

# Pázmány Péter Catholic University- Summary of the ESG-based self-assessment

## **ESG 1.1 Policy for Quality Assurance**

In its Quality Policy, PPCU has declared that it will develop and maintain a quality assurance system. The basic structure of this system is set out in the Quality Assurance Regulations, whilst the institution regulates the specific procedures for quality assurance and improvement in separate quality procedures.

The Quality Improvement Programme 2024–2027 sets out the University's key quality improvement objectives, against which the annual Quality Objectives are defined; the Strategy and the Quality Improvement Programme serve as the primary, institutional-level guidelines for this.

The document 'Strategic Guidelines and Objectives 2021–2030' (Strategy) is a medium-term strategy whose thematic framework also takes into account the structure of the ESG standards and the Institutional Development Plan (IDP) 2021–2025. Consequently, it was not necessary to renew the IDP in 2025. The Strategy sets out the Faculties' medium-term objectives separately. The three-year strategies of the doctoral schools are aligned with these objectives. The University formulates, adopts and reviews the institutional strategy in accordance with the quality assurance procedures established for this purpose. The Quality Assurance Office (QAO) is responsible for monitoring the strategy, and the University's Quality Assurance Committee (UQAC) oversees this process.

Monitoring of strategic objectives is ensured by the measurements carried out by the central organisational units and the quality assurance system. The components of this include: enrolment statistics and reports prepared by the Department of Education and Academic Affairs (hereinafter: DEAA) and the faculties, as well as the results of surveys conducted by the QAO, such as the Student Satisfaction Survey, Student Evaluation of Teaching (hereinafter: SET), the faculties' performance evaluation systems and individual surveys carried out by the faculties.

The Rector is authorised to define the Quality Policy, and its review is linked to the Rector's term of office. The review of the Quality Assurance Regulations is primarily linked to organisational changes and recommendations from external evaluations. The review of quality assurance procedures is ongoing; these change dynamically in response to changes in legislation and internal regulations: changes primarily occur following the introduction of new surveys and procedural rules. The Quality Improvement Programme is also adopted by the University for each rector's term of office; the Quality Assurance Office (QAO) is responsible for overseeing its preparation and conducting its annual

review. Quality objectives are set annually on the basis of the longer-term objectives of the Quality Development Programme, and their implementation is monitored by the QAO and the UQAC throughout the year. The QAO is responsible for ensuring the availability of quality-related documents within the Rector's Office (RO). The RH coordinates efforts to ensure that regulations are kept up to date.

The University's quality policy is determined by the Rector in accordance with the mission statement. The adoption of the Quality Assurance Regulations, the various procedural rules, the Quality Improvement Programme and the annual Quality Objectives falls within the remit of the University Council (UC), as does the adoption of the annual management review of the University's quality assurance activities.

The highest governing body in the field of quality management is the University's Quality Assurance Committee (UQAC), chaired by the Rector's Chief Adviser (Nándor Birher) on Quality Assurance. Quality assurance committees also operate at faculty and doctoral school level, whilst the University Doctoral Quality Assurance Committee (DQAC) operates at a level above the doctoral schools.

Student representation is provided by the Student Union (SU). Representation of doctoral students is ensured by the Doctoral Student Union (DSU), whose chair and delegates participate with voting rights in the EDHT, the doctoral councils for specific scientific fields or disciplines, and the quality assurance committees at various levels.

Monitoring the achievement of the institution's quality objectives with regard to developments affecting students is carried out using data obtained from surveys and through feedback on these. A report is drawn up based on the survey results, identifying areas for improvement within the faculties, doctoral schools and the University under review.

In addition to faculty-level performance evaluation systems, we introduced key performance indicators (KPIs) linked to the strategy in 2026. The performance indicators defined at institutional level are: public/social engagement, conference presentations (international/domestic), third-mission activities (e.g. open universities); the number and frequency of publications recorded in MTMT; curriculum development activities (lecture notes, textbooks – author/editor); the number of students supervised (doctoral theses, TDK, specialisation theses, degree theses).

In addition to the annual quality improvement report prepared for the University Committee (UC) the faculties and doctoral schools also prepare annual reports on their quality assurance developments. The QAO also conducts an annual internal audit to examine the proper functioning of the quality assurance subsystems of the faculties and doctoral schools, and monitors the implementation of recommendations. In addition to the quality assurance organisation, at the Rector's request, the Internal Audit Department

(IAD) also monitors the proper functioning of the organisational units and submits reports on its investigations to the Rector.

The university's strategic documents also address third-mission activities: Quality Policy: Our university's mission and task is to play a leading role in the scientific field within the university and academic spheres in our country by conducting high-calibre research that serves people and society. The third point of the Strategic Guidelines and Objectives 2021–2030 emphasises that producing responsible, successful professionals who are aware of and accept the essence of Christian values, and who are committed to the labour market, society and the Church, is a key consideration.

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

The need to establish and/or launch new training programmes arises, on the one hand, from the need to make better use of existing professional and academic resources, as well as available infrastructure, and, on the other hand, from new findings in academic research, labour market and industry trends; and thirdly, the launch of new programmes may be justified by the emergence of new social needs.

These demands originate from the faculty management, institutes and departments, but there are also instances where they arise from professional bodies; in such cases, the deans inform the institution's rector. During the programme launch process, following preliminary approval by the rector, the programme coordinator begins to develop and coordinate the programme documentation, involving course coordinators, lecturers, student representatives and external stakeholders.

The faculties and organisational units responsible for launching degree programmes, as well as those in charge of the programmes planned for launch, ensure, as early as the programme planning stage, that the planned learning outcomes for the programme in question correspond to the relevant level descriptions in the Hungarian Qualifications Framework (HQF - MKKR) and the European Qualifications Framework (EQF - EKKR).

The institution also encourages the pursuit of academic research related to its study programmes.

Financial support for research falls within the remit of the faculties. The Faculty of Humanities (FH) provides financial support for publications that meet the specified criteria, as set out in the Dean's directive. The publications, printed materials and events of the HUN-REN PPKE research groups are available on the website. Our Open Access publication pages can be accessed here: books, journals. In addition, independent research groups operate within the faculties.

One element of the institution's strategic objectives regarding degree programmes is the launch of programmes popular at other institutions within the University's existing fields of study (e.g. certain programmes in the fields of computer science, teacher training and economics (Master's in Computer Science with a specialisation in Artificial Intelligence, Master's in Bioinformatics, Bachelor's in Business and Management, Master of Business Administration, Bachelor's in Special Educational Needs).

Another element in ensuring value-based education is the strengthening of Catholic identity; therefore, it is important to increase the number of subjects in which, during contact hours, at least two 45-minute sessions per semester are devoted to teaching the Catholic Christian values and teachings relevant to the subject.

Students, lecturers and researchers (internal stakeholders), as well as programme coordinators, who regularly evaluate the course structure, learning outcomes and the programmes' relevance to the labour market; and former students, who, through various channels (alumni feedback), labour market connections (external stakeholders). It also carries out reviews involving former students through external stakeholders, such as the Alumni Council. In addition, the Faculty of Humanities established the Teacher Advisory Board in 2023 and the Programme Development Advisory Board in 2025, involving external experts whose role is to actively contribute to the design of new degree programmes and the development of existing ones: analysing applicant requirements, employment placement and career tracking data. The faculties gather ongoing feedback from professional placement organisations regarding students' preparedness, competences and the strengths and areas for improvement of the training programmes, and place particular emphasis on strong, active and up-to-date industry links, especially in the fields of computer science, artificial intelligence, biotechnology and quantum technology. Practical work experience is directly incorporated into curriculum development, particularly in the content of independent laboratory work, engineering design tasks and project work.

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The assessment of feedback relating to the training programme is covered by the procedure entitled 'Quality Assurance Procedure – Measurement, Analysis, Development', which outlines the various university-level assessments carried out by the Quality Assurance Office. These can be divided into three categories: 1) regular measurement and

evaluation of partners' needs and satisfaction, 2) career tracking surveys of graduates, 3) student surveys. Information materials on the surveys are also available on the website.

The Office collects data on the level of infrastructure development and the quality of learning innovation at undergraduate level as part of the annual Student Satisfaction Survey. The assessment covers the accessibility and reliability of digital services, the extent to which teaching staff use digital learning platforms, the availability of online learning materials, and the identification of areas where digital services need to be improved.

At postgraduate level, the doctoral student needs and satisfaction survey includes relevant questions: with regard to infrastructure, it enquires about the availability of educational technology equipment in lecture theatres, as well as the provision of infrastructure necessary for research (library services, databases, research tools, research rooms). Feedback on the interventions is collated in a table of survey results.

The University ensures that the learning objectives and expected learning outcomes set out in the degree programmes are achieved in accordance with the processes laid down in the University's regulations and quality assurance procedures; see 'The operation of the quality assurance system'

Students' personal feedback and results provide the programme coordinator with ongoing data on the achievement of the expected learning outcomes. In the list of the University's registered programmes published on the website, the training level is indicated; by selecting the relevant programme, the training and outcome requirements necessary for completion of the programme can be accessed.

The review of bachelor's and master's degree programmes is carried out in accordance with the quality assurance procedures published in 2023. These procedures describe the parties involved in the process – from programme coordinators, through the relevant Faculty Councils and the Student Union, to the administrative units.

An important consideration in the establishment and review of degree programmes is the integration of the academic achievements of the University's lecturers and researchers, as the University's Research Plan states that an integral part of the University's mission is the organic unity of active, up-to-date academic research and university teaching.

In the case of certain degree programmes, this is also achieved through teaching activities carried out directly in the research laboratories (Archaeological Geoinformatics Research Laboratory, Communication and Media Studies Research Laboratory, and Psychology Research Laboratory). In the case of the ITK, the integration of research and teaching takes place in an institutionalised form. The Ányos Jedlik Research Laboratory provides high-quality technology transfer and cutting-edge research.

If, in exceptional circumstances – despite the Hungarian Accreditation Committee's (HAC) unfavourable opinion – a degree programme is launched following a successful appeal,

the programme will be revised notwithstanding the authorisation to launch it, and a further expert opinion from the HAC will be sought in due course. In such cases, the University shall ensure that the issues raised in the HAC's expert opinion are addressed and that the recommendations are incorporated; this is primarily the responsibility of the programme director and the course coordinators, who shall also receive the necessary administrative support for this purpose.

The range of work placement locations is drawn from several sources: a) on the basis of long-term collaborations previously established by the faculties; b) through the involvement of new industrial, research institute and development organisations; c) at the initiative of students, provided that the proposed placement is professionally relevant and meets the training objectives. For every placement, an assessment of professional suitability is carried out, during which the institution checks: a) whether the practical activities are linked to the learning outcomes of the training programme; b) whether the student is provided with professionally relevant tasks and the opportunity to work independently and responsibly; c) whether the practical environment is suitable for developing the competences associated with the given level of training.

The University assesses the suitability of work placement organisations via the SET questionnaire. In addition, at the end of their work placement, students complete an evaluation questionnaire about the placement organisation, and the placement organisations also provide feedback on the students' preparedness. If a placement does not meet the requirements, the relevant departmental contact person will get in touch with the partner to suggest improvements or, if necessary, remove the placement from the list of partners; students will be informed of this via the website. Student needs are assessed at programme level, and students have the opportunity not only to choose a placement from the list of partners on offer, but also to propose establishing a partnership with a particular institution themselves in order to secure work placements.

With regard to continuing professional development for teaching staff, during the 2024/25 academic year, PPCU teaching staff were granted access to online teaching methodology resources developed by the Károli Gáspár Reformed University ICT Research Centre. In addition, the University has its own digital resources for skills development, which are available free of charge to all members of the university community. These include courses designed to develop specific digital skills (Word, Excel, PowerPoint and iSpring), as well as other useful skills and transversal competences (ranging from time management to the development of emotional intelligence), including basic training in the use of AI for lecturers. Furthermore, the faculties also offer a range of preparatory courses.

### **ESG 1.3 Student-centred Learning, Teaching and Assessment**

For PPCU, student-centredness is interpreted as an operating principle in the processes of teaching, learning, assessment, remedial support and talent development, which simultaneously ensures the consistent fulfilment of academic requirements and the fair and transparent management of students' individual academic circumstances. This is evident, starting with ensuring that internal regulations and academic requirements are made available in advance, continuing with the regulated handling of individual circumstances, fair assessment, the guarantee of equal opportunities, and transparent, documented and verifiable assessment processes, the provision of opportunities for students to catch up and for the nurturing of talent, the operation of an electronic study system that enables up-to-date monitoring of academic progress, right through to seeking student feedback and ensuring appropriate avenues for redress.

In its Equal Opportunities Strategy, our university has identified a number of student groups affected: those from large families; those raising young children; those living with autism; those with speech impairments; those with other neurodevelopmental disorders (hyperactivity, attention deficit disorder, conduct disorder, learning difficulties, dysgraphia, dyscalculia, dyslexia, dysorthography); people with sensory impairments (deaf, hard of hearing, visually impaired, partially sighted, low vision, blind); people with multiple disabilities; people with mobility impairments or limited mobility).

Students raising children may apply for the St Joseph Scholarship for Parents and the Large Family Scholarship. In addition, nappy-changing facilities have been installed in the Danubianum and Iohanneum buildings of the Faculty of Humanities (FH), following a needs assessment carried out by the FH Students' Union. Nappy-changing facilities have also been installed in the toilets in front of the large lecture theatres in the JÁK building.

The Equal Opportunities Strategy includes objectives aimed at ensuring an accessible environment. Section 43 of the Student Regulations sets out the concessions to be provided for students with disabilities. The University's website complies with the relevant accessibility standards. It has been made accessible to blind and partially sighted people, enabling them to access documents as accurately as possible.

Lecturers at PPKE use a variety of teaching methods to maintain students' attention: they combine online modules with group work to avoid monotony. They make use of digital and adaptive solutions and offer personalised learning pathways that take into account students' current level of motivation and knowledge. It also incorporates elements of gamification and experiential learning: point-based systems, interactive simulation exercises (e.g. point-based systems, badges, interactive case simulations) help to maintain students' attention and interest. The assessment of teaching methods takes place within the framework of the teaching competence assessment, during which lecturers complete an AI-based questionnaire designed to aid their self-reflection and the evaluation of the

pedagogical and teaching methods they employ. Lecturers support students' progress by providing personalised, constructive feedback and setting goal-oriented tasks.

The PPCU uses assessment for both formative and summative purposes. The aim of formative assessment is to support the learning process. Feedback is provided to students through a variety of channels. All marks and grades are recorded in the Neptun system. On the Moodle and Teams platforms, lecturers provide detailed feedback on assignments, presentations and online tests; quizzes and practice tests that provide automatic feedback enable self-assessment and immediate feedback on the course material. Following exams and tests, lecturers arrange consultation sessions where students can view their marked work and receive personalised explanations and advice on how to progress.

When reviewing assessment procedures, the institution draws on a variety of information sources. These include course performance and examination results, drop-out and progression data, lecturers' experiences, student feedback, recommendations from programme coordinators and course coordinators, the experiences of professional placement partners, the results of final examinations and dissertations, as well as the findings of programme review working groups. Based on these results, course descriptions, requirements, assessment methods, evaluation criteria, work placement requirements or, where necessary, the structure of the curriculum may be amended.

The institution supports the development of teaching staff's assessment methods through methodological and digital skills development. This includes university- and faculty-level skills days, professional development sessions on quality assurance and teaching methodology, guides to support digital teaching, and resources relating to the use of Moodle and Teams. Teachers also have access to e-learning resources and competence-development courses (KGRU Moodle courses, the University's own e-learning Moodle courses), which provide support in the areas of online teaching, digital learning material development, fostering student engagement, and modernising assessment methods.

The Faculty of Humanities also has an online reporting system through which students can report issues ranging from infrastructure problems (lift breakdowns, faulty toilets, etc.), cancelled classes, and accessibility issues (both physical and digital faults). Reports are forwarded to both the Student Union and the Student Services Centre, allowing the resolution process to be tracked.

## **ESG 1.4 Student Admission, Progression, Recognition and Certification**

With regard to the regulations governing academic progress, the assessment and recognition of studies, the procedures, workflow descriptions, message templates and information materials are available to assist with academic administration and teaching organisation matters. For staff with authorisation to use the Neptun system client application, thematic filters, verification queries and message templates are available.

As part of the admissions process, our University allocates a specified number of institutional admission points in defined fields of study, in accordance with Annex 4 of the Admissions Regulations, based, amongst other criteria, on previous achievements in informal and non-formal learning.

The recognition of modular training courses and micro-certificates falls within the remit of the Credit Transfer Committee; this procedure is conducted in accordance with the general rules for credit transfer, as set out in Section 4 of the TVSZ.

In the case of Erasmus and CEEPUS scholarships, the relevant faculty unit responsible for international affairs initiates the preliminary credit transfer procedure *ex officio* – in consultation with the student as necessary – on the basis of the learning agreement concluded within the mobility programme. In cases not covered by these regulations, the recognition of modules completed as a visiting student during a period of study abroad may take place in accordance with the general rules on credit transfer.

At the University, via the 'Progress Review (355500)' menu item in the Neptun system, the academic offices and the teaching coordinators of the individual institutes and departments are able to monitor students' progress and ensure they are following the standard curriculum.

To reduce drop-out rates, the Faculty of Humanities (FH) provides student support services, whilst the Faculty of Arts and Humanities (FL) runs an early exam preparation course. The tutoring system operating at the Faculty of Education helps to reduce drop-out rates; furthermore, every February, the faculty organises systematic preparatory courses for final-year students for the final examinations, which last for one month and are delivered in a hybrid format. In the mentoring programme organised by the Faculty of Information and Technology (FIT), students meet with a mentor-tutor during weekly group sessions, providing an opportunity to discuss their learning progress and work together to find solutions to any difficulties they encounter. In addition to the mentoring programmes, FIT offers the 'Learning Techniques' course as an optional module, during which students not only learn effective learning strategies but also explore the basics of time management and the development of self-awareness. The course helps to reduce drop-out rates by enabling participating students to organise their learning processes more effectively and to meet the programme's requirements with greater preparedness.

## **ESG 1.5 Teaching Staff**

In the context of the Strategy, the composition of the teaching staff is designed, above all, to support the provision of high-quality, values-based education. The University's faculties employ teaching staff who possess the academic qualifications, professional experience and teaching expertise required for their respective fields of study. The presence of teaching staff holding academic degrees ensures that the content of the programmes is

scientifically sound, up-to-date and in line with developments in the relevant academic discipline. Institutional efforts aimed at increasing the number of university lecturers and supporting applications for university teaching posts also serve to ensure that the human resources required to meet the quality and academic objectives set out in the strategic documents remain available in the longer term.

The achievement of strategic objectives is also supported by staff performance appraisal and incentive schemes. The evaluation of teaching and research activities, established in accordance with Rector's Directive No. 1/2025, as well as the faculty-level performance evaluation and incentive schemes operating within each faculty, enable the institution to monitor performance in the areas of teaching, research, publication, community engagement and the third mission.

In the case of employed lecturers, the head of department assesses their teaching competencies before they are assigned to specific courses; this is then also reviewed by the faculty councils (and decision-preparatory committees) during the curriculum approval process. Through targeted continuing professional development, competence days, e-learning materials and thematic events, the University contributes to the development of lecturers' competences; this involves different measures depending on the faculty.

The performance appraisal of teaching staff is primarily carried out at faculty level, and although the basic rules of the performance appraisal system have been standardised at institutional level, the specific details vary from faculty to faculty. In general, the performance appraisal system does not link satisfactory performance to rewards; however, it sets out minimum requirements for teaching staff, and failure to meet these is subject to sanctions. Following the decision, the details of this are set out in a rector's directive. The key criteria include both qualitative (public and social engagement, curriculum development) and quantitative (number of published works, number of supervised theses) elements.

The institution collects feedback on teaching staff satisfaction as part of the annual Teaching Staff Motivation Survey. The online questionnaire survey covers teaching staff working conditions, assessments of the institution's operations and communication, opportunities for professional development, teaching and administrative workload, as well as the appreciation of teaching work and motivational factors. As a result of the feedback from the OMV, the University will introduce a new pay scale from 1 September 2025 to improve the remuneration of the teaching staff. Based on the feedback, the University's management has called for the available psychological support services to be extended to the teaching staff as well.

The institution has launched a dedicated, targeted higher education course on artificial intelligence for lecturers, which teaches the practical use of AI tools in teaching and

research, emphasises responsible and ethical application, and supports the introduction of AI-based assessment, curriculum development and educational management.

One of the institution's main tools for supporting lecturers' research is the operation of research groups, research centres and doctoral schools.

The institution supports the academic careers of students, lecturers and researchers within an organised, institutional framework, using a set of tools tailored to the various stages of their careers.

The faculties also support academic careers for students on master's programmes and in doctoral schools through mentoring, academic publications and conference participation. For both junior and senior academic staff, successful participation in international calls for proposals is of paramount importance; the university supports this through grant application advice, the organisation of research forums, and internal peer review of grant applications. International mobility programmes are available to researchers.

Talent development plays a key role in the early stages of an academic career. The institutional forums for this are the Student Research Conference (TDK) and the faculty's three specialist colleges: the Stephaneum Specialist College (founded in 2020), the Labor et Otium Specialist College (2023) and the St Augustine Specialist College – Augustineum (2024). The TDK and the specialised college activities provide structured research experience, personal mentoring and integration into the academic community, facilitating successful entry into doctoral programmes. The institution recognises participation in and achievements in the TDK–OTDK through scholarships, which reward not only students but also the lecturers who prepare them.

The institution operates a differentiated publication support scheme, ranging from early-career lecturers and researchers to senior lecturers, which has been in place since 2023 (regulated by Dean's Directive No. 1/2023 and its supplements and amendments).

PPCU participates in the KA171 international credit mobility programme, which supports mobility with third countries. This is particularly important for global research in law and political science, as well as for the development of international law courses.

## **ESG 1.6 Learning Resources and Student Support**

An appropriate standard of learning and teaching activities is ensured by the availability of high-quality teaching and communal spaces, library and IT facilities, state-of-the-art electronic learning systems (the Moodle e-learning platform, as well as Microsoft 365 and Copilot), as well as laboratories for courses requiring specialised equipment (computer engineering, molecular bionics, infobionics and biotechnology: Esztergom Research Centre's Archaeology and Geoinformatics Laboratory), studios (for Master's students in Communication and Media Studies, Social Behaviour Analysis and Political

Communication, and Art History: a dedicated radio studio (D404), a creative media workshop (D405) and a film studio (D415)) and practical training facilities (a church music practice room and a microfilm reader). The University has further expanded its library resources through an online repository service, inter-institutional library cooperation schemes and online database services. The Psychology Research Laboratory is also housed in this building. In 2025, a doctoral research room was established in the Danubianum for students enrolled in doctoral programmes in the humanities.

The Pázmány Péter United College is an institutional participant in the accommodation support scheme; the University Student Welfare Committee is involved in assessing applications for social support, special social scholarships, payment concessions and related requests; the Central Department of International Affairs is responsible for the institutional coordination of Erasmus+, CEEPUS, Stipendium Hungaricum, the Diaspora Higher Education Scholarship Programme and other international mobility programmes.

In keeping with the University's Catholic mission, student services also include spiritual and faith-based support. At university level, this is provided by the University Chaplaincy, whilst at faculty level it takes the form of faith communities, days of reflection and communal events. In early 2026, we applied for and were awarded the 'University of Spiritual Health' prize.

In general, student representative bodies are responsible for organising student activities at university and faculty level. The Student Union organises student events, academic days and sporting events, and represents students' interests

The organisation of student mobility is a shared responsibility between the central administration and the faculties: at university level, the Central International Affairs Department coordinates tasks relating to international activities, grant applications, partnerships and mobility programmes, whilst at faculty level, the international offices, international affairs staff, Erasmus coordinators and subject coordinators assist students, lecturers and staff with specific mobility matters (Erasmus+, CEEPUS, the Stipendium Hungaricum, the Diaspora Higher Education Scholarship Programme, and the Scholarship Programme for Young Christians).

The University also has an extensive network of partnerships in the field of library services. As a result, staff and students can access the services of the ELTE University Library, the Sapientia College of Theology Library, the BME Library, the SZFE Library and the Esztergom College of Theology Library free of charge.

The services provided to students include, amongst others:

- Online skills development training: iSpring Suite 11 – Basic Skills (Part IV). iSpring Suite is a software package that enables the creation of interactive e-learning content, presentations and online courses. The course can be completed by logging in to

<https://moodle.ppke.hu>; it is available under the 'Home' menu item within the 'Centre-RH 2023/2' category.

- Online skills development training XVI: Artificial Intelligence skills development course for students in higher education. The aim is to develop students' proficiency in and responsible use of artificial intelligence tools in the context of their studies, research and university work. For further details: <https://ppke.hu/rrf-2-1-2-21-2022-00014-2>.

A significant part of our institution's third-mission service is the Pázmány Senior University, which has attracted more than 10,000 participants since its inception. We should also mention the voluntary programmes, such as the voluntary work carried out by the Operations Department to beautify the gardens and buildings of church-run educational and religious institutions. The Pázmány Card app was relaunched in May 2025 after a hiatus of several years. Its aim is to strengthen the university community through an unified digital platform, as well as to provide tangible discounts for the University's students, staff and alumni.

The University provides financial support for student community activities in accordance with the Regulations on Student Fees and Allowances. A specific portion of the relevant funding allocation must be set aside for sporting and cultural activities; in addition, achievements in public life, organisational work and community-building that go beyond the requirements of the curriculum may be recognised through the institution's professional, academic and public life scholarships. The faculty branch of the Student Union is involved in the allocation of funds with the right to make proposals; thus, the student council participates in the decision-making process, which is in line with the ESG's expectations regarding student participation.

The chaplaincy offers regular faith study groups and preparation for the sacraments (baptism, First Communion and Confirmation), as well as organising spiritual retreats designed to facilitate personal self-reflection, vocational exploration and an awareness of ethical responsibility (chapels and prayer rooms are available within the faculties). The Alpha course, advertised during the spring semesters, facilitates an open, dialogue-based exploration of questions of faith, with a particular focus on students who are searching for answers or feeling uncertain. At small-group spiritual gatherings known as 'Nauta', students and staff reflect together on vocation, work, study and spirituality.

The annual Study Guide provides a detailed overview of student services.

The university also subscribes to 17 domestic, 17 international academic and 2 scientometric databases. Subscriptions with certain publishers include Open Access (OA) publication quotas, in addition to access to the databases.

## **ESG 1.7 Information Management**

At university level, the Quality Assurance Office collects basic operational data and key performance indicators annually from the faculties and the relevant central organisational units. The Excel-based database provides an integrated, time-series view of the most important information, such as application figures, teaching workloads, research activities, student performance, internal professional development, faculty quality assurance activities, mobility data and appeals procedures. The unified database facilitates data-driven decision-making and, due to its time-series nature, even allows for the analysis of longer-term trends. The database serves as the basis for strategic planning and for the annual institutional report prepared for the funding body.

In addition to centralised data collection, the individual faculties naturally also continuously monitor and evaluate their own activities. At the start of each academic year, the faculties' educational administration units review the number of enrolled students, comparing these figures with data from previous years. At the start of each semester, they check the number of active students and the number of students who have dropped out; at the end of each semester, they review the number of students who have transferred to other programmes. This data is analysed primarily by the dean, the deputy deans and the faculty quality assurance committees. Similarly, teaching staff numbers and teaching loads are also subject to regular review.

Following the completion of the questionnaire-based surveys, the institution analyses the results of the student and staff evaluations on the basis of statistical indicators – primarily means and standard deviations – and examines trends in the individual indicators over time.

As set out in the document 'Strategic Guidelines and Objectives 2021–2030', the excellence of graduates is to be enhanced through the assessment of entry-level and exit-level competences. The institution utilises the results of the competence assessment primarily in the work of programme coordinators and in the review of study programmes. The first AI-supported entry-level competence assessment, which focuses specifically on assessing the competences required for a given programme, took place in 2025. The results of this assessment have been analysed, but it will only be possible to make substantive use of them and incorporate them into the curriculum once the corresponding exit-level assessment has been carried out.

In addition to the mandatory surveys set out in legislation, the Institution also carries out various ad hoc surveys to collect data (in accordance with annual survey plans); these include, for example:

- Secondary school survey: decision-making strategies underlying career choices / awareness of higher education institutions / awareness of PPKE amongst secondary school pupils; secondary school pupils, annually

- Freshers' survey: social background / secondary school results / academic motivations / student work habits / students' expectations regarding the programme and the institution, newly enrolled students, annually
- Competence assessment: reading comprehension, self-reflective questions, acquisition of programme-related competences, newly enrolled students, at the start of the programme, at the end of the programme
- PhD student needs and satisfaction survey: motivation / satisfaction with the programme / career progression opportunities / research activities / labour market participation / plans and experiences abroad, PhD students, annually
- DPR-style survey for doctoral students, those who have obtained a degree in the doctoral programme, every two years
- Teaching staff motivation survey: teaching staff designated by faculties, annually (secular faculties)
- Staff satisfaction survey: satisfaction / communication and flow of information / opportunities for development / working environment / regulations, colleagues (teaching and non-teaching staff), annually.

Data on applicants, admitted students, graduates and student numbers are updated by the Department of Education and Academic Affairs on a half-yearly and annual basis in the data tables published on the Rector's Office's internal server. Data on registered study programmes are updated whenever there are changes, whilst data on work placement locations are updated every half-year. The Rector's Office is responsible for updating data on partnership collaborations, whilst the Central International Affairs Department is responsible for regular data on international collaborations; within this, data relating to students participating in the Erasmus+ mobility, Stipendium Hungaricum and Scholarship for Younger Christians programmes is managed by the faculties' international affairs departments. Staffing figures relating to colleagues and teaching staff fall within the remit of the Payroll and Labour Affairs Department at the Directorate-General for Economic and Technical Affairs (GMFI); the data is updated at least every six months. The Quality Assurance Office is responsible for the platform containing the reports; these are updated in line with the assessment plan, following the completion of the analyses and their presentation to the University Quality Assurance Committee. Typically every 2–3 months, but at least once every six months. All other data is collected and updated by the faculties and doctoral schools on a half-yearly or annual basis.

The medium-term strategy entitled 'Strategic Guidelines and Objectives 2021–2030' sets out the aim of increasing the number and proportion of first-choice applicants, which is consistent with the ongoing monitoring of enrolment figures and the design of admissions campaigns. The results of the secondary school survey, on the one hand, support the work of the Communications Department and the expansion of the secondary school liaison

network and visits; on the other hand, they gauge secondary school pupils' preliminary university choice preferences, thereby helping to define the target group of applicants to the University.

Ensuring high-quality, values-based education is also an institutional-level objective, which is supported by monitoring faculty-level SET averages and the results of student satisfaction surveys. As increasing the visibility of research conducted at the University is a key strategic objective, the institution monitors the number of publications recorded in the MTMT and rewards outstanding academic work through its faculty evaluation and incentive schemes.

Surveys conducted as part of the Graduate Career Tracking System serve to monitor the production of responsible, value-conscious professionals for the labour market, society and the Church (for further details on the use of survey results, see the section detailing career tracking).

## **ESG 1.8 Public Information**

The Communications Regulations set out the rules governing the management of the University's central website and public information. In accordance with Section 16 of the Regulations, the University's Hungarian-language central website (ppke.hu) is maintained by the Communications Department. The Central Foreign Affairs Department is responsible for the content of the international website. The academic content of the central and faculty websites is reviewed on an ongoing basis. Suggestions regarding the faculty website must be submitted to the dean of the faculty concerned, whilst those regarding the central website must be submitted to the head of the Communications Department. Responsibility for individual subpages may be regulated differently within a faculty; for example, in the case of the Faculty of Humanities (BTK), this is governed by a separate dean's directive. Pursuant to Section 17(3) of the Communications Regulations, the social media platforms playing a role in the University's central communications are accessible via the central website. The Communications Department is responsible for the operation of these platforms.

The dean of the relevant faculty is responsible for managing the faculty pages, for the quality of the information published on them, and for ensuring that the information provided is accurate. The Faculty of Humanities regulates this in a separate dean's directive, precisely defining the areas of responsibility and the mandatory minimum content requirements for each department's page.

Institutional regulations and directives are available on the central 'Regulations and Directives' page. The sub-menus on this page list directives from the Rector and the Chief Financial Officer, strategic documents (for staff and the public), regulations for staff, and decisions of the Executive Board. Internal stakeholders are informed of changes to regulations via newsletters sent by departmental administrators to staff and, within faculties, to lecturers. External stakeholders can find out about changes to regulations on

the 'Track Changes' page. Staff can find out about changes to regulations and instructions intended for internal staff via the Rector's Office's electronic circular and the Communications Department's monthly newsletter.

The most important information regarding advertised degree programmes can be found on felvi.hu and on the 'Degree Programmes' page of the institution's website, where clicking on a specific programme provides access to basic information about the degree and a sample curriculum.

In accordance with Section 15(2) of the Communications Regulations, the official websites and social media platforms managed by the University are published on the <https://ppke.hu/pazmany-az-interneten> website. The Communications Department manages the University's primary social media platforms. These include the LinkedIn professional employer profile, Facebook and Instagram. Of these social media platforms, TikTok is the most unique, as members of the university community, including lecturers and students, can create content on it. The YouTube channel primarily features news from the university community, promotional material from the faculties and institutes, and the content of presentations given at conferences held at the university.

## **ESG 1.10 External Quality Assurance**

With regard to external quality assurance procedures, it is worth noting that, within the framework of the PPCU–KGRU cooperation agreement, the quality assurance specialists from both universities have, since 2021, conducted several mutual reviews of the compliance of information published on their respective websites in relation to ESG 1.8. The Catholic Quality Assurance Roundtable was established to coordinate the development of quality assurance systems at Catholic higher education institutions. Within this framework, the member institutions of the roundtable examine and monitor each other's quality assurance systems. Pázmány Péter Catholic University was assessed by quality assurance experts from Gál Ferenc University as part of the monitoring process under ESG 1.8 'Public Information', with a focus on the availability of third-mission activities and regulatory documents on the public platforms managed by our university.

The accreditation review carried out by the HAC takes place every five years, whilst the external review conducted within the framework of the Catholic Quality Roundtable and the PPCU–KGRU cooperation takes place at specific intervals upon request. In addition, within the framework of an affiliation and cooperation agreement, the University also carries out monitoring activities at the four Catholic theological colleges concerned.

The University's quality assurance system also covers these procedures; consequently, it regulates the conduct of the various external quality assurance procedures in dedicated quality assurance procedures.

Accreditation and monitoring reports are analysed at meetings of the university, faculty and doctoral school quality assurance committees, with staff from the Quality Assurance Office reporting on the main findings. In response to external quality assurance reports, action plans are drawn up with the aim of successfully integrating the recommendations and findings into the University's quality assurance system. Monitoring is the responsibility of the QAO and the UQAC.

Since the previous accreditation process, the University has implemented numerous recommended improvements to its quality assurance system. It has established the quality assurance of doctoral schools and doctoral programmes as a separate subsystem within the institutional quality assurance system, with specific regulations and a structured committee framework.

The procedure arising from the quality assurance system involves the preparation of annual quality improvement reports and the definition of action plans and quality objectives set by the faculty and doctoral quality assurance committees.

The key improvements required by the HAC are incorporated into the annual quality targets and action plans of the faculties and doctoral schools. Compliance is ensured through the interim monitoring and, where necessary, review of the annual quality targets and action plans.