

INFORMATION ON HAC'S INTEGRATED INSTITUTIONAL ACCREDITATION PROCESS AND THE INSTITUTIONAL VISIT ON 29–30 SEPTEMBER 2026

Pursuant to Section 70(1) of Act CCIV of 2011 on National **Higher Education** (Nftv.), the **Hungarian Accreditation Committee (HAC)** assesses the **quality of education, scientific research and artistic activities** as well as **the functioning of the internal quality assurance systems of higher education institutions** supporting these activities. HAC acts as an **expert body** in procedures relating to higher education institutions.¹

The main task of the HAC is to carry out evaluation activities that promote high-quality and up-to-date teaching, learning, research and development in Hungary's higher education institutions, as well as **to provide quality assurance that covers all levels of education as well as involves and supports all stakeholders**. In carrying out its activities, the HAC performs its quality assessment and accreditation tasks in accordance with the legislation governing national higher education.

The main objective of the HAC – as a full member of the European Association for Quality Assurance in Higher Education (ENQA) and as an organisation registered in the European Quality Assurance Register for Higher Education (EQAR) and recognised by the World Federation for Medical Education (WFME) – is to **provide comprehensive expert support for the competitiveness of Hungarian higher education; and**, in order to achieve this objective, the HAC

- **assesses** the compliance of higher education institutions and the programmes they offer with the ESG standards and guidelines (and, in the case of medical education, with the WFME–BME standards as well);
- **supports** higher education institutions in achieving the quality objectives they have set for themselves and wish to implement, and supports them in implementing continuous and regular development and improvement of the associated internal quality assurance activities in accordance with the PDCA (plan-do-check-act) principles;
- **fulfils** the national and international requirements for higher education accreditation (quality assurance) and, as part of its cyclical accreditation process, assesses whether a given institution and its educational activities comply with the ESG standards;
- **certifies**, i.e. 'accredits', the higher education institution under review if compliance is established, and also sets out recommendations for (further) development in its evaluation report;
- **provides an opinion** on applications for full professorship, taking into account the requirements set out in Act CCIV of 2011 on National Higher Education (Nftv.).

¹ For further details, see the website <https://www.mab.hu/en/home-page/> and the document available at https://www.mab.hu/wp-content/uploads/RULES-OF-ORGANISATION-AND-OPERATION-OF-THE-MAB_0730.pdf.

The HAC's overarching strategic objectives for the period 2025–2030 include further strengthening of the role of institutional-level accreditation in higher education. Therefore, with a view to ensuring a more up-to-date and comprehensive quality assurance process in the separate evaluation of study programmes, it has introduced, with the effect as of 2026, an integrated accreditation procedure (involving the joint evaluation of the higher education institution and all its study programmes, including doctoral programmes), in line with EHEA and European Union (EU) higher education trends.

The aim of the institutional accreditation process is to examine and validate the operation of higher education institutions in accordance with the quality assurance guidelines and standards of the European Higher Education Area. The stipulated aim of institutional accreditation is to confirm that the higher education institution in question operates in accordance with https://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf, that its quality assurance system continuously monitors and evaluates compliance with these standards, and that it actively contributes to the development of measures and processes for facilitating implementation based on the results of the evaluation.

Successful institutional accreditation means that, by its decision, the HAC certifies that Károli University of the Reformed Church in Hungary's (KRE) educational and academic activities, its operations and operational processes as well as its internal quality assurance system monitoring these comply with the quality standards and guidelines set out by ESG 2015.

The acronym **ESG** stands for the Standards and Guidelines for Quality Assurance in the European Higher Education Area. The Standards were adopted in **2005** by the ministers responsible for higher education, following a proposal from the European Association for Quality Assurance in Higher Education (ENQA), the European Students' Union (ESU), the European Association for the Applied Sciences in Higher Education (EURASHE) and the European University Association (EUA). In response to the changing educational landscape and students' needs, the guidelines **were revised in 2015**. Among other things, these new regulations focus on the use of innovative teaching and assessment methods as well as on student-centred learning and teaching. A detailed description of the standards and guidelines can be found here:

https://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf

During the institutional accreditation process, the HAC assesses the extent to which the standards and guidelines of the European Higher Education Area's quality assurance framework (ESG 2015) have been implemented within the framework of KRE's quality management system. A brief overview of the main areas of assessment are as follows:

ESG 2015 criterion		Content (key elements of the ESG guidelines)
ESG 1.1	Quality assurance policy	The basic documents, organisation and operation of the quality assurance system The Plan-Do-Check-Act (PDCA) cycle
ESG 1.2	Development and approval of training programmes	Sample syllabuses Academic regulations Study guides Procedure for the approval of study programmes

ESG 1.3	Student-centred learning, teaching and assessment	Flexible learning pathways and modern teaching methods Traditional and alternative assessment methods Mentoring Procedures for handling and investigating complaints
ESG 1.4	Admission of students, their progression, recognition of their studies and the award of qualifications	Detailed description of student admission, progression and graduation requirements Study guides Academic regulations Credit recognition procedures
ESG 1.5	Management of resources (human resources, infrastructure)	Academic and teaching staff's preparedness and qualifications Methodological knowledge Teaching effectiveness and efficiency Performance appraisal of academic and teaching staff
ESG 1.6	Learning support tools and student services	Academic administration Library Physical infrastructure, IT Scholarships and grants Student grants Talent development Mobility Career guidance Mentoring, Counselling Service
ESG 1.7	Information Management	Collection and analysis of data measuring the effectiveness of the institution's teaching and research activities and services
ESG 1.8	Public information	Public disclosure of the above
ESG 1.9	Monitoring of training programmes	Regular evaluation and review of training programmes
ESG 1.10.	Regular external quality assurance	HAC, as a quality certification body as well as procedures and decisions Other external audit bodies
ESG III.	Procedures relating to scientific research	Research workshops, research groups Domestic and international conferences Publications by academic and teaching staff Research funding

KRE's quality assurance activities are defined by the following documents:

- https://www.enqa.eu/wp-content/uploads/2015/11/ESG_2015.pdf
- [KRE Mission Statement](#)
- [KRE Quality Policy Statement](#)
- KRE's Institutional Development Plan
- [KRE's Quality Improvement Strategy](#)
- [KRE's Quality Assurance Regulations](#)
and [other KRE regulations](#).

During **the preparations for accreditation**, KRE's Senate adopted/amended KRE's Quality Assurance Regulations and other KRE regulations as well as its **Institutional Self-Evaluation** Report submitted to the HAC, which was prepared by the Accreditation Working Group appointed by the Rector in collaboration with the Faculties, Doctoral Schools and central organisational units. Along the ESG 2015 criteria, the self-evaluation report summarises the results of the quality improvement activities carried out since the previous institutional accreditation process, provides a comprehensive overview of the educational and research activities taking place at KRE's five faculties and doctoral schools, as well as of the regulation and effectiveness of operational processes.

The **Accreditation Working Group**, appointed by the Rector, is coordinating the preparations for accreditation under the leadership of university professor and senior adviser to the Rector Prof. Dr. István Stipta.

On 29 September 2026 and 30 September 2026, the **HAC Visiting Committee** will collect information on the functioning and effectiveness of the institution's quality assurance activities through **face-to-face interviews** and various panel discussions, after which it will prepare its evaluation report.

Prof. Dr. László Henrik Trócsányi
Rector

STANDARDS AND GUIDELINES FOR INSTITUTIONAL INTERNAL QUALITY ASSURANCE

ESG 2015 (Excerpt)

1.1 Quality assurance policy

Standard: Institutions shall have a quality assurance policy that is publicly available and forms part of strategic management. This shall be developed and implemented by internal stakeholders [i.e. students, teaching staff and non-teaching staff] through appropriate structures and processes with the involvement of external stakeholders [users, employers, partners].

Guiding principles: The quality policy and its procedures are the main pillars of the institution's coherent quality assurance system, which, as a continuous cycle of quality improvement, contributes to the fulfilment of the institution's obligations of accountability. The quality policy promotes the development of a culture of quality in the scope of which every member of the institution takes responsibility for quality and participates in quality assurance at all levels of the institution. To support this, the quality policy exhibits a formal status and is publicly accessible.

The quality policy is most effective when it reflects the relationship between research, learning and teaching, and takes into account the national context in which the institution operates as well as the institutional context and strategy. This policy supports:

- the organisation of the quality assurance system;
- the accountability of departments, institutes/schools, faculties and other organisational units, as well as the institution's management, teaching and non-teaching staff, and students in quality assurance;
- academic integrity and freedom while taking action against academic misconduct;
- standing up against all forms of intolerance and discrimination affecting teaching staff, non-teaching staff and students;
- the involvement of external stakeholders in quality assurance.

The various internal quality assurance procedures translate the policy into practice and facilitate the participation of all stakeholders in the institution. The implementation, monitoring and review of the quality policy fall within the competence of the institution. The quality assurance policy also covers all elements of the institution's activities carried out by outsourced contractors or other contributors.

1.2 ESG 1.2 Design and approval of training programmes

Standard: Institutions shall have processes in place for the development and approval of their study programmes. Study programmes must be designed to achieve their stated objectives, including expected learning outcomes. The qualification to be awarded upon the completion of the programme must be clearly defined and communicated with reference to the relevant level of the given national qualifications framework and, through this, to the European Higher Education Area qualifications framework.

Guidelines: Study programmes are at the heart of a higher education institution's educational mission. They offer students academic knowledge and skills including those transferable to other fields, which may influence their personal development or which they can apply in their future careers.

The study programmes:

- are designed with comprehensive educational objectives in line with the institution's strategy and clearly set out the expected learning outcomes;
- are developed with the involvement of students and other stakeholders;
- are supported by external expertise and benchmarks;
- reflect the four objectives of higher education as set out by the Council of Europe (see the foreword: Scope and Concept);
- are designed to ensure students' smooth progression;
- define the expected student workload, for example in ECTS credits;
- where relevant, include well-integrated practical opportunities;
- are approved by the institution through a formal procedure.

ESG 1.3 Student-centred learning, teaching and assessment

Standard: Institutions should ensure that their study programmes are delivered in a way that encourages students to play an active role in shaping their learning process. Student assessment should reflect this approach. Practical opportunities include work placements or other periods during which students are not on campus but can gain experience in a field related to their studies.

Guidelines: Student-centred learning and teaching are important for students' motivation, self-reflection and commitment to the learning process. Therefore, study programmes must be carefully planned and implemented, and their outcomes should also be assessed.

Implementing student-centred learning and teaching:

- takes into account the diversity of students and their needs, and enables flexible learning pathways for them;
- takes into account and applies a variety of teaching methods where appropriate;
- flexibly employs a range of pedagogical methods;
- regularly evaluates and refines training approaches and pedagogical methods;
- encourages autonomous learner self-awareness, while ensuring appropriate teacher guidance and support;
- promotes mutual respect in the student-teacher relationship;
- has appropriate procedures in place for handling student complaints.

Given the importance of academic assessment for students' progress and future careers, the quality assurance processes relating to assessment cover the following:

- assessors are familiar with existing test and examination methods and receive support to develop their skills in this area;
- the assessment criteria and methods as well as the grading criteria are made public in advance;
- assessment enables students to demonstrate the extent to which they have achieved the intended learning outcomes. Students receive feedback which, where necessary, includes advice on the learning process;
- where possible, assessment is carried out by more than one examiner;
- the assessment rules also cover any possible mitigating circumstances;
- assessment is applied consistently and fairly to all students and is carried out in accordance with a pre-established procedure;
- there is a formal appeals procedure available to students.

ESG 1.4 Student admission, progression, recognition of prior learning and award of qualifications

Standard: Institutions consistently apply their pre-defined and published regulations covering the entire student lifecycle, for example with regard to student admission, progression, recognition of prior learning and the award of qualifications.

Guidelines: It is of paramount importance for the student, the study programme, the institution and the system as a whole that students are provided with the appropriate conditions and support for their progression during higher education. It is essential that there is admission, recognition and graduation procedures in place appropriate to the objective in question, particularly when students move between higher education institutions or systems in the spirit of mobility.

It is important that the rules governing access, admission procedures and criteria are applied consistently and transparently, and that clear guidance is provided concerning the institution and the study programme.

The institution should have procedures and tools in place that enable it to gather information on students' progress, monitor such progress continuously and respond to it.

Fair recognition of higher education qualifications, of duration of study and of prior learning – including non-formal and informal learning – is essential for promoting students' academic progress and mobility. The recognition procedure is appropriate if

- the institution's recognition practices are in line with the Lisbon Recognition Convention,
- the institution cooperates with other institutions, quality assurance bodies and the national ENIC/NARIC centre in order to ensure that recognition is consistent throughout the country.

The completion of studies consists in the culmination of studies. Students must be provided with the appropriate documents describing the qualification they have obtained including the learning outcomes achieved as well as the context, level, content and status of the studies undertaken and successfully completed.

ESG 1.5 Teaching staff

Standard: Institutions must ensure that their teaching staff possesses the appropriate competences. Institutions must apply fair and transparent procedures for the recruitment and professional development of their teaching staff.

Guidelines: The academic and teaching staff plays a key role in ensuring that students feel their time in higher education is a success and that they are able to acquire knowledge, skills and other competences. The diversity of students and the increasing importance of learning outcomes necessitate student-centred learning and teaching, and consequently the role of academic and teaching staff is also changing (see Standard 1.3).

Higher education institutions bear primary responsibility for the quality of their academic and teaching staff and for ensuring conditions that support effective teaching. This environment:

- establishes and operates clear, transparent and fair processes to ensure the recruitment of lecturers and to ensure working conditions recognising the importance of teaching;

- provides opportunities for, and supports, the professional development of academic and teaching staff;
- supports academic work with a view to strengthening the link between research and teaching;
- supports innovation in teaching methods and the use of modern technologies.

ESG 1.6 Learning support and student services

Standard: Institutions should have adequate funding for learning and teaching activities and should provide adequate and easily accessible learning support and student services.

Guidelines: Institutions offer a wide range of support services for learning to ensure that students feel their time at university is a success. These are partly infrastructural in nature – ranging from libraries and learning facilities to IT systems – and partly human-centred, encompassing tutors, counsellors and other support staff. Support services are particularly important in promoting both domestic and international mobility.

The needs of a diverse student body (such as adults, part-time students, students at work, international students or students with disabilities), student-centred learning and the growing emphasis on flexible modes of learning and teaching must all be taken into account when establishing, planning and operating learning support services and student counselling.

Support services and their facilities can be organised in various ways, depending on the circumstances of the institution. Internal quality assurance ensures that all support provided to students is fit for its purpose and is accessible, and that students receive adequate information about the services available to them.

Support and administrative staff play a fundamental role in the delivery of services; they must therefore possess the appropriate qualifications and be given the opportunity to develop their skills.

ESG 1.7 Information Management

Standard: Institutions should collect, analyse and use relevant information to manage their training programmes and other activities.

Guidelines: Reliable data must be available to enable well-informed decision-making and to identify what is working well and what requires attention. Effective processes for collecting and analysing information relating to programmes and other activities form part of the institution's internal quality assurance system. The information collected depends, to some extent, on the nature and mission of the institution.

The following information is particularly important:

- key performance indicators;
- the composition of the student body;
- student progression, success and drop-out rates;
- students' satisfaction with their study programmes;
- the available learning support and student counselling;
- graduates' career paths.

Various methods can be used to collect data. It is important that students, academic and teaching staff and non-academic and non-teaching staff are involved in the provision and analysis of data as well as in the planning of follow-up measures.

ESG 1.8 Public Information

Standard: Institutions should publish clear, accurate, objective, up-to-date and easily accessible information about their activities, including their study programmes.

Guidelines: Information on the institution's activities, its study programmes, their entry requirements, expected learning outcomes, the qualifications that can be obtained, teaching, learning and assessment procedures, success rates as well as the learning opportunities offered to students and the employment outcomes of graduates are relevant for future and current students, graduates, other stakeholders and the general public.

ESG 1.9 Continuous monitoring and regular evaluation of study programmes

Standard: Institutions should continuously monitor and periodically review their study programmes to ensure that they achieve their stated objectives and meet the needs of students and the society. These evaluations should lead to the continuous improvement of their programmes. Any measures planned or taken as a result of this must be communicated to all stakeholders.

Guidelines: The regular monitoring, review and modification of study programmes are intended to ensure that programmes remain appropriate and create a supportive and effective learning environment for students. This includes the evaluation of the following:

- the content of the programme in the light of the latest research in the relevant discipline, which ensures that the programme remains up to date;
- changes in societal needs;
- students' workload, progress and completion rates;
- the effectiveness of student assessment procedures;
- students' expectations, needs and satisfaction with the programme;
- the learning environment and support services, and their alignment with the programme's objectives.

Programmes are regularly reviewed and revised with the involvement of students and other stakeholders. The information gathered is analysed, and the programme is then revised to ensure it remains up to date. The revised programme descriptions are made public.

ESG 1.10 Regular external quality assurance

Standard: Institutions must undergo external quality assurance at regular intervals in accordance with the ESG.

Guidelines: External quality assurance, which takes various forms, can validate the effectiveness of an institution's internal quality assurance, can act as a catalyst for improvement, and can offer new perspectives to the institution. Furthermore, it provides information to the institution and the public regarding the quality of the institution's operations. Institutions regularly participate in external quality assurance, which takes into account – where

relevant – the requirements of the regulatory framework. Therefore – depending on the legislation – external quality assurance may take various forms and may be directed at different organisational levels (study programme, faculty or institution). Quality assurance is an ongoing process and does not end with external feedback or a report, nor with the follow-up procedure within the institution. The institution should take stock of the progress made since the last external evaluation when preparing for a next evaluation.