



Getting ready for the accreditation hearing

For English
speaking students

***"Quality is the result of a carefully
constructed cultural environment. It
has to be the fabric of the organisation,
not part of the fabric."***

Philip B. Crosby



***"If you can't describe what you are
doing as a process, you don't know
what you're doing."***

W. Edwards Deming

When will they come? How long does it takes?

The Hungarian National Accreditation committee takes it's visit on the 7th and 8th of October 2026.

During the second day (8th Oct.), the English speaking students will have 2 forums separately:

- 1. 14.00pm-14.45pm** Student's forum with 3 members of the visiting committee
- 2. 14.00pm-14.45pm** Doctoral Student's forum with 3 members of the visiting committee
(Orsolya Strobl, Gabriella Rácsok, István Szakál)

The forum's will be an informal talking, which contains ESG tematics (Standards and Guidelines for Quality Assurance in the European Higher Education Area).

ESG 1.1 Policy for Quality Assurance

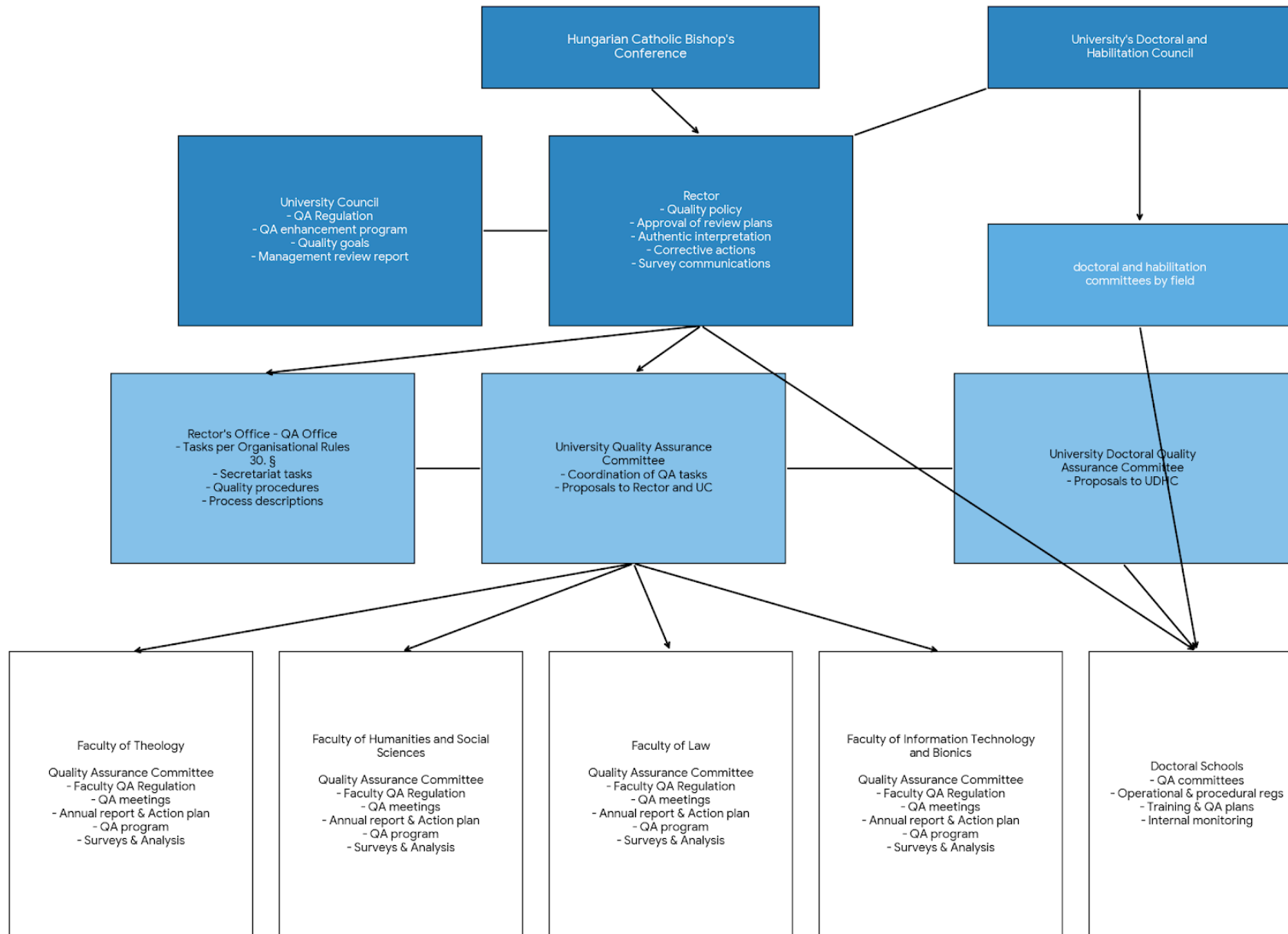
Key topics will be:

- *academic integrity and freedom and is vigilant against academic fraud;*
- *guarding against intolerance of any kind or discrimination against the students or staff*

In this section they can ask about the faculty's or the doctoral school's policy of using AI, and measures against plagiarism.

They can also inquire some information about the knowledge of quality committees (each doctoral school and faculty has one with several members and one student) and own quality rules (each school has one quality plan).

The PPCU's Quality Assurance Organisational Structure



ESG 1.2 and 1.9 Design and Approval and On-going Monitoring and Periodic Review of Programmes

Programs:

- *are designed by involving students and other stakeholders in the work;*
- *are designed so that they enable smooth student progression;*

Key topics will be:

- *The students' workload, progression and completion;*
- *The effectiveness of procedures for assessment of students;*
- *The student expectations, needs and satisfaction in relation to the programme;*

ESG 1.2 and 1.9 Design and Approval and On-going Monitoring and Periodic Review of Programmes

In this section they can ask about the involvement of students of the design and monitoring of programs. Also requesting informations about the last survey's results and the measures taken by the leadership of the faculty or the school. It's important to know some actions taken, for example: co-teaching with the supervisor for ECTS credits, recommended mobility windows for Erasmus.

How can you be involved?

- Directly by filling the yearly satisfactory surveys, giving feedback to the program coordinator and also to the course lecturer.
- Indirectly with the participation of the Student Union (both doctoral and gradual) in the the works of the quality commitees.

1.3 Student-centred Learning, Teaching and Assessment

Key topics will be:

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

1.3 Student-centred Learning, Teaching and Assessment

What does flexibility mean in this case?

- Making flexible learning paths, reachable for all kind of students (as for different backgrounds), for example: e-learning courses & tests, online connection opportunities, accepting credits from Erasmus+ mobility

What can they ask about pedagogical methods?

- For example different methods, like Mirrored classroom, project-learning, competence based learning, co-teaching.

They can also ask about incentive grading system, like badges.

What about the teacher-student relationship?

- You should talk about how satisfied with your supervisor, lecturer, and also how teachers can and could help you to reach your studying goals. You should know about the student feedback on teaching survey (once in every semester).

1.5 Teaching staff

Key topics will be:

- *encourages scholarly activity to strengthen the link between education and research;*
- *encourages innovation in teaching methods and the use of new technologies.*

They can ask about the student satisfaction with the teaching staff and the supervisors.

They can inquire information about shared publications with the supervisor, the using of AI in this process and the usage of new technologies.

In accordance to teaching methods, they can ask various questions regarding technology, innovation. It's important to tell about how the teaching staff takes measures against the increase of drop out rates.

ESG 1.7 Information Management

Key topics will be:

- *Student progression, success and drop-out rates;*
- *Students' satisfaction with their programmes;*
- *Learning resources and student support available;*
- *Career paths of graduates.*

They can ask about various methods of collecting information from surveys and the use of those for development in accordance to the PDCA – Plan, Do, Check, Act.

They can ask about services to the students, like research room, financial support etc.

They also ask about the recommended career paths of students and offered programmes for life-long learning.

Plan, do, check, act

Identify the issue

Define the problem, gather relevant data, and formulate a hypothesis. What exactly are you trying to achieve? What resources do you need?

Plan



Quickly try out a solution

Implement your plan – but start small. This stage is a controlled experiment, not full-scale deployment.

Do



See if it works

Step back and examine what happened. Did you get the desired result? Why or why not? Compare your actual outcomes against your predictions, looking for insights and unexpected consequences.

Check



Act

Launch or adjust

If your solution proved effective, how can you implement it more widely? If it fell short, what adjustments are needed? Perhaps you need to return to the planning stage with new insights.



ESG 1.8 Public Information

Facultys and doctoral schools should provide information about their about their activities, including the study programmes, learning outcomes of these programmes, the qualifications they award, the teaching, learning and assessment procedures used, the pass rates and the learning opportunities available to their students as well as graduate employment information.

Key questions can be:

- **Where and how do you find information about your study programmes?**
- **Which learning outcomes support you the most?**
- **What kind of assessment procedures used by your faculty/school?**
- **Does your faculty/school provide information about pass rates, career paths?**

Thank you for coming!