. In the case of grants, they shall be included in the programme, with a maximum of three winners per year at the end of the second year. They receive a substantial lump sum grant that the master and the disciple share equally. As an example, in order to facilitate the recognition of credits from student mobility, FHSS also started a so-called mobility scholarship. The FHSS also offers grants at institute level, which represent the scientific work carried out in the relevant training area or education support or community organisation activities for the Institute. For example, the International and Political Science Institute's Scholarship or the annual award of students and young researchers by the Institute of Psychology.

Describe other services that fit the institution's capabilities, training profile and third mission.

The Pázmány Card application started again in May 2025 after several years of break. Its aim is to strengthen the university community on a single digital platform and provide tangible benefits to students, staff and alumnuses at the University. The priority function of the app is that the current news and events of the Pázmány are continuously uploaded to the surface. Thanks to this, downloaders can be informed firsthand, directly from the university, of the information, programmes and topical facts that are important to them. This function contributes to faster, more targeted and more direct communication and strengthens the experience of belonging to the university community. Another important pillar of the application is the discount system. There are currently 23

contracted partners offering discounts on the Pázmány Card users in various areas. The development of the partnership circle is ongoing: there are currently 4- 5 new cooperation agreements, including theatres, catering units.

Our institution's significant third mission service is the University of Pázmány Senior, with over 10,000 participants since its existence. It is also necessary to mention voluntary programmes, such as voluntary work of the operational department in the construction of gardens and buildings of church educational and religious institutions.

Describe the operation of services supporting students with special needs in the institution. What means is the institution providing for the implementation of inclusive education?

Pursuant to paragraph 43 of the SERZ, a student with disabilities shall be provided with training and examination according to disability and assistance to fulfil the obligations arising from his or her relationship with the student. Where appropriate, it shall be exempted from the obligation to study certain subjects, parts of subjects or to report. If necessary, it shall be exempted from the knowledge measurement or part or level of knowledge of foreign professional language. In the knowledge measurement and examination, a longer preparation period should be provided, the written report should allow for the use of the auxiliary instrument, in particular typewriter and computer, and, where necessary, the replacement of the written report by oral report or written report.

Support for disabled students shall be assisted by an institutional and faculty equal opportunities coordinator. In the event of non-disabled health damage and chronic illness, on the basis of an appropriate expert opinion, the Equal Opportunities Committee may provide the student with personalised assistance.

Describe how, on what scale, the institution ensures the further training of other non-educational researchers.

The Erasmus + programme offers students, educators, but also non-educators from PPCU an opportunity to study abroad, to train or to exchange experience, to support personal, professional development, language learning, and to learn new cultures. The number of participants in the employee mobility programme is constantly increasing. In the period 2021-2025, a total of 330 staff participated in various foreign programmes, including Austria, Belgium, France, the United Kingdom and the Vatican.

The PPCU provides training and training of non-academic staff members in the framework of internal training and the use of external service providers (schools, adult training institutions), thereby increasing the loyalty of employees, the provision of advanced opportunities and the professional provision of their tasks (e.g. balance sheet statutory training, boiler management renewal course, IIDP management and rescue training, fire alarm management course, internal control training, fire protection examinations, ADR course, data protection officer training, NEXON Academy, AI training, etc.). The training / further training costs are fully borne by the PPCU.

In the case of internal training, online competence training materials available free of charge have already been presented (ESG 1.3.4. question).

The PPCU also places emphasis on the internal training of newcomers, which will facilitate the provision of their jobs and adapt to the specific needs of the University (e.g. SAP user education, Neptun administration, Office education). In the framework of internal training, the FHSS organises an English language course for its staff in administration every six months and on demand.

In the 2024 / 25 school year, the administrative staff of the ITBF participated in 18-occasion digital competence development training, which has developed in a practical way skills that are essential to modern higher education: the use of office software, the principles of information security, the online communication toolkit and the use of AI tools. In addition, the Faculty Coursera provides staff with an opportunity to continue training based on needs and targeted subjects, enabling each department to develop from internationally recognised

teaching material that fits its own tasks and challenges. The coordination and continuous development of further training shall be carried out in accordance with the quality development objectives set out in the Dean programme, ensuring that the competences of the staff keep pace with modern higher education and administrative requirements supporting the functioning of the Faculty.

ESG 1.7 Information management

How is data collected and analysed for study programmes and other activities?

At Pázmány Péter Catholic University, data collection takes place through electronic questionnaires (e.g. SETs), collecting indicators and self-evaluation, covering student satisfaction and training processes. The data collected is analysed by the faculty and university management and the results are used to improve curriculum, to set strategic and quality objectives and to improve education standards. An annual dashboard-based statement is made as a result of continuous data collection and analysis. We're currently analysing trends that go back six years.

At university level, the Quality Assurance Office shall collect annual baseline data and indicators related to operation from the faculties and relevant central departments. The Excel-based register shall include, in an integrated and timely manner, the most important information, such as application numbers, educational burden, research activities, student performance, internal training, faculty quality assurance activities, mobility data and appeal procedures. The Single Database provides an opportunity for data-based decision-making and, due to the chronological nature, even for longer-term trends. The database shall also serve as a basis for the strategic creation and the annual institutional report for the maintenance.

In addition to central data collection, of course, each faculty is constantly examining and evaluating its own activities. The faculty education organisation units filter the enrolled student numbers at the beginning of each school year, compared to previous years. At the beginning of the semester, the number of active students and the number of dropout students will be checked, the number of reclassifications at the end of the semester. These data shall be analysed primarily by the Dean, the Deputy Dean and the faculty quality assurance committees. In the same way, academic staff members' numbers and hours are subject to regular inspections.

Data relating to activities beyond study programmes (e.g. conferences, professional days, series of lectures, educational performances) are usually collected by staff from the Dean's offices and analysed and evaluated by the competent Dean and, if necessary, proposals for development or amendment for individual events or future objectives.

For the assessment of the data, a specific practice is also carried out for FHSS by visualising the indicators which are considered to be of current importance for the functioning of the Faculty on a yearly basis: As a Dashboard, which shows directly the evolution of operational trends, the effectiveness of the measures taken to achieve the objectives set (for example, increasing the application and first correct application numbers or reducing the number of small courses, increasing the number of Kari scientific works).

Since the previous accreditation, the Communication Department has been significantly transformed, while the external and internal flooding of information has renewed. The two fields of expertise include quality assurance and communication.

Describe how the results (averages, standard deviation) and trends of these indicators are analysed. What is the scale of the analyses and their extent within the institution (per semester, per year, per year, per course)? How does the institution's quality assurance system assess the data and how it makes use of their results?

The institution shall analyse the results of student and teacher evaluations on the basis of statistical indicators, in particular averages and deviations, after the completion of the questionnaire surveys, and shall examine the temporal development of each indicator. Students' opinions are collected and evaluated every six months under the SET system, at course level, while academic staff feedback is processed during the annual Education Motivation Study. The analyses shall be carried out under the institution's quality assurance system and shall provide an institutional, faculty and, if necessary, a course-level overview. The results shall contribute to the evaluation of educational processes and to the basis for measures to support the development of operational and educational practices. In these analyses, attention will be paid to the presentation of three-year trends, as well as to the indication of areas to be worked and developed with appropriate satisfaction. The number of respondents to the questions concerned and the response below 5 are specifically indicated in the analyses. The SET and LMS results are discussed by the competent faculty board and presented to the UQAC under the quality system. In case of low satisfaction, the panel shall make recommendations to the faculties.

How and on a regular basis will competence be achieved during student life? How does the institution use their results, how does it integrate them into training development processes?

The University conducts input and output competence measurements and examines students' expectations by measuring their satisfaction between measurements. For example, in the case of legal training, Faculty's QAC measures the employment of students and, in addition to work, the expectations of students in relation to training. (b) systematic and systematic feedback of the results of student satisfaction measurement, taking particular account of sample plans and academic techniques (university level support); The results of the competence assessment shall be used primarily by the institution in the work of experts and in the review of training. For the first time, in 2025, the AI- supported input competence was achieved, which focuses specifically on the examination of specific competence. The results of this will be processed, but will only be possible after the appropriate output test has been carried out.

Please describe the additional tools and methods used by the institution to collect data in addition to the collection of information provided for by legislation and other regulations.

In addition to statutory mandatory measurements, the Institute also uses different individual measurements for data collection (according to annual survey plans), such as:

High school survey: knowledge of decision strategies behind career selection / knowledge of higher education institutions / knowledge of PPCU among secondary students, secondary school students, annual

Basket survey: social background / secondary school results / educational motivation / student work / student expectations for training and institution, newly enrolled students, annually

Specificity measurement: literacy, self-reflective questions, learning training competences, newly enrolled students, beginning of training, end of training

Doctoral needs and satisfaction measurement: motivation / satisfaction with training / advancement / research activity / labour market participation / foreign plans, experience, doctoral students, annual

Doctoral GCTS survey, doctoral degree acquired every two years

Educational motivation test: faculties defined by academic staff, annual secular faculties

Staff satisfaction measurement: satisfaction / communication and information flow / opportunity for development / working environment / regulations, staff (academic staff members and non-academic staff members), annual

In addition to the surveys, the University collects and analyses the indicators included in the quality assurance tables, and the information provided to the institution / quality assurance body in the forums and other formal or informal ways should not be forgotten.

How are external and internal stakeholders involved in the data collection and analysis processes, through which channels are the means of communication?

The graduate career tracking system (GCTS) and doctoral GCTS questionnaire will be sent to our students and our former doctoral students, which will allow external stakeholders to provide feedback on the quality of our training. This is mainly reflected in the latter questionnaire, which was developed by the doctoral schools and UDQAC and is not sent to an OH model.

The FT maintains regular contacts with the maintainer and the diocese as employers.

At the FHSS, the alumni Council also participates in the process of adapting the study programmes, which is carried out after an overview of relevant application, recruitment and qualifications data. In addition, the Pázmány Pedagogue Club, the partner school network, the research institutes involved in cooperation, public collections and advisory bodies in the field of certain training, which also cooperate with the faculty in activities of quality assurance relevance, should be mentioned.

In the case of the FLSS, we have regular meetings with representatives of the professional order every year and they are involved in peer review procedures.

With regard to ITBF, external stakeholders are involved in research and competition relations.

Describe the institution's data security system (link). What does the institution do to ensure data and information security?

For institutional data protection, you will be informed on a separate page of the data subjects, where you will find the Privacy Policy, and you will be given further information on what data you collect and how the University uses it. Contact details of the institutional data protection officer: dpo @ PPCU.hu.

The scope of the PPCU ISPS shall cover all the processes and activities of the PPCU in relation to the management and processing of information and the provision of IT tools, persons or facilities for their support. The material scope of the PPCU ISPE shall include information tools, registration systems, which can be found in the PPCU area or its institutions, all departments using IT and / or operating in an IT environment.

What is the frequency of updating data and analyses on non-public surfaces? Please describe the department responsible.

The applicant, recruited, executed and statistic data are updated by the Education and Study Department on a six-month, annual basis in the data tables provided on the internal server of the Directorate-General. Data on registered training courses shall be updated every six months in the event of changes in data, in the field of professional practice. In order to update the data on partnership cooperation, the Directorate-General and the Central Foreign Affairs Department are responsible for regular data on international cooperation, including the Erasmus + Mobility, Stipendium Hungaricum and SYC programmes. The figures for staff, training staff at the Directorate-General for Economic and Technical Affairs (DGETA) are within the competence of the Department of Labour and Labour and are updated at least every six months. DGETA is also responsible for updating financial data, which is updated for the relevant half-year. The operational, energy-related data shall be managed

by the operational department and annual accounts thereof. The Quality Assurance Office shall be responsible for updating internal analyses and reports on surveys and shall update the area containing reports as compared to the survey plan after the completion of the analyses and the presentation of them to the University Quality Assurance Committee. Typically, 2 to 3 months, but at least once every six months. All other data are collected by faculties and doctoral schools, updated on a six-month or annual basis.

Show me how the institution follows the career and career of the graduates. How do you use the data on graduates to improve study programmes?

The institution shall primarily follow the career path of the graduates through central GCTSs surveys related to the Education Office's Diplomatic Monitoring System. The surveys shall focus on the location, further learning, professional career of the graduates and on the usefulness of the knowledge and competences acquired during training. In the case of doctoral education, this is supplemented by a GCTS-like questionnaire survey every two years to follow the scientific, educational and research career of the students and assess their doctoral training. The GCTSs results, doctoral track monitoring data and feedback from the alumni contact are processed by the University and are then reattached to the relevant training and specialists (doctoral school managers, faculty managers, institute managers) and quality assurance forums. The use of data is linked to the revision of study programmes: on the basis of the results, the development of training content, educational aids and offices used, practical pedagogical methods, competence development and flexible learning forms are amended. The follow-up of the graduates thus acts as a regular data collection, analysis and feedback process aimed at continuously improving the professional, scientific and labour market relevance of training.

Describe how it is ensured that the data collected, the results of their analysis, are consistent with those contained in the institution's mission and strategy.

The strategy guidelines and objectives have been developed in the medium-term strategy 2021-2030 to increase the number and proportion of the first right candidates, consistent with continuous monitoring of the number of participants and the development of recruitment campaigns. The results of the high school survey will help the Communication Department work and the extension of the secondary school relationship and visits, and they will reverse the prior university preference of secondary school students, thus helping to define the target group of university candidates.

The provision of high-quality value-based education is also an institutional objective which is supported by the follow-up of the faculty's SET averages and the results of student satisfaction measurement. Since increasing the visibility of research at the University is a strategic objective, the institution monitors the number of publications recorded in MTMT and rewards the preparation of outstanding scientific work with its faculty evaluation and incentive systems.

The GCTS surveys serve to monitor the emissions of value-conscious professionals responsible for the labour market, society and the church (see section on the use of survey results). The Quality Assurance Office reports shall inform institutional stakeholders, the objective-oriented use of data and the promotion of strategies shall be the responsibility of the departments involved in the related work processes, who shall become the executors of the quality policy of the University and join the effective operation of the university's quality assurance system.

ESG 1.8 Public information

Describe which department is responsible for the content management of the institution's website (Hungarian and foreign).

Under Section 15 of the University Communication Rules, the University's central website is available at <https://ppcu.hu>. According to Article 16 of the Rules, the Hungarian-language central website of the University is provided by the Communications Department. The content responsible for the international website is the

Central Foreign Affairs Department. The professional content of the central and faculty websites shall be kept under constant review by the professional managers concerned by the content. The proposals shall be made to the dean of the faculty concerned, Head of Communication Division for the central website. Responsibility for each subsystem can be regulated within the faculty differentiated, for example by a separate order from the Dean for FHSS. According to Article 17 (3) of the Communication Code, social media platforms in the central communication of the University are available from the central website. The Communication Division is responsible for the operation of these surfaces. The content published on these surfaces shall be decided by the Head of Communication Division.

Where the institution operates several websites, what procedures are the procedures for examining their content compliance with those regulations?

The dean of that faculty shall be responsible for handling the faculty pages, the quality of the information on them and for communicating the correct data. This is regulated by the FHSS in a separate order from the dean, with precise responsibilities and the mandatory minimum data content of each institute site.

Under Article 18 of the Communication Rules, smaller departments within the faculties (e.g. certain departments, colleges, colleges, schools, training) may, for the sake of easier, specific information flows, create their own social media platforms separated from central community surfaces, following compliance with the provisions of the Arculati Manual (which are provided for the operation of), after the written approval of the head of the department and informing the Communications Department and the competent Dean.

What is the frequency of updating the website (s)? How is the updated content displayed on the website to make it clearly identifiable to users? How are institutional data and analyses ensured?

The update of the websites is ongoing and the latest news is displayed in the top lane of the website. The various surveys will be carried out in a submenu for students, students and the submenu for staff. For the public, the University provides information of public interest on a separate sub-page. The update date at the bottom right of the page in question indicates the update of the data for users.

Pursuant to Article 18 of the Communication Rules, regular updates and technical maintenance, development and archiving and possible deletion of non-updating sites of Community sites established by university departments are the responsibility and responsibility of the establishment department.

How can institutional documents (regulations, board decisions, reports) be accessible to external and internal stakeholders? How do you know about these changes?

The institutional regulations and instructions are available on the central regulations and instructions page. In the submenu of this page, you can see Rector's and Economic Directors-General's instructions, strategic documents (for staff and public), employee regulations and ET decisions. The changes in regulations are communicated to the internal stakeholders by staff, within the faculty, by letters sent by the institute administrators. Changes to the regulations may be communicated to external stakeholders on the follow-up page. The changes in regulations and instructions for internal staff can be learned by our staff from the Directorate-General's e-mail and the KO's monthly newsletter.

Describe where the most important information on the training courses announced is available on the institution's websites.

The most important information about the courses announced is available on the website and on the website of the institution, where the basic information and model design of the course can be obtained by clicking on the course. On the registered training page all institutional training is available. The information available on the

faculty websites is also: FT - FHSS - HIT - ITBF. In the case of FHSS, the information on each training course is also available through the websites of the agencies responsible for each training. The information on training is also available in the form of public brochures, and every year the University publishes study information.

Does the institution apply surfaces and channels other than the website to provide information on its activities, to recruit applicants? If yes, describe these briefly and which department (s) is responsible for the content management of these surfaces (Hungarian and foreign).

According to Article 15 (2) of the Communication Rules, official websites and social media platforms managed by the University are published on the website <https://PPCU.hu/pazmany-> the Internet. The Communications Department (CD) manages the University's primary social media surfaces. Of these, LinkedIn is a professional employer profile, Facebook and Instagram mainly contain news and relevant entries about the institution's activities. Among social media platforms, TikTok is the most unique, as representatives, academic staff members and students of the university community can also create a context. The YouTube channel contains mainly the news of the university community, its own promotional material of the faculties and institutes and the content of the presentations of conferences held at the university. On the faculty social media platforms, the HÖK and its communication staff are also eligible for content preparation, which is controlled by the KO prior to sharing. In relation to recruitment, specific brochures of the Central Communications Department are mentioned and presented to the public at international fairs.

Describe the availability, up-to-date (supported by data) of study programmes (curricula, pre-study programmes, academic programmes, requirements systems) on websites.

In addition to those described in point 5, study programmes are available on faculty tomorrow: FT - FHSS - HK - ITBF. In the case of FHSS, you can choose the level of training and then the training and move on to the curriculum on the training side.

In view of the emerging system, not only the latest curricula but also the previous ones are available. The data were uploaded to the website in a way that clearly identifies the time conditions.

How does the institution ensure the disclosure of data on the composition, meetings and decisions of the body?

The decisions of the university bodies (councils and quality assurance committees) shall be published on the University's website in full annual breakdown, but immediately after the data has been generated, covering:

Decisions of the University Council

Decisions of the University Quality Assurance Committee

Decisions of the University Doctoral Quality Assurance Committee

Decisions of the Faculty Councils: (ITBF, JK, FT, FHSS) and doctoral schools (RTMTDI, GAD, BTDHT, BTDHMB) are published on their own website.

Enter the contact details of the institutional information.

Study information for school year 2025 / 2026.

Is the institution's external quality assurance documents publicly available? Does it display the results of each accreditation procedure and, if so, in what form?

The self-evaluations submitted during the previous accreditation procedure are presented by the University on the website: <https://PPKE.hu/onertekeles>.

The results of accreditation procedures are presented as separate news on the website.

How does the institution provide for the sharing and dissemination of good practices and good examples related to the development of quality culture?

In particular, at the meetings of quality assurance bodies, as well as at the Quality Assurance Office, it leads a good practice folder from the lessons of the various procedures. In its institutional awareness and awareness-raising activities, it shall inform university citizens not only of the results and expectations of quality assurance and quality development by lectures, but by technical materials available on the website. A number of presentations on ESG 2015, institutional strategy and higher education quality assurance, can be found among professional materials. One of the main tasks of the Bureau is to embed and monitor quality-oriented approach in the University's bond. The staff of the Bureau shall provide information on the quality assurance activities of the University at a number of external events (e.g. PPCU-HAC conferences) and internal institutional sessions (student and staff forums). We help other institutions prepare accreditation, we are founders of the Catholic Quality Framework. A quality assurance course available to students at our university.

How does the institution inform external and internal stakeholders of third mission activities (facts, results, evaluation)? How do you involve stakeholders in these activities?

The faculties inform stakeholders in different ways, the ITBF dedicated a separate subpage to third mission activities. The involvement of stakeholders also takes place on the public surfaces of the University and in promotional material appearing at university media partners (e.g. Hungarian Kurir, 77blog).

In addition, the relevant department is required to inform the Communication Department at the address of the Communicacio @ PPCU.hu e-mail, about news and events of great importance to the University, with appropriate images to be used on the website.

The establishment of the university's third mission activity was preceded by surveys, which led us to try to draw up programmes that are attractive to the widest of the world. In this context, we have involved the Alumni Councils, the Advisory Councils and, of course, the academic staff in compiling the programmes. A wide range of programme offers have thus been created from high school academic staff to senior-age stakeholders, we can offer religious or only religious people relevant opportunities. We are also trying to encourage you to participate in a number of ways: in addition to today's, already unavoidable, university surfaces (website, newsletter, social media), we will also naturally place PR articles and advertisements on relevant surfaces. In addition, in order to achieve a wide range of access, we will regularly notify secondary schools and parishes. In the interests of greater activity, we also provide discounts in addition to paid advertisements from events which may be visited by the participation fee in some cases. Graduated students will be invited at graduation and will try to integrate into the alumni community. From 2024 onwards, we have prepared an alumni welcome and recruitment letter for the newcomers (Hungarian / English), which will be received at the same time as the graduation.

ESG 1.10 Regular external quality assurance

What other external quality assurance procedures, relevant for the fulfilment of ESG standards and the implementation of development proposals, are applied in the institution and what organisational level, programme?

Within the framework of the PPCU-KRE Cooperation Agreement, the adequacy of public website information in the ESG 1.8 area has been mutually reviewed by the quality assurance experts at the two universities since 2021.

The Catholic Quality Framework was established to coordinate the development of quality assurance systems for Catholic higher education institutions. In this context, the members' institutions of the round table shall examine / monitor each other's quality assurance systems. The Pázmány Péter Catholic University was examined by the quality assurance experts of the University of Ferenc Gál during the monitoring of the ESG 1.8 public information, including the availability of third mission activities and regulatory documents on public surfaces managed by our university.

What type and frequency of external quality assurance procedures is used in the institution (e.g. accreditation processes, tests)?

The accreditation review carried out by the HAC shall be carried out every 5 years and at individual intervals on the basis of requests made in the framework of the Catholic Quality Framework and the PPCU-KGURC cooperation. In addition, within the framework of an affiliation cooperation agreement, the University carries out monitoring activities at the four Catholic universities concerned.

How does the institution ensure compliance with the requirements of the legal environment in external quality assurance procedures?

The University's quality assurance system also covers these procedures and therefore regulates the process of different external quality assurance procedures in dedicated quality assurance procedures.

Quality procedures - Operation of the quality system

Quality procedure - MAB accreditation

Quality procedure - Registration of the establishment of AOM training courses

Quality procedure - Registration of the launch of AOM training

Quality procedure - Accreditation and registration procedure for master training initiated under institutional powers

How does the institution measure and analyse the results of external quality assurance?

The Quality Assurance Office shall monitor the external quality assurance results of the institution on a continuous basis and shall also carry out Benchmark activities in respect of current HAC procedures at other universities. Taking into account these and their own ratings, it prepares the actors in the institutional quality assurance system, helps to prepare monitoring reports and records complete and partial progress. It supports the preparation of institutional action plans and detects possible corrective actions on the basis of which it proposes improvements. The accreditation and monitoring reports shall be analysed at the meetings of the university, faculty and doctoral quality committees and shall be reported by the staff of the Quality Assurance Office. In response to external quality assurance reports, action and action plans are drawn up to successfully integrate the

proposals and findings received into the University's quality assurance system. The Agency shall monitor the implementation of the plans.

What has the latest external quality assurance assessments had to do with the development of internal quality assurance processes and systems?

Since the previous accreditation procedure, many proposed improvements have been made by the University on its quality assurance system. It has transformed the quality assurance of doctoral schools and doctoral training within the institutional quality assurance system into an independent subsystem with special regulations and a fragmented Commission background.

In 2021, in the framework of the PPCU-KGURC cooperation, the University carried out a mutual audit in which KRE produced a report on ESG 1.1, 1.6, 1.7 and 1.8. On the basis of this report, we have managed to make the institutional website more transparent and transparent. The documents displayed there shall be communicated in uniform form. This has helped to further develop institutional communication, to create the 'brand' of the Pázmás and to strengthen more effective newsletter and social media-based communication activity, which shows that the Pázmás is becoming increasingly visible on social media surfaces. One of the proposals from the previous MAB report concerned the full involvement of external stakeholders, and therefore PPCU has established new cooperation with the Hungarian Catholic institutions in higher education, and we have also been looking for external quality assurance partners within the framework of the agreement, which has included a review of our website based on ESG 1.8. The findings of the external evaluation were reported on the basis of which the PPCU carried out the presentation of domestic cooperation on its website, the further development of the Quality Assurance menu (information, summary information) and the restructure of the website according to ESG

Since the last HAC report, the university quality assurance system has developed in two steps, the first was the introduction and implementation of system analyses, the second was the promotion of data-based decision-making and the possibility of integrating AI- based systems.

For example, show how the external evaluation helps to continuously develop and identify areas to improve.

The findings and development made during the external audit in 2021: ESG 1.1 shows the institutional quality targets publicly on its website, in line with proposals, and has also presented documents following quality policy and quality objectives as noted. In 1.6, we have received proposals on the criteria for scholarships, the acquisition of language skills and student materials, including for the Kopits scholarship. The presentation of information on sports and library services has also become significant on our website after the relevant findings. In 1.7, the publication of institutional surveys has been examined in particular and we have replaced gaps such as data on the satisfaction of the students. In the context of 1.8, our institutional website has been examined under external audit, some of its findings have helped to develop our new website and improve the publication of data.

As stated above, we have implemented the findings of the external monitor, as a result, for example, domestic cooperation has been published on our website.

One of the proposals in the HAC report was to promote entry and entry into international ranks. Our university has continuously developed this ability since 2024, so by 2026, the University of the World University was ranked 1501 +, and by Subject it has achieved a high priority in the field of human and legal science. Our University is now in the 70th place. Our other objectives include joining the 2027 RUR international ranking communication and entering the various sustainability priorities.

What follow-up procedures does the institution apply after external quality assurance assessments?

On the basis of the substantive findings and proposals of the reports on accreditation carried out by the HAC, a plan of action shall be drawn up in the event of a monitoring procedure and a general summary of the main

findings of the accreditation report shall be made to the University Quality Assurance Committee, which shall be discussed at its meetings. During the accreditation preparation (more than one year), the Working Party held meetings with representatives of relevant departments. Our important follow-up procedure is to monitor the action plan following the MAB accreditation and collect the mid-term implementation of the developments and activities carried out, the results of which have been reported in Annex II to self-evaluation.

Preparation since the last evaluation: From the end of 2024, accreditation training was carried out at three stages, the importance of the first phase was primarily awareness-raising, awareness of the new accreditation tool that was still being prepared, preparation for new expectations (third mission activities, innovation performance, involvement of external non-university stakeholders) and information on new expectations. From the spring of 2025, we have been working closely along the aspect systems in the context of intensive monthly meetings (Accreditation Working Group), highlighting the university's interfaces to new expectations. The members of the task force were representatives of the faculty, doctoral schools and central departments. The work of the Working Group has been more than 145 working hours in the last period for the proper preparation of self-evaluation and related tools.

The procedure following the quality system shall be the preparation of annual quality improvement reports and the establishment of action plans and quality targets set by the faculty and doctoral quality committees.

How does the institution ensure that the measures taken since the last external evaluation are integrated into the quality improvement cycle?

The most important developments expected by HAC will be integrated into the annual quality objectives and action plan of the faculty and doctoral schools. Intermediate monitoring and possible review of the annual quality targets and plans for action shall ensure that the performance is achieved. In this way, their integration into the annual quality improvement cycle, in the medium term, the Kari strategic plans and doctoral school strategies can incorporate the findings made, thereby enabling short and medium-term objectives. The most recent MAB evaluation has made recommendations and suggestions to improve the feedback part of the PDCA cycle, on the basis of which the University has developed several new feedback options for the full involvement of external stakeholders (the Alumni Council, Pedagogy Advisory Board, GCTS and Doctoral GCTS surveys, employer's questionnaire on Career Day).

How does the institution involve external and internal stakeholders in quality assurance processes?

The evaluation of the professional training sites was incorporated into the OMHV questionnaire and the doctoral schools' professional training site partners are asked by an external satisfaction questionnaire about the satisfaction of doctoral candidates. The involvement of internal stakeholders is carried out by the annual quality assurance activities, given that the findings made during external quality assurance assessments mainly affect the work of quality assurance committees, student forums, faculty and doctoral bodies. The findings shall generate planned measures, activities, the implementation and control of which are made possible by the bodies and public forums referred to above. Students' opinions and findings on quality development shall be channelled by the participation of student organisations in these committees.

III. Activities of the institution in research organisation (R & D & I + O)

Describe how the results of the Institute's science-art-R & D & I will help achieve strategic goals.

The Strategic Paper of the PPCU, based on the mission of the University, identifies the training of Catholic, including Hungarian Catholic intellectuals, the provision of high quality, value-based education, the development of research activities, the increase in the visibility of research results and the training of successful and valuable professionals responsible for the labour market, society and church as a priority. Scientific and R & D & I

activities are therefore not seen as a separate performance from education, but as a key tool for institutional mission, training quality, social utility and international visibility.

The research results will, in particular, strengthen the quality and modern quality of education. The publications, research group results, conferences, textbooks and study volumes of academic staff members and researchers are integrated into training content, subject development, thesis and doctoral management, and talent care. As a result, students are not only receiving closed knowledge but also meeting the current questions, methods and research dilemmas of their own field of study. The value-based high-quality education formulated by the Strategy is thus implemented as research-based educational practice.

The research performance also serves to increase PPCU's domestic and international visibility. The Strategy addresses the conscious communication of research results, the increase in the number of scientific communications and references, support for foreign language and indexed publications, the dissemination of Open Access opportunities, the development of own journals and the consistent indication of scientific affiliations. Faculty research groups, research centres, periodicals, series of publications and conferences are the practical means of increasing visibility.

At university level, the Research Centre of the Pope John Paul II, which provides an institutional framework to strengthen the Catholic university research profile, in line with the objectives of the strategy document. Research institutes and research groups operating in the Research Centre carry out research on topics directly related to the University's Catholic mission, social responsibility and third mission role.

The scientific results of FT and PICL are directly related to the Catholic identity and mission of the University. Theological, biblical, moral, canon-law, church history and Christian philosophic research provide the scientific basis for religious training. Journals and publications provided by the Faculty, such as *Studia Theologica* Budapest, *Theology*, *Folia Theologica et Canonica*, *Varia Theologica* and *Canonica*, serve at the same time as publishing research results, the professional background of doctoral and educational work, and strengthening the leading role of Hungarian Catholic higher education.

The research activity of the FHSS supports the state of the arts and social sciences and the fulfilment of the cultural-social mission. The Karon has almost 40 research teams, including the HUN- REN- PPCU Baroque Library and Souls Research Group, the HUN- REN- PPCU-PTE-Frakno Vilmos Roman History Research Group, the HUN- REN- ELTE-PPPCU Research Group, the Care Policy and Technology Innovation Research Group, the Information and Digital Operations Research Group, and the Artificial Intelligence and Human Research Group. These studies serve both to increase scientific reputation, to renew training content, to involve in student research and to provide talent. Research groups are also supported by specific infrastructures, such as the Archaeological Geographic Laboratory, the Communication and Media Science Research Laboratory and the Psychological Research Laboratory. The results of art-cultural nature, due to the Faculty profile, appear primarily in research related to literary, historical, archaeological, artistic and cultural heritage, such as baroque literature, spirituality, fresco painting and church history research.

The scientific results of the FLSS support the quality of legal training, public and social relevance and international and domestic professional embedding. Research is also carried out on the faculty in individual and group form, with the most significant research centres and research groups. A concrete example is the Research Centre for the Public Rights of Erekly, which, as the largest research format of the Faculty, brings together about 30 researchers and conducts research in areas such as constitutional law, fundamental rights, comparative law, public administration and administrative control mechanisms. The research and study programmes of the Jean Monnet Centre of Excellence and the Research Centre for Competition and Future Economy strengthen the international and professional visibility of the Faculty in the fields of environmental and competition law. The series of publications of the JK, such as *Law Sciences Monographs*, *Studies*, *Books*, *Doctoral Conferences*, *Doctoral Studies* and the *Talent PONT* series, ensure that educational, doctoral and student research results are presented in a visible and removable form.

The results of ITBF R & D & I are linked to the University's technological, innovation and international goals. The research of the Faculty of Excellent Research of MTA is focused on the Jedlik Ányos Research Laboratory, where 33 research groups work interdisciplinary in the fields of biology, IT, mathematics, physics and infobionics, particularly in electrical engineering, bioinformatics and machine learning. Specific examples of research include mechanical learning, bioinformatics, biological, infobionic, mathematical, physical and electrical engineering. The strategic importance of the Faculty R & D & I activities is also shown by the fact that its successful proposals include Horizon Europe, EUREKA, CHIST-ERA, TKP, OTKA and other domestic and international programmes. Specific project examples include PHASTRAC, a KNET demonstration of spinwave-based computing equipment, or a TKP project that develops an artificial intelligence-based sensor system for water-saving. The ITBF Technology-Transfer Office is also directly contributing to technology transfer and innovation enhancement by searching, protecting and supporting the use of intellectual works generated by the University with economic potential.

Scientific, artistic and R & D & I results are also strategic in student supply education. Research groups, doctoral schools, colleges, SSC workshops, doctoral publications and student research programmes allow students to participate in scientific work already during their training. This strengthens talent management, improves the supply of master and doctoral training and contributes to making the University attractive not only as an educational workshop but also as a research workshop for applicants. This contributes, among other things, to the achievement of strategic objective number three, high quality value-based education.

Describe the institution's innovation ecosystem, the process of using intellectual products generated during R & D & I, through some specific examples, the key indicators, indicators with which this activity is measured / evaluated, and the incentive system that strengthens the motivation of both students and academic staff members and researchers to create and exploit intellectual products.

The elements of the institutional R & D & I ecosystem are research units (research centres, research groups), which provide the organisational framework for projects, external cooperation and applications. The exploitation of research results is diverse: publications, critical sources, databases / bibliographs, research reports, scientific volumes / series, policy and legislative support workshops, national and international conferences. The results of the research will also be published in the MTMT database, PPCU OJS and Pázmány Electronic Science Library. Our outstanding results will also be included in the Scopus Elsevier database.

The exploitation of intellectual products may vary from faculty to faculty: on the FHSS, the source exploration work of the HUN- REN- PPCU Baroque Office and Souls Research Group is used in publications and professional events; the publication of the HUN- REN- PPCU-PTE Vilmos Frakno Roman Historical Research Group is based on archival exploration and disclosure; in archaeological research groups, field research (e.g. Syria, South Italy) is realized in international cooperation and publications. The most important measures in the FHSS profile are typically the number and quality of publications, references / MTMT data, international cooperation, external application activity and resources obtained, mobility participation, and the involvement of doctoral and young researchers. On the incentive side, students and academic staff members are motivated to create and make visible use of "intellectual products". On the FT, research activities are represented and new research results are utilized at the regular workshops, conferences, doctoral and PhD conferences held on Karon. On the other hand, it can be shown in online publications uploaded to the PPCU OJS interface and to the PPCU e- repository. The most important indicator of this is the publication of faculty academic staff, which has shown high values for the number of academic staff in recent years. In addition, the performance bonus system introduced a few years ago has an indicator role. Furthermore, we consider the participation of our students in SSC, other academic competitions and proposals, which require further strengthening. The FT should highlight the Intellectual Property Research Group - practical workshops on the usefulness of intellectual property (e.g. joint programmes with SBGK) and professional partnerships; NMHH-supported events. The Faculty Indicators

are: 1) The size and project number of external sources obtained (e.g. > 100 M HUF in 5 years), 2) Scientific output visibility: number of series / volumes; repository uploads; conference and workshop activity, 3) Student talent management results: Kari SSC participation, OSSC Qualifications and awards. Students receive SSC awards (e.g. János Zlinszky's SSC Prize; thematic awards - Dr. Halustik Anna Award; Dr. Tattay Levente Foundation "Best Intellectual Works" application) and public calls to students' volumes. For academic staff / researchers: performance assessment, education metrization, methodological training.

In the case of ITBF, the exploitation process is as follows: Identification of ideas or research results, identification of potential exploitable intellectual products from laboratory work (educational, research, possibly student project). In the case of students, we can identify these during lab work presentations and faculty SSC presentations.

A preliminary assessment will be carried out with the participation of Kari TTI (Technology-Transfer Agency) and the Jedlik Laboratory. The training experience of faculty administrative staff (e.g. preparation of cooperation, receiving market signals) supports the preparation of new examination decisions, especially when the product is potentially related to EU or industrial applications.

For ITBF, three indicators shall be used if a recovery strategy is chosen as follows:

Industrial licensing or cooperation: If the economic applicability of the product is strong, the faculty shall conclude a cooperation or licensing agreement with industrial partners. The Dean's additional programme also highlights the conscious construction of industrial relations, which creates a commercial background for exploitation.

Spin off or start up initiative: AQAotious, high-growth technologies allow students and academic staff members to start a business. The Faculty R & D & I incentive system (in particular the reward for industrial income or tendering activities) motivates such initiatives.

Public or educational exploitation: certain intellectual products, such as digital educational tools or open scientific content, appear in public use as educational material or scientific educational content. Quality production of online content results in a special reward for achieving an appropriate level, thereby encouraging access to knowledge society. (Spin- off companies - ITBF.PPCU HU)

Describe the scientific and research activities of the institution, the departments providing strategic and operational management of the scientific-artistic-R & D & I area and its interfaces with the institution's quality assurance system.

The Institute's research activity is linked to the Catholic identity and mission of the university, it is important for us to represent Christian values in scientific life, to create identity-based responses to individual social, ethical and cultural challenges. In our scientific activities, we focus on the individual who, with the help of science, can become the service of society and the Church. We strive to link research and education, in this respect, researchers in doctoral schools are the main bases of supply education. The university is based on an extensive research group and institute network.

The R & D & I activities of the University are coordinated by the Central Court. For example, in recent times, we have participated in the implementation of the following projects:

The development and operation of an innovative network of Hungarian Suzuki Zrt., suppliers and research sites to develop the prDEAAtype and economical mass production technology of a competitive, safe and environmentally friendly passenger car (GINOPO-2.2.15-2016- 00015).

Social human resources development: social management training <https://PPCU.hu/efop-3-8-2-16-2016-00001>.

Innovation success conditions among small and medium-sized enterprises (MKVs) The primary objective of research is to identify the factors which will help the MKV sector to achieve successful innovation. <https://PPCU.hu/2020-2-1-1-ed-2021-00175>.

The strategic management of the research area in the faculties is the responsibility of the Dean and the Deputy Dean (FHSS: Scientific and Research, FAQ: ITBF responsible for research organisation: responsible for research and innovation). Scientific activities in doctoral schools operate autonomously in this area through their separate management system. The Department of Science Organisation is responsible for the organisation of science at the FHSS, the Research and External Action Office (KSZKI), in addition to the fact that it plays an important role in the promotion and education of doctoral training, the administrative support of library operations, the administrative and monitoring tasks related to research groups, the organisation of SSC, OSSC, EKÖP activities, and the coordination of academic activities with the colleges, the promotion and support of teaching activities, the preparation of academic studies in Kari, and the management of research groups, the coordination of research and cooperation in the field of research and cooperation in the field. At the ITBF, the Technology-Transfer Office conducts external applications and scientific cooperation with labour market partners. All Factors are connected to an administrative department or actor that supports the activities of doctoral schools (FHSS: Doctoral and Habilitation Office, ITBF: Doctoral Office, FAQ: coordinator, administrator, FT: Secretary). Kari quality committees regulate and develop faculty quality management, initiate surveys and indicators, prepare an annual quality assurance report; the Doctoral School operates with specific quality objectives and quality committees. Each year, faculties and doctoral schools report their quality development activities. The aim of the Kari MBBs is to finalise the education metrics and organize student feedback.

Through what process, what aspects will research programmes, projects be developed, approved and monitored?

The development and approval of research projects will take place primarily in the Faculty's activities at the University. Faculty research is usually carried out through an faculty-related research group.

Research programmes and projects will typically be developed at institute and research group level (research plan, timetable, publication and indicators) and will be approved and monitored at institutional level through tendering and organisational channels. In the case of the PPCU-FHSS-KUT internal proposal, the research team shall submit a research plan and a cost plan, the peer review shall be carried out in a multi-round evaluation system and the decision shall be taken in an institutional decision-making order (Expert evaluation of the Strategic Council + Scientific Management Opinion + Dean decision). Monitoring shall be carried out by means of annual technical and financial reports, final reports and examination of compliance with MTMT-affiliation and commitments; reporting discipline and compliance with indicators shall also affect additional entitlements. In operational implementation and accounts, close cooperation between the Science and Economic Directorate ensures regularity, transparency and institutional control.

Due to the characteristics of the faith in the HTP, in the case of intra-faculty activities, the departments decide and manage research activities independently. Monitoring is also the competence of the leading researcher. In the case of operation within the Pope's Research Centre St. John Paul II, the approval of research projects is the competence of the Head of the Research Centre (Rector of the University) after the groups have developed it in cooperation with the group members. In the case of the self-fouling of the Pan-Law Postgraduate Institute, the feedback of research activities will also be achieved through the membership of the FT MB and the membership of DI MB.

The FLSS is coordinated through institutions / departments as well as the Deputy Dean of Foreign Affairs, the Deputy Scientific Dean and the FLSS (e.g. tender coordinator, internal injection deadlines). For their approval, the Faculty Council shall be responsible for the management of the staff and the meetings and decisions of the Board may be followed in public minutes. During the tendering process, the faculty shall indicate a prior internal

delivery schedule and contact point (deadline for receipt of tender material for faculty / central counter-subscription) for continuity and quality assurance.

Research programmes are linked to research teams at Jedlik Ányos Laboratory at ITBF. Professional supervision is exercised by the Deputy Dean for Research. The head of the research teams shall be entrusted by the dean and shall monitor the planning and progress of the research activity. Research is financed from external sources, part of the tendering process is the preliminary (professional) approval of research proposals by the Dean.

Describe regional, national, international active education research links and their impact corresponding to the institution's mission statement. What form and results can students use these relationships?

The Pázmány Péter Catholic university is a university of the Catholic Church, specifically a university of Hungarian Catholics, along with its regional relations with Hungarian Catholic higher education institutions. We are in intensive cooperation with several colleges and universities, such as Gál Ferenc University, Veszprém Archbishop's College, Esztergom College of Faith. In addition, we have also developed cooperation with European Catholic universities (in particular FUCE members). The international dimension of the University is reinforced by research group cooperation and mobility programmes and targeted support. Our relations with the Erasmus programme, and other bilateral treaties, of course, also cover student mobility.

FT has a serious international relationship with the Theological Institute of the University of Passau and the Theological Faculty of the University of Freiburg, with whom joint conferences and publications have been implemented.

In the case of FHSS, international research activities can be highlighted by the International Exploration of the Institute of Archaeology, the research into Roman archives (HUN- REN- PPPCU-UP Vilmos Roman History Research Group of Fracno), the research carried out by CERCOLOC for ancient Greek cities in Southern Italy, and the Italian-Hungarian relations of Vestigia. Connecting nets are mobility programmes (e.g. Erasmus + KA131 / KA171, CEEPUS, etc.) and the Conference Support of the Committee on Foreign Affairs, which encourages international conference presence and publications thereof. The participation in research (field and archive experience, methodological training), the peer / doctoral integration of subjects, publication and conference opportunities and the construction of professional contact capital will be shown as student utilities. A special tool is the Rome research project, which supports the Roman research stay for academic staff, researchers and students with accommodation at the Hungarian Institute of the Pope.

In the case of the FLSS, the international partner net and mobility are used for more than 120 students per year and 100 foreign students per year. Their senior faculty partners include Bergen, Göttingen, Krakow, Leuven, Lyon, Paris, Madrid, Milan, Porto, Rome, Salzburg, Tübingen, Valencia, Warsaw. We have partnerships outside the EU, for example, in the US, Kenya, Lebanon. Our international events in Faculty are: international workshop and online conference with Pontificia Universidad Católica de Chile ("What makes a good constitution?"), SHIDA 2025, CEELHC 2023; we organised young research forums and international thematic conferences between 2023 and 2026. The student benefit can be monitored by Erasmus in the framework of part-training and traineeships, monthly scholarship programmes, equal opportunities grants and travel allowances.

The regional, national and international education research relationship system, which is in line with the ITBF mission statement, strengthens the objectives of the Faculty and the opportunities of students at three levels. Regionally, the faculty continues to build its professional presence on the border and beyond: our academic staff members regularly hold professional lectures and attend regional scientific events (e.g. SciComp25 conference), which create direct contacts and joint project opportunities. These appearances include student participation (posters, SSC results, doctoral entries), which opens early networking, thematic leaders and professional channels for students.

At national level, ITBF is working with several domestic actors in research and training development: former, large-scale, multi-annual university cooperation (e.g. National Health Safety Labs) provide a strong basis for

thematic research, joint proposals and laboratory capacity sharing; these links are still a model for joint project and application building. (<https://PPCU.hu/Laboratoriums-2>) For students, this has a specific advantage: common objects and seminars, SSC and diplomas with corporate or research institutions, as well as access points to domestic industrial pilots.

At international level, ITBF has active research and education links, for example, in cooperation between the PPCU and the consortium of the American Catholic University, it highlights the focus of man-centred technologies in research on the ethical questions of artificial intelligence. Through the cooperation of the Faculty, he contributes to the updating of the training courses with international workshops, joint publications and guest presentations. Our targeted international networking routes (e.g. LATAM Fair) will lead to new partner institutions and clinical research relationships, which will subsequently become student exchange and apprenticeship places. In 2026, artificial intelligence in English is an informative master's training that strengthens our international empowerment at the level of education and is directly linked to the cooperation in ethical, explanatory AI.

Describe the procedures, indicators and measures taken to measure scientific and artistic-R & D & I workshops, tender and cooperation results (supported by examples).

The monitoring of the performance of science-art R & D & I workshops is linked to the faculties, which is also in line with the faculty performance measurement systems, so that in this case they do not follow the individual publication and scientific performance of academic staff, but the work of the faculty research groups. The head of the research team shall report on the work of the research groups to the institute / faculty management.

On the FHSS, the Science Organisation Department prepares a summary annual report on the entire publication activities of the Faculty, indicating as an indicator the total publication of the previous year, the total number of scientific works, the number of WoS-Scopus indexed works, the number of references to the indexed works of WoS-Scopus for the five years preceding the reference year, the number of articles published in the Kari journals. Information on the tender activity is provided to the dean and the board of directors by the Economic Directorate's Trial Group. For example, the results will be based on an update of the system of additional benefits as set out in Dean 1 / 2023, the amounts of aid and the content elements of the publication of the faculty's research team proposals. For example, a reduction in the external tender activity has led to the requirement that only a group of researchers who undertake to submit at least one external tender during the term of validity may apply to the internal tender.

In addition to the performance bonus system introduced on the HTSC a few years ago, the internal performance assessment system monitors the results of faculty-related academic staff. These data are monitored by the Faculty Quality Assurance Committee, involved in the definition of criteria, summarising findings and conclusions.

At the FLSS, the FLSS shall initiate, reconnect, prepare action plans; the faculty shall draw up an annual quality assurance report, which shall be discussed and adopted by the Faculty Council. Faculty publication indicators, such as book series and volumes; repository presence (e.g. OpenAIRE, BASE; MTMT connection), doctoral meetings with DOI identifier. Talent Management Indicators: organized faculty SSCs, OSSC Qualifications / Awards - with documented results lists; ongoing SSC training and prison training, EKÖP preparation. The 2024 quality objectives included the finalisation of the education metrology approach system and the motivating of high-performance academic staff - this was a measure that reverted to the quality of research / education. Another example may be the obligation to give up the scientific metrology report annually.

On the ITBF, the Faculty uses the annual education and research evaluation system to measure the performance of the research, taking into account the number of indexed international magazine publications, editorial / organisational boards, and further educational-scientific results (PhD level acquisition, habilitation, etc.) In particular, assistance is the primary objective for groups or researchers achieving lower classification in the evaluation, i.e. support for the research team leader in writing a successful proposal (monitoring of applications, exploring synergies and promoting cooperation between research groups). Specific measures: the application of a

professional tender writer, the development of an AI agent, which prepares a uniform background for individual researchers (research groups) for match-making events, for the writing of proposals, for cooperation within the faculty.

Describe the methods by which the institution selects talented students at different levels of training and the programmes and systems it operates to support talented students, the means by which it encourages their participation in science-art-R & D & I activities.

Talented students are identified and supported by several channels built on each other. The important forum for selection and inclusion is the SSC, as well as the college system, which provides structured mentoring, research skills development and scientific community empowerment. The participation in research groups, mobility and conference opportunities, as well as the library's MTMT support, will strengthen both the practical conditions for R & D & I participation.

The SSC-OSSC participation and results are rewarded by the FHSS grants, encouraging performance at the same time with the recognition of the student and the training academic staff member. In particular, we have provided students with a podium position at the OTSKs held in the spring of 2023 and 2025 at the next event (also on a voluntary basis) of the Research Night in Kari (i.e. September 2023 and September 2025). After the 2025 OSSCs, we have also provided the public (on a voluntary basis) opportunity for the podium students in the magazine *Folia Humanistica et Socialia* in Kari, which is currently being edited in a special number of which we are publishing the revised versions of the OSSC papers. In the former UNKP, currently in the EKÖP programme, there are regular scholarships from BA to a young research level with doctoral degrees, both in human and social sciences; many of the students from the four doctoral schools are included, which strengthens the construction of a research-oriented career.

The selection of talent will be made through students applying for SSCs on the FT or students who are running for EKÖP. For outstanding students, scholarship opportunities are also available.. The faculty's own scholarship programme is the *Gaudium de veritate* study scholarship.

The three pillars of talent management at the János Zsinszky College (at least 4.00 ÖKK, at least 30 credits, B2 language examinations) are multifaceted procedures (written, oral, group work). The awards / contests include the Zsinszky SSC Prize and the thematic awards (e.g. Dr. Halustys Anna Prize, Dr. Tatty Levente Foundation), the Maliáth Sage Science Competition, The Herbert Smith Freehills Competition Law Moot, László Nagy Private Law Arbitration Competition, Hugo Sinzheimer Moot Court Competition, National Media Act and Quiz Competition, Pax Moot Court, Constitutional Simulation Competition - is being prepared for our participation. Scholarship Scheme: Scholarship for future lawyers, Saint Catherine of Alexandria Scholarship, Kari Continuing Scholarship Award, Morus St. Thomas Scholarship Award, Grand Saint Albert Scholarship, National Higher Education Scholarship, Pádár David Public Scholarship / Institutional Scholarship, Siena St. Bernard Scholarship Award, Holy Ivo Scholarship Award, St. Christopher Erasmus Supplementary Scholarship, Roman Lea Scholarship Award.

On ITBF, talented students are selected at the basic and master training level in the first half of the year through the work of research groups. We include students who are interested in solving these tasks in the Jedlik Ányos Laboratory's research environment. This work identifies students who are highly motivated and highly qualified for research as natural "filters." During the later half-years, students who have applied for a specific laboratory and thesis / thesis study / diploma study issued by research groups will be oriented to participate in SSC or, if possible, to write publications in the course of their activities. Kari's professional-scientific-public scholarship is also available to students. The tests presented at the faculty-level and National SSC conferences are acceptable as separate laboratory / thesis / diploma tests according to the rules set out in SERZ. ITBF and FHSS carry out interdisciplinary research in doctoral schools, for example, in biology and psychology fields.

Please demonstrate that the colleges are organically linked to the institution's strategic and training system. What profiling colleges operate in the institution and how does the institution measure the effectiveness of the colleges?

The colleges are institutional pillars of institutional talent management and are linked to the training system by supplementing university education with community-based workshops, mentoring and scientific role socialisation close to research. The results can be captured at various measurable outcomes: SSC / OSSC participation and results, doctoral training rates, student publication / conference activity, and access to ECBIP / UNKP-type scholarships. The colleges operate as a faculty autonomous unit under the direct control of the dean, which also integrates them in the organisational sense of the faculty function.

The FHSS has three different profiling colleges: the focus of Stephaneum (founded: 2020) is to link interdisciplinary human sciences and build a thinking community; Labor et Otium (founded 2023) focuses primarily on political sciences; Augustineum (founded 2024) focuses on the unity of faith and knowledge and the formation of Christian intellect.

Within the framework of the FT, there is no specialised college, explained by the individual talent-care facilities resulting from the low number of speakers, but a related quasi-college is the Central Papers' Institute, which is located in the vicinity of the FT, whose students are also students of the FT.

The János Zlinsky College, founded in 2023, supports the Faculty's talent management and especially Christian value-based mission (scientific needs, community commitment, professional skills development, social responsibility). The development of talent management and the integration of student feedback are consistent with the institution's strategic goals. For example, it serves to measure effectiveness, a study book on the results of the first two years of the college; a conference on the presentation of research - a measurable output of publications and appearances.

The Infobionics College, founded in 2023, is an integrated element of ITBF's talent and research-driven training strategy: it follows the faculty's interdisciplinary (IT-life-engineering) profile and provides direct channels to the most talented students for Jedlik labs' projects, special courses and research assistants. The membership of the college is on a restricted basis and is subject to a strict academic (e.g. sample curriculum progress, $\geq 4,5$ academic average or 5.00 scholarship, at least 60 credits in the previous two semesters) and a motivational and oral selection; the recording may be extended to a school name based on an annual evaluation of progress and activity. Colleagues study in specific practical groups with the leading academic staff members in the field, take precedence over the subject-matter, participate in Professor Emeritus and external industrial / academic performances, have access to laboratory shows and research projects, are eligible for a reduced dorm space, and are supported by my scholarship and Erasmus + / UNKP application benefit (the talent programme is organized in a vocational college framework from 2023 / 24, also extended to master students). All of this is directly related to the Faculty's training portfolio, in particular the Infobionics engineering master training and related neurological data science, bionic interfaces, bio-nano measuring tools and imaging specialisation, so the college acts as a "fast band" for student excellence to strengthen the relationship between research and education.

Describe the professional organisation, education or partnership cooperation that will contribute to the strengthening of science-art-R & D & I activities. Within what procedures, will you review and evaluate these cooperation periodically, what measures will you take as a result of the reviews? Where is public information on cooperation available?

Cooperation to strengthen R & D & I activities in the FHSS will take place at several levels: (i) research and interinstitutional research partnerships (e.g. HUN- REN Associated Research Groups), (ii) international mobility

and cooperation programmes (Erasmus + KA131 / KA171, CEEPUS, Swiss Mobility, Makovecz), and (iii) targeted support schemes that generate interinstitutional relations (conference support, invitation of guests). Cooperation will typically be assessed through indicators linked to the results achieved: publications and MTMT data, mobility participation, joint projects, conferences, and, for internal proposals, reporting and commitments. The review and feedback shall be carried out in accordance with the quality assurance logic: on the basis of the results, the support priorities may be amended, the tender conditions may be refined, and the well-functioning cooperation directions may be strengthened. Public information is typically available on institutional websites (research groups, ELTE FT, HUN- REN units, mobility programmes, calls for proposals) and public performance databases (e.g. MTMT).

The FLSS has extensive Erasmus network and bilateral contacts; regular staff and student mobility (see above). Domestic professional partners: e.g. SBGK, NMHH support; Jean Monnet cooperation, Hamar Law Office, ministries, EKÖP etc. Review / evaluation: the KMB shall follow the processes with annual plans and quality objectives and surveys; the Faculty Council shall put quality assurance proposals and policy issues on the agenda (according to PrDEAAcol). Achieving public information: for example International menu and KSZKI website on partners and mobility; decisions of the Faculty Council and minutes; Erasmus subpages on current applications.

The activities of the research groups within the Research Centre of St. John Paul II of the FT are publicly available on the website:

The IPCV (Artificial Intelligence for Image Processing and Computer Vision) is one of the key Erasmus Mundus Joint Master cooperation of the ITBF, in which the PPCU, together with the Universidad Autónoma de Madrid and the Université de Bordeaux, forms professionals in the AI-based areas of image processing and machine vision; the two-year, 120 ECTS and English-language programme provides the same arc for all students, with three degrees, and funding in the form of Erasmus Mundus scholarship or self-cost, on the basis of a strategic project on its first annual site, as well as well as a strategic research project, as well as well as well as part of the PK; Continuous supervision is carried out by the IPCV regular board meeting, the strategic review of cooperation is carried out annually by the Kari Head College. The Faculty of Semmelweis University started joint training in molecular biology engineering BSc, medical biotechnology MSC, infobionics engineering MSC. The cooperation agreement between the two institutions shall set the date and order of the review.

Specify the infrastructure extensions based on scientific-artistic-R & D & I activities. What source does the institution provide for its maintenance, development and replacement?

Digital Research Infrastructure - PETER Repository: the institutional repository of the PPCU (Publication / Dissertation / Diplomamunka) was developed within the framework of the EU Recovery Fund (RRF- 2.1.1-21-2022- 00014) project; the system is OpenAIRE / BASE compatible with MTMT integration, DOI identifiers. This is a direct infrastructure for open access and long-term preservation of research results.

The report of the FT Faculty Council shall provide information on the status of the Brody project (building development) and on the needs of resources; the agenda points shall show the management of infrastructure planning and prioritisation at faculty level. Maintenance / development sources (example): RRF support for PETER for creation / development; regulatory and annual planning of the faculty and university (KMB, Faculty Council) provides the planned framework for operation and update.

On the FHSS, the Archaeological Research Laboratory and our Communication and Media Science Laboratory have developed significant infrastructure in recent years. The former was partly renewed in the field of spatial information (drone, ground radar, laser scanner, etc.) and expanded with a completely new archaeometric material analysis laboratory department operating in collaboration with the Hungarian National Museum's Public Collection Centre. The modernisation of the Studio of the Communication and Media Science Research

Laboratory contributes to the pursuit of scientific research and / or practical activities. These developments have been made from a call for proposals and, in addition to institutional maintenance, we are planning further investments through further proposals.

ITBF's infrastructure expansion is closely linked to Faculty's R & D & I activities: also for laboratory development, and for the development of educational infrastructure, adapted to the growth of the 33 research groups of the Jedlik Ányos Laboratory. They are maintained and developed by the institution from several sources: EU and domestic R & D applications, industrial cooperation revenues, state strategic support and the university's own operational framework.