EDUCATION & SKILLS

National Roundtable

Options for Hungary to Assure the Quality of Digital Higher Education

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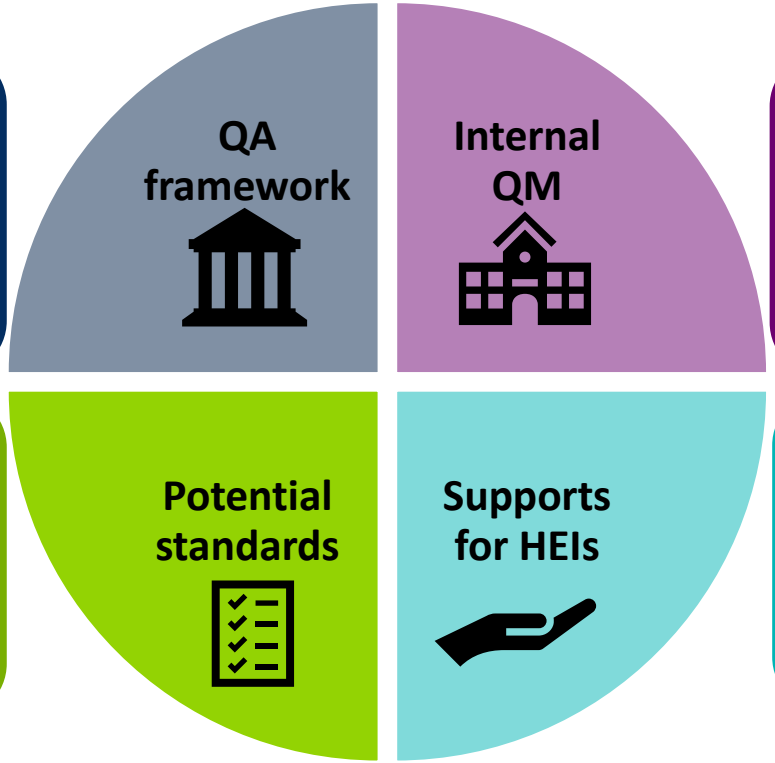
Tuesday 4 October 2022, Budapest, Hungary

OECD
BETTER POLICIES FOR BETTER LIVES

What will we discuss today?

Session 1 – Options for adapting the Hungarian external QA framework for higher education to digital education



Session 2 – Options to support greater HEI responsibility for the internal quality management of digital provision

Session 4 – Potential standards and associated indicators for digital higher education in Hungary

Session 3 – Options to support Hungarian HEIs in enhancing the quality of their digital higher education offer

And what we will propose for your consideration?

1. Revision of existing study formats to increase digital delivery and study flexibility 
2. Integration of digital standards and indicators across all accreditation procedures 
3. Simplification of *ex-ante* accreditation and introduction of *ex-post* programme review 
4. Reorientation of institutional accreditation to strengthen institutional responsibility 
5. Support for institutions to meet their expanded responsibilities 
6. Potential indicators and methods for the quality assurance of digital higher education 

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Session 1 – Policy options for adapting the Hungarian external quality assurance framework for higher education to digital education

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Our diagnosis?

1 Existing classification of study formats hampers the offer of digital instruction

2 Absence of definitions and standards for hybrid and blended provision

Proposed reforms?

1 Existing classification of study formats hampers the offer of digital instruction

Reform Area 1: Revise existing study formats to increase digital delivery and study flexibility

2 Absence of definitions and standards for hybrid and blended provision

Reform Area 2: Integrate digital standards and indicators across all accreditation procedures

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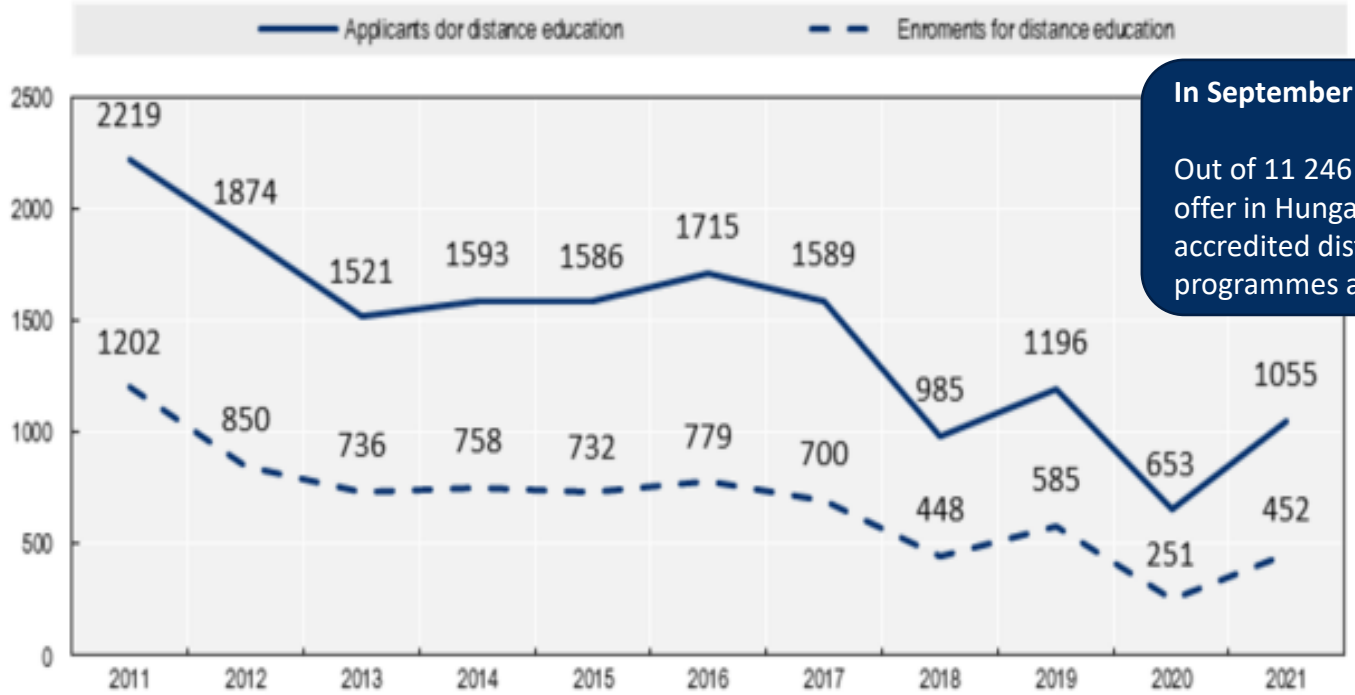
1

Reform Area 1: Revision of Existing Study Formats to Increase Digital Delivery and Study Flexibility

Share of accredited distance learning programmes remains limited, and hybrid provision is increasing (but precise figures are lacking)

Applicants and enrolments in distance learning programmes between 2011 and 2021



In September 2021?

Out of 11 246 programmes on offer in Hungary, 45 were officially accredited distance learning programmes at 9 institutions.

Source: FELVI (2021), *Statistics from the past years of applications and acceptance (2001-2021)*, Educational Authority (OH), Budapest, https://www.felvi.hu/felveteli/ponthatarok_statisztikak/elmult_evek/!ElmultEvek/index.php/elmult_evek_statisztikai/munkarendenkent

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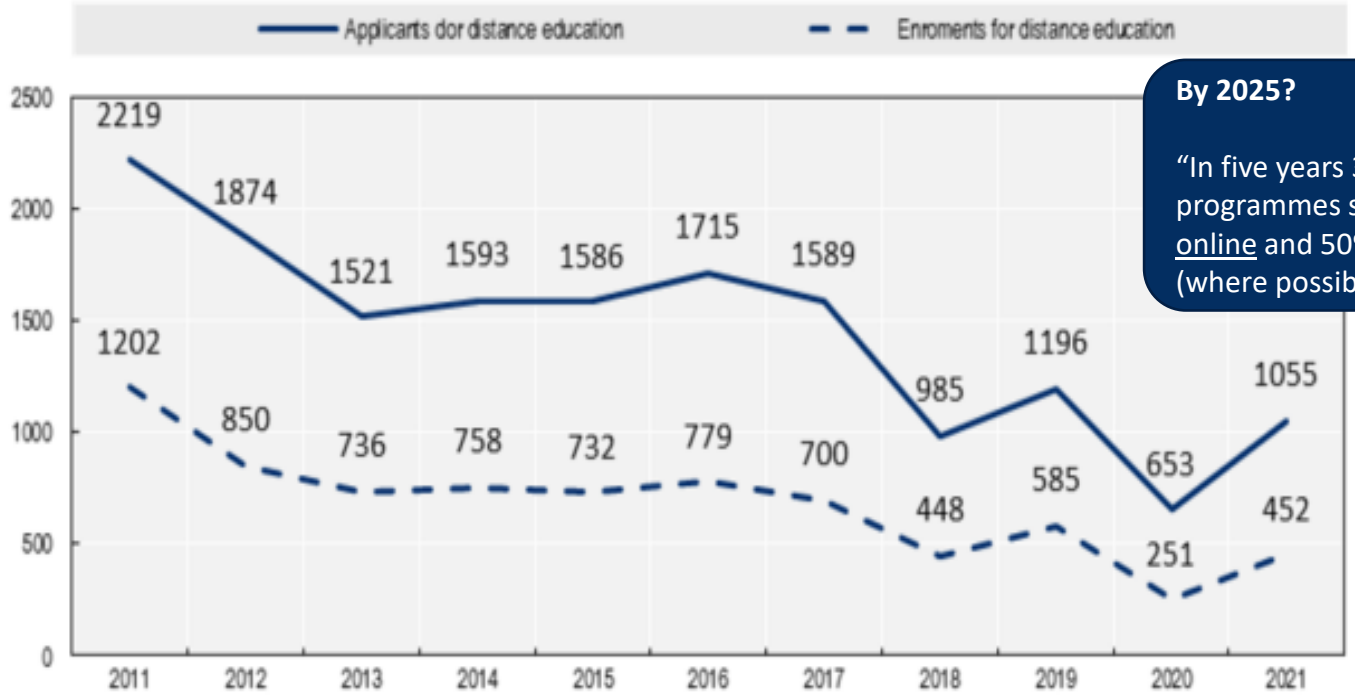

By 2025?

"In five years 30% of all study programmes should be fully online and 50% should be hybrid (where possible)" (KIM 2020)

Source: FELVI (2021), *Statistics from the past years of applications and acceptance (2001-2021)*, Educational Authority (OH), Budapest, https://www.felvi.hu/felveteli/ponthatarok_statisztikak/elmult_evek/!ElmultEvek/index.php/elmult_evek_statisztikai/munkarendenkent

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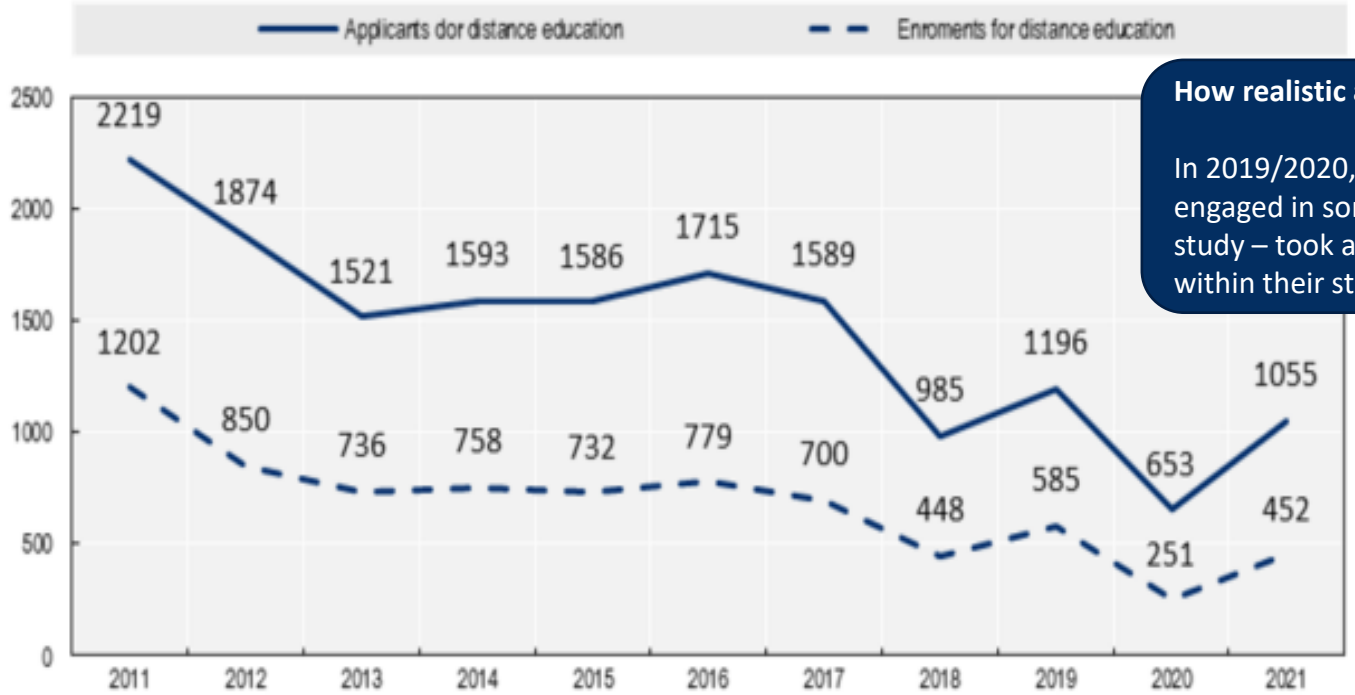

How realistic are such targets?

In 2019/2020, 52% of US students engaged in some form of hybrid study – took an online course within their study programme

Source: FELVI (2021), *Statistics from the past years of applications and acceptance (2001-2021)*, Educational Authority (OH), Budapest, https://www.felvi.hu/felveteli/ponthatarok_statisztikak/elmult_evek/!ElmultEvek/index.php/elmult_evek_statisztikai/munkarendenkent

Existing set of programme formats hampers the offer of digital instruction

Programme formats in Hungary

- **Full-time**: minimum 200 contact hours per semester (*intensity*)
  - Regular daytime training (*modality*)
  - Dual training (*modality*)

- **Part-time**: at least 30% and at most 50% of contact hours for full-time training (*Intensity*)
  - Evening training (*modality*)
  - Correspondence training (*modality*)

  [For postgraduate specialisation programmes: at least 20% and at most 50%]

- **Distance**: less than 30% of full-time training contact hours, and delivered with "ICT based teaching materials" (*modality & intensity*)

Implications?

- **Current formats restrict and mix study intensity and study modality**:
  - Study intensity: full-time vs. part-time
  - Study modality: online vs. in-person
- **Implications?**
  - Limits on instructional innovation: Focus on contact hours perpetuates traditional views of education
  - Limits on learning flexibility: Limited flexibility for students to choose and switch between courses and programmes

Proposed Policy Options for Hungary

Recommendation 1

Option 1 – Allow programmes in all study modalities, with *no limitations* on study intensity

Allow institutions to offer programmes in all study modalities (fully online, hybrid, blended), with *no limitations* on study intensity – students are free to decide on their study intensity (e.g., North American model).

- **Advantages**
  - Greater institutional autonomy
  - Programme innovation (e.g., micro-credentials)
  - Instructional innovation
  - Greater learner flexibility
- **Potential drawbacks**
  - How to mitigate the risk of study delays as a result of "unstructured learning" and potentially too much flexibility and learner choice?

Option 2 – Allow programmes in all study modalities, with *some limitations* on study intensity

Allow institutions to offer programmes in all study modalities (fully online, hybrid, blended), with *some limitations* on study intensity (e.g., two programme intensities: full-time and part-time).

- **Advantages**
  - Greater institutional autonomy
  - Programme innovation (e.g., micro-credentials)
  - Instructional innovation
  - Greater learner flexibility
  - Mitigate risk of study delays

What might a revised categorisation of study formats look like?

Study modality	Location	Study intensity	
		Full-time	Part-time
Online	Off campus (100% of ECTS delivered online)	Yes	Yes
Hybrid	On campus & off campus	Yes	Yes
Blended	On campus (100% of ECTS delivered on campus)	Yes	Yes

Effectively all instruction is/will be blended, with in-person instruction enhanced with some form of digital technology (e.g., VLE/LMS, OER).

Potential limits to consider:

- Minimum % of on campus instruction for hybrid study mode needed (e.g., 20-30%)?
- Additional requirements on fully online programmes for certain study fields (e.g., Medicine) or students (e.g., early leavers from education and training) needed?
- Minimum enrolment intensity needed for part-time programmes (mitigating risk of study delays vs. expanding micro-credentials offer)?

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Reform Area 2: Integration of Digital Standards and Indicators across All Accreditation Procedures

Absence of definitions, standards and indicators for hybrid and blended provision in Hungary

Limited focus on digitalisation in existing standards and regulation

- **Institutional and doctoral schools accreditation**
  - 93 indicators for institutional accreditation (36 for doctoral schools accreditation)
  - No digitally-relevant standards and indicators
- **Programme accreditation**
  - 24 indicators for *ex-ante* accreditation of master's programmes (22 for bachelor's programmes)
  - 10 *additional* indicators for *ex-ante* accreditation of distance learning (i.e., fully online) programmes
  - No development of definitions, quality standards, or indicators for hybrid or blended education

Limited capacity for quality enhancement activity, including for digital education

"We would like to have a digital, well-organised and supportive QA system" (Prof Dr Valéria Csépe, President of MAB, national roundtable, 31 May 2022)

- **Limited focus on digital education**
  - Lack of specialised expertise on digital education
  - Heavy workload as a result of current programme accreditation procedures
- **Emergence of quality enhancement activity**
  - Launch of the *Hungarian Accreditation Review* in 2020
  - Publication of institutional accreditation reports
  - Training and facilitation of peer learning

Emergence of updated definitions and standards that properly take into account digital provision internationally

1 No specific standards for digital teaching and learning

In **22 OECD jurisdictions**, we found no national framework, standards or guidelines for digital higher education, and no evidence of a decision taken on how to approach the quality assurance of digital higher education.

2 Common standards for digital and traditional study modes

In **3 OECD jurisdictions**, we found common standards for digital and in-person teaching and learning, and evidence of a decision to extend the application of standards for the quality assurance of in-person instruction to digital higher education.

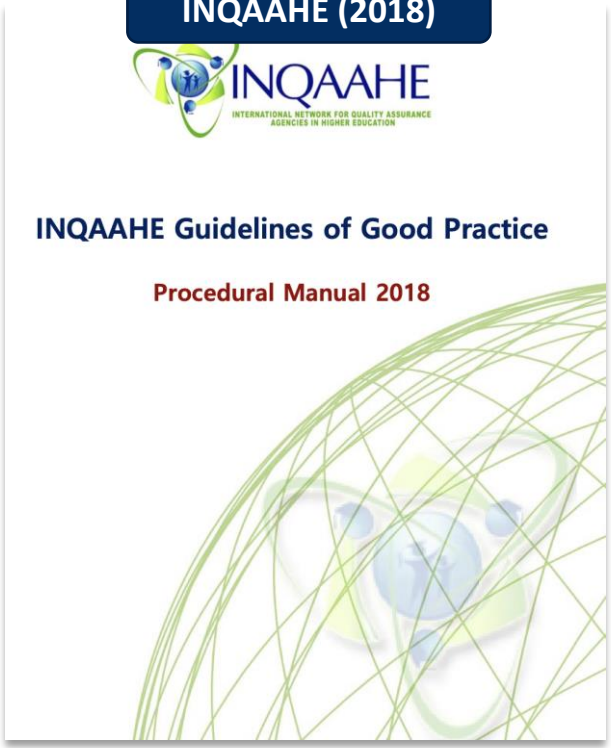
3 Specific standards for digital higher education

In **13 OECD jurisdictions**, we identified specific standards or guidelines for digital higher education. These either cover all types of digital education or a specific type (or types) of digital education (e.g., hybrid education).

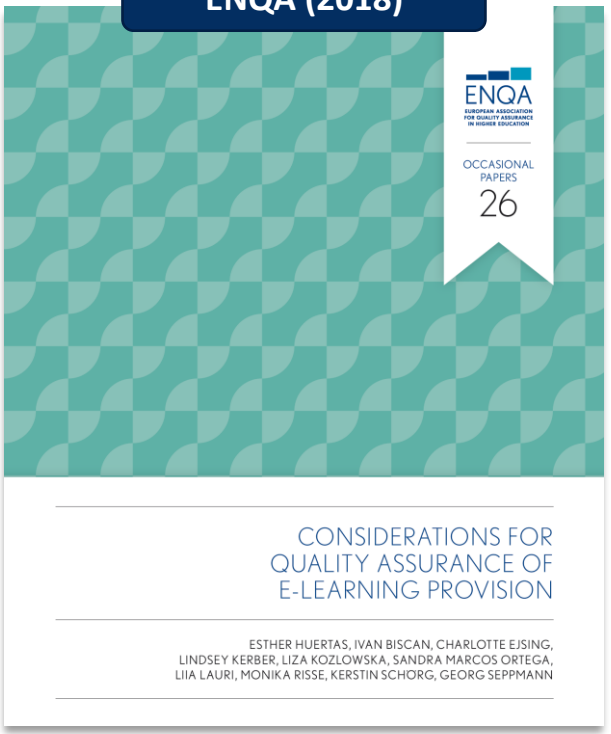
An integrated approach is recommended

International and regional QA organisations have not yet developed digitally-adapted standards and guidelines, but an integrated approach is recommended.

INQAAHE (2018)



ENQA (2018)



Proposed Policy Options for Hungary

Recommendation 2

Option 1 – Develop additional standards for digital education

Develop standards and associated indicators for digital education *in addition* to those being used for traditional delivery.

- **Advantages**
  - No revision of existing standards or indicators
  - Clear distinction between traditional and digital study modes
- **Potential disadvantages**
  - Number of indicators used by MAB is already high
  - Effectively all instruction will be 'blended' in future

Option 2 – Integrate digital indicators in existing frameworks

Fully embed additional indicators for digital education within existing frameworks for institutional and programme accreditation.

- **Advantages**
  - One common set of standards and indicators for all study modes
  - Simplification of existing procedures
- **Potential disadvantages**
  - Comprehensive revision to existing standards and indicators will be necessary

Potential model(s) for Hungary

- **Institutional and doctoral schools accreditation**
  - **Estonia**: *Guidelines for Institutional Accreditation*
  - **Australia**: *Guidance Note for Technology-Enhanced Learning*
- **Programme accreditation**
  - **Romania**: *Standards and Guidelines on External Evaluation of the Quality of Distance Learning (DL) and Part-Time (PTL) Degree Programmes* (2020)

Potential model for institutional accreditation: Estonia

8.6. Teaching Staff

Standard:

Teaching is conducted by a sufficient number of professionally competent members of the teaching staff who support the development of learners and value their own continuous self-development.

Guidelines:

Distribution of teaching staff by age and the percentage of young members of the teaching staff ensure the sustainability of studies. The career model of academic staff motivates capable young people to start an academic career and creates opportunities for their advancement.

The HEI supports systematically the development of its teaching staff. Members of the teaching staff engage in development of their professional, teaching and digital competences, improve their supervision competence, and share best practices with one another.

IT and educational technological support (including trainings) are available to teaching staff.

Teaching staff's participation in research, development and/or creative activities supports the teaching process and ensures competence for the supervision of students' theses (including doctoral theses).

Members of the teaching staff collaborate in fields of teaching, research and/or creative work within the HEI and with partners outside the HEI, e.g., with field

7

Support for staff professional development

"The HEI supports systematically the development of its teaching staff."

Enhanced for digital education

"IT and educational technological support (including trainings) are available to teaching staff."

Potential model for institutional accreditation: Australia

Higher Education Standards Framework (Threshold Standards) 2021

made under section 58(1) of the

Tertiary Education Quality and S

Compilation No. 1

Compilation date:

Student admission policies, requirements and procedures

"1.1. Admissions policies, requirements and procedures are documented, are applied fairly and consistently, and are designed to ensure that admitted students have the academic preparation and proficiency in English needed to participate in their intended study, and no known limitations that would be expected to impede their progression and completion."

Australian Government
Tertiary Education Quality and Standards Agency

TEQSA

Guidance Note: *Technology-Enhanced Learning*

Version 1.2 (11 April 2019)

Providers should note that Guidance Notes are intended to provide guidance only. They are not definitive or binding documents. Nor are they prescriptive. The definitive instruments for regulatory purposes remain the TEQSA Act and the Higher Education Standards Framework as amended from time to time.

Enhanced for digital education

"E-learners may require specific skills that might be reflected in tailored admission criteria."

Standards) 2015 (HES Framework), but in this context it is interpreted broadly as any learning that occurs through the application of electronic communications and computer-based educational technology, combined with pedagogical principles and practices that are applicable to and tailored for this purpose. This might range from augmenting face-to-face teaching with TEL in a limited way, through 'blended delivery' (with a more equal mix of the two) to fully 'online' delivery.

The HES Framework does not presuppose or prescribe any particular mode of delivery or participation.

Potential model for programme accreditation: Romania

QAFIN

METHODOLOGY AND GUIDELINES ON EXTERNAL QUALITY EVALUATION IN HIGHER EDUCATION IN ROMANIA

Part VI

SPECIFIC STANDARDS AND GUIDELINES
on
EXTERNAL EVALUATION OF THE QUALITY OF DISTANCE LEARNING (DL) AND PART-TIME LEARNING (PTL) DEGREE PROGRAMMES

ESG standards

- Design and approval of programmes (ESG 1.2)
- Ongoing monitoring and periodic review of programmes (ESG 1.9)

Enhanced for digital education

"3.8 Quality assurance of DL/PTL study programmes
[…]
The DL/PTL Department/Centre has specific procedures for quality assurance of DL/PTL study programmes."

Questions for discussion

1. Should the set of current study formats be continued, or should there be two study formats (full-time, part-time) which may be offered by institutions in any modality (online, hybrid, blended)?

2. Should MAB develop additional standards for digital education, or should they be integrated in existing QA frameworks?

3. Should there be limits for:
   - Hybrid study programmes, for example a minimum requirement on how much instruction is to be delivered on-campus (e.g., 25%)?
   - Online programmes, for example limited for certain study fields (e.g., Medicine) or types of students (e.g., early leavers from education and training)?
   - Part-time programmes, for example students should enrol for a minimum number of ECTS to mitigate the risk of study delays?