MAB

2018

INSTITUTIONAL ACCREDITATION

SELF-ASSESSMENT GUIDEBOOK

HUNGARIAN ACCREDITATION COMMITTEE

Content

1. INTRODUCTION

The purpose of the institutional accreditation process is to verify and certify that higher education institutions (HEIs) operate in line with the quality assurance guidelines and standards of the European Higher Education Area. The goal set for institutional accreditation is to provide assurance that the HEI in question performs its activities in line with the ESG 2015 (Standards and Guidelines for Quality Assurance in the European Higher Education Area), has a quality assurance system in place which monitors and assesses compliance with the standards on an ongoing basis, and is actively engaged in formulating, based on the assessment results, the actions and processes to promote implementation of the standards. Certification takes the form of a process (the accreditation process) during which the Hungarian Accreditation Committee (HAC) supports institutions in preparing for the certification, advising them on compiling the institutional self-assessment document which forms the basis of certification, assesses compliance with the ESG standards, and adopts a decision on the certification exercise. The institutional accreditation process results in a decision issued by the HAC through which the HEI is accredited or certified, i.e. assurance is provided that the institution and its quality assurance system operate in accordance with the ESG standards.

An institution's accreditation remains valid for a maximum of 5 years. If the HAC body finds a partial deviation from the standards or guidelines, or a difference in organisational structure which requires adaptation, it may put in place a follow-up process for the institution. The purpose of such follow-up process is to monitor how the discrepancies and deficiencies found are remedied and how processes are improved. The HAC body may also decide to grant accreditation for a period shorter than the maximum term of institutional accreditation if it considers that the follow-up process is not sufficient to remedy the deficiencies uncovered.

In line with the accreditation approach followed in the countries of the European Higher Education Area, the HAC looks at compliance with the ESG standards and with each component of the individual standards. Standards are specified in more detail in the guidelines, helping institutions meet the various standards.

Accreditation is based on a self-assessment report compiled by the HEI in question. The report must present the institution's quality assurance system in detail, mapped to the ESG 2015 standards and guidelines. A Visiting Committee is tasked with evaluating the self-assessment report by the HAC. The Committee is responsible for assessing compliance with the standards and guidelines, for preparing the accreditation report and submitting it to the HAC Body.

The HAC Visiting Committee is therefore focused on assessing the level of compliance with the ESG 2015 standards, the scope of their implementation within the institution, as well as on the institution's quality assurance processes designed to facilitate the implementation of the standards. To do this, the Committee uses the self-assessment report as well as any additional information made available to it. The insight gained from the documents is supplemented by the experience from a visit to the HEI. The assessment is based on facts and evidence, which are not limited to the data provided.

The above criteria are applied to the period between the last and the current accreditation exercise, with special attention to the actions taken on the basis of the assessments and analyses. The institution should also presents its plans for the future and the relevant envisaged processes and actions.

The questions in this document apply to all higher education institutions having an operating licence in Hungary. The questions in this guidance document cannot be formulated to take account of the diversity of institutions, as doing so would require the use of multiple sets of assessment criteria. It is therefore important that each institution interpret and answer the questions in the context of its own specific features and characteristics. Answers should consider the institution as a whole as that will be the subject of the assessment. Evaluating the performance of individual faculties and assessing faculties against the criteria in the ESG are for the institution to perform. Only the most important features in this respect should be mentioned, briefly, at the end of the comprehensive assessment of each standard.

Self-assessment and other information

Please submit the self-assessment report to HAC in two hard copies (printed on both sides). The institutional report should also be uploaded to the HAC Secretariat's information system as a .doc/docx and a .pdf document. Extensive analyses and tables for use by the members of the Visiting Committee and for HAC programme officers should be uploaded to the institution's storage space, protected by a unique password. In the accreditation period, i.e. from the initiation of the process until the HAC has adopted its decision, the HAC considers the institution's web site an authentic source of information. The Visiting Committee Data will consider any data and information published there to be a fact. The HAC may request information from the higher education information system from the Educational Authority.

Presentation requirements for the self-assessment report

The report should be written using font size 12, font type Times New Roman, single line spacing, paragraph spacing at 6 pt, with margins set to normal.
Please make sure that you adhere to the text volume limits specified for each standard.
The volume of the self-assessment report as a whole may be a maximum of 70 pages, of which Part I may be a maximum of 10 pages and Part III may be a minimum of 5 and maximum of 10 pages.
Following the questions and adhering to the limits regarding page numbers and character count makes it possible to provide essential information relevant to the standards.

Questions arising while preparing the institution's self-assessment report may be sent to the programme officer assigned by the HAC Secretariat in e-mail, either directly or indirectly by writing to titkarsag@mab.hu.

I. The self-assessment process, a general overview of the institution, its leadership and economic management, and presentation of the actions arising from the previous institutional accreditation.

1. Describe how the self-assessment report was developed: preparation, the self-assessment process and the bodies that commented on and approved the report.

2. Give a general overview of the institution at the time of the institutional report.

3. Describe the institution's leadership, its bodies for preparing and adopting decisions, and the participation of the University's student self-government and doctoral student self-government bodies in the institution's management, including the resources (e.g. funding, infrastructure, personnel) provided for the operation of the student and doctoral student bodies. Provide a link to the relevant organogram.

4. Present evidence of the management's commitment to quality and excellence. Enumerate the specific tools used in management processes (management and analysis of indicators).

5. Provide a summary of the key features, principles and indicators of the institution's economic management. Describe any changing trends in external or internal resources (max. 3500 characters).

6. Describe the quality improvement actions taken on the basis of the recommendations of the previous institutional accreditation report in accordance with the ESG 2015 standards. Describe the effects these actions. (May be provided in tabular form; just a list of the actions is sufficient if they are described in more detail under the relevant standard in the institutional report. If so, please insert a link here. If an action is not addressed elsewhere in the report, it should be presented in more detail here.)

II. CRITERIA FOR ASSESSING COMPLIANCE WITH THE ESG 2015

II.1. ESG 1.1 Quality assurance policy

Standard:
Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal stakeholders [i.e. students, teaching staff and non-teaching staff] should develop and implement this policy through appropriate structures and processes, while involving external stakeholders [users, employers, partners].

Guidelines:
Quality policy and the relevant processes are the main pillars of a coherent institutional quality assurance system that forms a cycle for continuous improvement and contributes to the accountability of the institution.
It supports the development of quality culture in which all internal stakeholders of the institution assume responsibility for quality and engage in quality assurance at all levels of the institution. In order to facilitate this, the policy has a formal status and is publicly available.
Quality assurance is most effective when it reflects the relationship between research and learning & teaching and takes account of the national context in which the institution operates as well as of the institutional context and strategy. Such a policy supports:

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

The policy is translated into practice through a variety of internal quality assurance processes that facilitate participation across the institution. How the quality policy is implemented, monitored and revised is the institution's decision.
The quality assurance policy also covers any elements of an institution's activities that are outsourced or carried out by other parties.

1. Describe the institution's quality assurance organisation and its key actors (scope of powers and responsibility). Provide URLs to the relevant policies, regulations and other non-policy level documents (orders, circulars etc.).

2. Give a brief summary of how the institution's quality policy, quality improvement strategy and quality goals support the goals specified in its mission statement and strategy documents. Provide URLs to the documents containing the quality policy, quality improvement strategy and quality goals.

3. How (through what processes and procedures) are strategic and quality policy documents developed, approved and reviewed across the institution (including teaching and non-teaching organisational units), and how are internal stakeholders (students, teachers, non-teaching staff) involved in it?

4. How are external stakeholders involved in these processes (development, approval, review) - especially practical placement venues, dual study programme partners, employees and any other user relevant to student outcomes?

5. What are the tools used by the institutions quality assurance system to monitor implementation of the quality policy with all actors?

6. If the features of a field of study require unique quality criteria to be set, specify the document containing such criteria and explain any supplementary procedures different from Point 3 (max. 1000 characters).

7. How is good practice that supports the implementation of the quality policy published and shared between the various fields of study and organisational units? Presents some relevant examples (max. 5).

8. From the last 5 years, list 3 strategic goals that were achieved and 3 that were not wholly met. For both cases, described in detail the actions following attainment or non-attainment of the goal, as applicable, and the result of those actions.

9. From the last 5 years, list 2 quality improvement strategy goals, quality goals that were achieved and 2 that were not wholly met. For both cases, described in detail the actions following attainment or non-attainment of the goal, as applicable, and the result of those actions.

10. Describe how the quality policy encourages teaching organisational units, teachers, non-teaching staff and students to take on their responsibilities in quality assurance (increasing quality consciousness).

11. Describe how the quality policy supports academic integrity and freedom.

12. What does the institution do (actions, procedures) to ensure that teachers, non-teaching staff and students are prepared against any kind of intolerant or discriminative conduct?

II.2. ESG 1.2 and 1.9 Design, approval, on-going monitoring and periodic review of programmes

Standard:
Institutions should have processes for the design and approval of their programmes. The programmes should be designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme should be clearly specified and communicated, and refer to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.
Institutions should monitor and periodically review their programmes to ensure that they achieve the objectives set for them and meet the needs of students and society. These reviews should lead to continuous improvement of the programmes. Any action planned or taken as a result should be communicated to all those concerned.

Guidelines:
Study programmes are at the core of the higher education institutions' teaching mission. They offer students academic knowledge and skills, including those that are transferable, which may influence their personal development and may be applied in their future careers.
Programmes:
- *are designed with overall study objectives that are in line with the institutional strategy and have explicit intended learning outcomes;*
- *are designed by involving students and other stakeholders in the work;*
- *benefit from external expertise and reference points;*
- *reflect the four purposes of higher education of the Council of Europe:*
  Higher education
  - *prepares students for active citizenship and for their future careers;*
  - *supports their personal development;*
  - *equips them with a broad advanced knowledge base;*
  - *stimulates research and innovation,*
- *are designed so that they enable smooth student progression;*
- *define the expected student workload, e.g. in ECTS credits;*
- *include well-structured placement opportunities where appropriate;*
- *are subject to a formal institutional approval process.*

Regular monitoring, review and revision of study programmes aim to ensure that the programme remains appropriate and to create a supportive and effective learning environment for students.
This includes the evaluation of:
- *The content of the programme in the light of the latest research in the given discipline thus ensuring that the programme is up to date; the changing needs of society; the students' workload, progression and completion; the effectiveness of procedures for assessment of student; the student expectations, needs and satisfaction in relation to the programme;*
- *The learning environment and support services and their fitness for purpose for the programme.*

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

Implementation of the HAC criteria under Section II.2:

1. Programmes launched by the institution in the relevant semester:

Pro-gramme	2013/2014		2014/2015		2015/2016		2016/2017		2017/2018	
	au-tumn se-mes-ter	spring se-mester	au-tumn se-mester	spring se-mester	au-tumn se-mester	spring se-mester	au-tumn se-mester	spring se-mester	au-tumn se-mester	spring se-mester
VET										
BA										
MA										
Single-cycle MA										
PhD										

2. Policies in place to meet Section II.2 of the HAC criteria

Subject of institutional policy	URL to relevant policy, policy point or other document
establishment, launch, design and approval of programmes	
processes and criteria for the periodic review of programmes	
smooth student progression (taking up courses, announcement of courses)	
establishing the credit value of courses	

3. Did the most recent review of the institution's strategy affect the number of registered programmes offered?
- Number of programmes affected:
- Typical reasons for change:

4. How (in what way) are new programmes launched and the entire study offer reviewed and changes made to it, and what internal bodies (teaching and non-teaching organisational units), external bodies and persons (students, users) are involved in or initiate the same?

5. How is information from recent years on enrolment, on graduate careers, and the needs of the labour market taken into consideration in designing the study offer and in the above programme-related decisions (launch, review, change)?

6. Describe how the institution ensures that placement opportunities that fit its programmes are available (if relevant).

7. Give some examples from recent years of improving the curriculum and/or the courses on account of scientific progress (max. 5 examples for each, 5 to 10 sentences per example).

8. Is there, at the institutional level, a formal organisation/system for collecting user experience on programmes? If there is, what form does it take?

9. How are students involved in the ongoing improvement of programmes?

10. Provide (a maximum of 5) examples supported by facts on how the assessment of the knowledge and competence of students and the tools and methods of assessment are improved, including how the objectives set for the course(s) is reflected in the assessment.

11. Provide a summary of how the standards and guidelines in ESG Sections 1.2 and 1.9 are met by the institution (max. 2500 characters). If certain fields of study/disciplines require unique solutions, give a summary of the essential features in max. 1000 characters per field.

II.3. ESG 1.3 Student-centred learning, teaching and assessment

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

Guidelines:
Student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection and engagement in the learning process. This means careful consideration is needed of the design and delivery of study programmes and the assessment of outcomes.
The implementation of student-centred learning and teaching
- *respects and attends to the diversity of students and their needs, enabling flexible learning paths;*
- *considers and uses different modes of delivery, where appropriate;*
- *flexibly uses a variety of pedagogical methods;*
- *regularly evaluates and adjusts the modes of delivery and pedagogical methods;*
- *encourages a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher;*
- *promotes mutual respect within the learner-teacher relationship;*
- *has appropriate procedures for dealing with students' complaints.*

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

Implementation of the HAC criteria under Section II.3:

1. Policies in place to meet the criteria in ESG Section 1.3:

Subject of institutional policy	URL to relevant policy, policy point or other document
competence testing (if done systematically, according to a relevant specification)	
modes and techniques of delivery	
procedures for dealing with students' complaints	
other fields of the institution's operation considered relevant to the implementation of the standard and guidelines (add more rows as necessary)	

2. Describe the methods, procedures and practices used by the institution to ensure implementation of this standard.

3. Indicate the quality assurance processes for monitoring and assessing the implementation of the above policies and policy points.

4. If any unique method different from institutional practice and tailored to a specific field of study is used to ensure the implementation of the standard, give a brief summary of the essence of such method (max. 1000 characters).

5. Describe the flexible learning paths made available to students who are disadvantaged, require make-up learning, disabled, especially talented, are involved in sports or are foreigners.

6. Describe the institution's formal appeals practice. How many student appeals were received in the last 5 years (per year)? What were the areas concerned? Highlight examples (max. 5) that resulted in changes being made to the appeal procedure or to the rules concerning the academic obligations of students.

7. What other procedures for dealing with complaints are in place in the institution?

8. Describe the institution's processes for reviewing student assessment processes. Describe typical changes made as a result in the last five years at the various levels of learning and in the various fields of study (max. 1500 characters, per field of study if different).

8. Describe how the results from student assessment are analysed (means, standard deviation) and the trends identified on the basis of these indicators. How frequently is analysis done, and what part of the institution does it cover (by semester/academic year/course…)? Describe at least 10 actions concerning the study offer from the recent years that were based on the results of such analysis (data, trends, actions).

9. Provide a summary of how the standards and guidelines in ESG Section 1.3 are met by the institution (max. 2500 characters). If certain fields of study/disciplines require unique solutions, give a summary of the essential features in max. 1000 characters per field.

II.4. ESG 1.4 Student admission, progression, recognition and certification

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

Guidelines:
Providing conditions and support that are necessary for students to make progress in their academic career is of primary importance for the individual students, programmes, institutions and the system. It is vital to have fit-for-purpose admission, recognition and completion procedures, particularly when students are mobile within and across higher education systems.
It is important that access policies, admission procedures and criteria are implemented consistently and in a transparent manner, and that induction to the institution and the programme is provided.
Institutions need to put in place processes and tools enabling them to collect, monitor and act on information on student progression.
Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential for facilitating students' progress and mobility. Appropriate recognition procedures rely on
- *institutional practice for recognition being in line with the principles of the Lisbon Recognition Convention;*
- *cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC centre with a view to ensuring coherent recognition across the country.*

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

Implementation of the HAC criteria under Section II.4:

1.   Policies in place to meet the criteria in ESG Section 1.4:

Subject of institutional policy	URL to relevant policy, policy point or other document
admission procedures at all levels of learning, to be covered by the institution's regulations pursuant to Government Decree No 423/2012 of 29 December 2012 on the higher education admission procedure	
student progress and monitoring of student progress	
administrative tasks related to study provision	
determining and recognising credits, including recognition of informal learning	
setting requirements concerning previous studies	
taking of compulsory courses, taking of required elective courses, taking of free elective courses, any limitations	
preparation of the degree thesis/final diploma paper	
earning one's final certificate (all levels of learning)	

Subject of institutional policy	URL to relevant policy, policy point or other document
final examination (processes, composition of the board, etc.)	
issuing of the diploma	

2. Describe the institution's quality assurance processes used to collect and evaluate the experience of users (students, teachers, administrative staff, clerical staff) arising from the application of the above policies and policy points.

3. Describe 3 cases where a change was made to any of the regulations above after user feedback on the study administration system was received.

5. Describe whether the institution applies programme-specific additional requirements in the admission procedure. What are the key features of such assessments (of medical fitness, career aptitude or practical examination)?

6. Describe how the objective and unbiased nature of the admission procedures governed by the institution are insured.

7. Describe the processes and tools used by the institution to collect information on student progress, and the frequency of such data collection. How does the institution support students progressing at the appropriate rate, in accordance with the programme template? (Make sure to address tools used in student mobility programmes.)

8. How and to what extent are students enabled to take their courses in a foreign language?

9. Describe the processes used by the institution to verify whether the courses set forth in the relevant programme templates are offered each semester.

10. Can students engage in voluntary work as an alternative to free elective courses?

11. Describe the processes for determining specific assessment and marking criteria, and identify the actors involved in such processes. How, where and when are these published?

12. Does the institution have in place a procedure for recognising prior informal and non-formal learning achievements in the course of the admission procedure and the studies? If it does, what are the institution's experiences in this regard?

13. Describe the processes used by the institution to review the methods for assessing the 75% content overlap for the purpose of credit recognition, and the compliance of such methods with the Lisbon Recognition Convention.

15. Are there any fields of study where the institution works with other institutions to ensure consistency in credit recognition (methods, procedures)? If there are, please give a brief description. If there are not, describe the actions taken to introduce the practice.

16. Describe how and how often the institution assesses whether the competence of students who have completed their studies meets the specifications set forth in the education and outcome requirements. Are these compared to the competence measurements at enrolment? How are the results used?

17. Describe how the institution ensures that teachers and the study administration staff are aware of and consistently apply the regulations on steady progress and on the assessment and recognition of studies, including the correct use of the study information system. How does the institution verify that this is the case?

18. Describe the procedure in place at the institution to assess the use of dispensations and exceptions permitted by the rules on student admission, progression, the recognition of studies and the awarding of qualifications (frequency, compliance with procedures, etc.).

19. Give a brief description of the rules specific to international joint programmes (if there are any in the institution) concerning admission, progression, the recognition of studies and the awarding of qualifications.

20. Provide a summary of how the standards and guidelines in ESG Section 1.4 are met by the institution (max. 2500 characters). If certain fields/branches of study require unique solutions, give a summary of the essential features in max. 1000 characters per field.

II.5. ESG 1.5 Teaching staff

Standard:
Institutions should ensure that their teachers are suitably competent. They should apply fair and transparent processes for the recruitment and development of the teaching staff.

Guidelines:
The teacher's role is essential in creating a high quality student experience and enabling the acquisition of knowledge, competences and skills. The diversifying student population and stronger focus on learning outcomes require student-centred learning and teaching and the role of the teacher is, therefore, also changing (cf. Standard 1.3).
Higher education institutions have primary responsibility for the quality of their teaching staff and for providing them with a supportive environment that allows them to carry out their work effectively. Such an environment

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

Implementation of the HAC criteria under Section II.5:

1. Policies in place to meet the criteria in ESG Section 1.5:

Subject of institutional policy	URL to relevant policy, policy point or other document
criteria for the selection of teachers and for their employment at the institution (institution-specific, other than as set forth in acts of law)	
special (institution-specific) requirements for career progression of teachers	

2. Describe how the composition of the institution's pool of teachers ensures that the objectives set forth in the strategic and quality policy documents are attained.

3. Does the institution analyse the composition of its pool of teachers (e.g. by organisational units, programs, age, teacher/student ratio)? Give a maximum of 5 recent examples of concrete actions based on such analyses (max. 2500 characters).

4. Describe the process for setting out the criteria used to assess the performance of teachers. Describe the actions taken and the assessment criteria they are based on. To what extent is the methodology applied at the various organisational units, and are there any alternative practices?

5. Describe the institution's procedures for collecting student opinions and feedback on teacher performance. What are the key lessons gained from the system for collecting student opinion on delivery, and how are such results leveraged?

6. Describe the institution's procedures for collecting teacher opinions on the teaching and research environment provided by the institution. Describe specific actions arising from such surveys.

7. Does the institution have in place an organisation or institution-wide procedure for raising teacher awareness on pedagogical matters and matters covered by ESG Section 1.3? If there is, please give a brief description of such activities and the results thereof.

8. Describe how and how often the institution's quality assurance system monitors the processes under Points 4 to 6, how they are assessed and the assessment results used.

9. Provide a summary of how the standards and guidelines in ESG Section 1.5 are met by the institution (max. 2500 characters). If certain fields of study, disciplines or off-site provisions require unique solutions, give a summary of the essential features in max. 1000 characters per field.

II.6. ESG 1.6 Learning resources and student support

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

Guidelines:
For a good higher education experience, institutions provide a range of resources to assist student learning. These vary from infrastructural resources such as libraries, study facilities and IT infrastructure to human support in the form of tutors, counsellors and other support professionals. The role of support services is of particular importance in facilitating the mobility of students, both within the country and internationally.
The needs of a diverse student population (such as mature, part-time, employed and international students as well as students with disabilities), and the shift towards student-centred learning and flexible modes of learning and teaching, should be taken into account when allocating, planning and providing the learning resources and student counselling.
Support activities and facilities may be organised in a variety of ways depending on the institutional context. Internal quality assurance ensures that all resources are fit for purpose, accessible, and that students are informed about the services available to them.
In delivering support services the role of support and administrative staff is crucial and therefore they need to be qualified and have opportunities to develop their competences.

Implementation of the HAC criteria under Section II.6:

1. Policies in place to meet the criteria in ESG Section 1.6:

Subject of institutional policy	URL to relevant policy, policy point or other document
learning foreign languages	
grants and scholarships (conditions, application and assessment processes, forms)	
preconditions and processes for using the services mentioned in this section	
procedures and services provided for a fee	
dorms, colleges for advanced studies (admission requirements, procedures, house rules)	
student events	

2. Describe how the institution's sources of funding ensure that the resources required for quality learning and teaching activities are made available, including for programs requiring special equipment.

3. Give a brief description of any services or systems provided by the institution to help the integration of first-year students (e.g. tutors, mentors etc.).

4. Describe any mentoring, supportive or counselling services available to non-first-year students in the context of diversity.

5. How are students made aware of the support systems mentioned in Points 3 and 4, and how does the institution assess the effectiveness of these systems?

6. Describe any background support provided to students to promote community development, constructive lifestyle, active and responsible citizenship and student mobility? (Max. 2500 characters.)

7. Provided the average number of students studying foreign languages at the institution in a semester. (Please provide figures broken down by level/mode of learning, excluding courses for language majors.) Provide the number of students who were unable to receive their degree due to lack of a language examination in the last 5 years (provide annual data for each of the last 5 years). What has the institution done about this?

8. Describe the key points of the operation of the study administration system (accessibility, waiting times, e-administration). (Max. 2500 characters.)

9. Describe how and how frequently the institution ensures that non-teaching administrative staff receive further training. Is there a system of requirements for filling these positions? What tools does the institution use if the requirements are not met?

10. Describe the grants and scholarships available to students. Describe how the institution informs students of the requirements for applying and the assessment of applications. Describe how the requirements for grants established by the institution are developed.

11. Describe how the assessment criteria (other than those stipulated by law) for welfare-based grants are reviewed.

12. Describe the library services (at all places of delivery), addressing the specificities of the study offer (max. 2000 characters). Describe how compulsory literature is available in library (digital and paper versions, number of copies, check-out figures; in max. 2000 characters). Describe the procedure used by the institution to verify that library services and library stock meet the requirements under ESG Sections 1.6 and 1.3 and the requirements of the study programmes.

13. Describe the system of access to textbooks. Describe the institution's e-learning and distance education systems (if relevant).

14. Describe the opportunities for doing sports and the support and opportunities for recreational activities (max. 2500 characters). Describe how such opportunities are provided at the institution's seat and for off-site provision, respectively.

15. Describe the dorm services available (max. 2500 characters). Describe the procedures for assessing the quality of services provided by the institution and the manner in which such assessments are leveraged.

16. Describe the IT and office technology infrastructure in the context of the institution's study offer (max. 2500 characters).

17. Describe any other student services fitting the institution's characteristics, programme profile and mission (e.g. catering, career and alumni management, events, support for international mobility, health services, support for student-initiated activities etc.).

18. Describe the services for assisting disabled students at the institution (max. 2500 characters).

19. Provide some examples of how the teaching and research infrastructure facilitates achievement of the institution's strategic objectives.

20. Provide a summary of how the standards and guidelines in ESG Section 1.6 are met by the institution (max. 2500 characters). If certain fields of study, disciplines or branches of study require unique solutions, give a summary of the essential features in max. 1000 characters per field.

II.7. ESG 1.7 Information management

Standard:
Institutions should collect, analyse and use relevant information for the effective management of their programmes and other activities

Guidelines:
Reliable data is crucial for informed decision-making and for knowing what is working well and what needs attention. Effective processes to collect and analyse information about study programmes and other activities are part of the internal quality assurance system.
The information gathered depends, to some extent, on the type and mission of the institution.
The following are of interest:
- *Key performance indicators;*
- *Profile of the student population;*
- *Student progression, success and drop-out rates;*
- *Students' satisfaction with their programmes;*
- *Learning resources and student support available;*
- *Career paths of graduates.*

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

Implementation of the HAC criteria under Section II.7:

1. Describe the data used systematically as a basis for decision-making at the level of the entire institution and at the level of its organisational units.

2. Describe the indicators used by the institution to assess its quality objectives. Describe any improvements initiated by the institution on the basis of analyses and assessments.

3. Describe how the institution processes (collects, analyses and uses) the following: enrolment and completion data; data on progression against the programme template; dropout rates; information from the system for graduate career tracking (DPR); information from the student feedback system (OMHV); student and graduate satisfaction rates (with programmes and also with student services); data on Student Research Societies (TDK) and talent management.

4. Describe how the institution in was external and internal stakeholders in the collection and analysis of data and the design of resulting actions.

5. Describe these special tools and features of the institution's internal information system.

6. Describe the measures taken by the institution to ensure the security of data and information.

7. Specify where the information and analysis not available on the public website are available, and describe who may access this interface.

8. Provide a summary of how the standards and guidelines in ESG Section 1.7 are met by the institution (max. 2500 characters). If certain fields of study/disciplines require unique solutions, give a summary of the essential features in max. 1000 characters per field.

II.8. ESG 1.8 Public information

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

Guidelines:
Information on institutions' activities is useful for prospective and current students as well as for graduates, other stakeholders and the public.
Therefore, institutions provide information about their activities, their programmes and the relevant admission requirements, the intended learning outcomes, the qualifications they award, the teaching, learning and assessment procedures used, the pass rates, the learning opportunities available to their students as well as graduate employment information.

Implementation of the HAC criteria under Section II.8:

1. Describe the process of updating website content and the requirements that the university's web pages must conform to with respect to form and content. Provide URLs to the institution's policy or other document governing consistent structure of web pages within the institution.

2. Describe the procedure used by the institution to assess whether the web pages of various organisational units within the institution conform to the above policies. Additionally, describe any other method for assessing whether institutional webpages provide information relevant to and access path suitable for users.

3. Is the date of uploading made visible on the current websites? In what percentage?

4. Describe how the documents supporting the operation of the institution (policies, corporate decisions) are available to the stakeholders. Describe have stakeholders become aware of any changes.

5. Provide links to show which operational and effectiveness indicators and trends (including those based on the information addressed in the previous standards) are accessible publicly, and describe how students are made aware of such information (via a link sent through the student information system, via the student self-government, and by additional means other than publication on the web site).

6. Describe where the key information for future students (on admission procedures, admission requirements, administrative fees and tuition, the qualifications awarded, the intended learning outcomes and the requirements for being issued the diploma) is accessible to the general public. Is such information also available in a short form or with simplified wording?

7. Specify whether success (completion) indicators, information on the employment of graduates, and/or survey results on student satisfaction/student feedback on provision are available publicly for individual programmes and courses.

8. Describe whether the institution uses any other (e.g. paid) channels to publicise its activities, especially to recruit applicants. If it does, please give a brief description.

9. Describe how up-to-date information on the study offer (curricula, prior study requirements, subject matter courses and requirements) is available on the web pages (please include supporting facts).

10. Describe how the institution makes sure that information on the composition, meetings and decisions of its bodies is made public.

11. Specify where the institution's guidebook is available and briefly describe how it is compiled.

12. Describe how and to what extent the institution's leadership informs the external and internal public of events concerning accreditation of the institution by the HAC or other accreditation agencies, and the results of such procedures.

13. Provide a summary of how the standards and guidelines in ESG Section 1.8 are met by the institution (max. 2500 characters). If certain fields/branches of study require unique solutions, give a summary of the essential features in max. 1000 characters per field.

II.9. ESG 1.10 Periodic external quality assurance

Describe any other external quality assurance procedures used in the institution, and specify the organisational level(s) or programme(s) they apply to. Give a brief description of the procedure, its frequency, outcome and any resulting actions.

III. PROFESSIONAL AND SCIENTIFIC ACTIVITIES OF THE INSTITUTION/FIELD OF STUDY

1. Describe how the institution's scientific and research achievements contribute to its strategic objectives (max. 3000 characters).

2. Describe the overarching structure integrating the institution's scientific and research activities and how it connects to institution's quality assurance system.

3. Describe the processes and criteria for designing, approving and monitoring research programmes.

4. Specify the indicators used to measure creators', R&D and artistic workshops as well as the results of grants and cooperation exercises, and describe actions taken on the basis of evaluating such measurements.

5. Describe the methods used by the institution to identify talented students and the tools used to encourage their participation in scientific activities (max. 2000 characters).

6. Are students' achievements in student research societies (TDK) and colleges for advanced studies recognised in their studies? Provide examples of the forms such recognition takes.

7. Provide the number of students who participated or won a prize in the institutional and national TDK conferences, respectively (or in other national competitions or forums applicable to the relevant field of study) over the last five years:

year	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018
participated in the institution's conference/forum					
won a prize					
participated in the national TDK or another professional/scientific forum					
won a prize/recognition					

8. What are the profiles of the colleges for advanced studies operating in the institution? Describe how their work connects to the scientific and research activities of the institution. Provide the number of members with active student status in the colleges for advanced studies for each of the last five years.

9. Describe the ways in which the institution motivates teachers to engage in scientific and research activities. Describe the processes for assessing the effectiveness of these methods.

10. Describe how frequently organisational units assess the scientific activities of teachers. What are the actions used in these processes? Provide URLs to the relevant policies, policy points and other documents.

11. How and when do organisational units make teachers aware of the results expected with respect to their scientific and research activities and the consequences of not delivering such results?

12. Specify additions to the infrastructure that were based on the research programme. Describe the source of funding used for maintaining and making replacements to the same.

13. Describe the regional, national and international connections in the field of teaching and research that are active and fit the institution's mission statement, and describe their impact (max. 3000 characters).