

Ensuring Quality Digital Higher Education in Hungary

Project Overview & Recommendations

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How did we implement the project *Ensuring Quality Digital Higher Education in Hungary*?

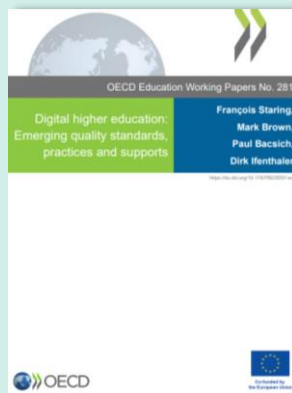


Stakeholder Engagement

- > Public Launch Event (18 November 2021)
- > Interviews & virtual site visits to HEIs (January-March 2022)
- > National Roundtable, online (31 May 2022)
- > International Conference, online (14 June 2022)
- > National Roundtable, Budapest (4 October 2022)
- > Stakeholder Consultation, online (11-25 November 2022)
- > Final Conference on “The Path to Modernisation”, Győr (29 March 2023)

Analysis of Policy and Practice

- > Analysis of the Hungarian Quality Assurance Landscape for Higher Education (January-June 2022)



- > Mapping of International Standards, Practices and Supports for the QA of Digital HE (January-June 2022)

Final Report



Source: OECD (2023), *Ensuring Quality Digital Higher Education in Hungary*, OECD Publishing, Paris, <https://doi.org/10.1787/5f44fd6f-en>.



What do we recommend?



Three areas of focus ...

- > **Area 1:** Modernisation of regulation and external quality assurance to increase flexibility, innovation and digitalisation
- > **Area 2:** Reorientation of accreditation processes to strengthen institutional responsibility for quality
- > **Area 3:** Strengthening institutional supports for the quality enhancement of digital teaching and learning

... and nine recommendations





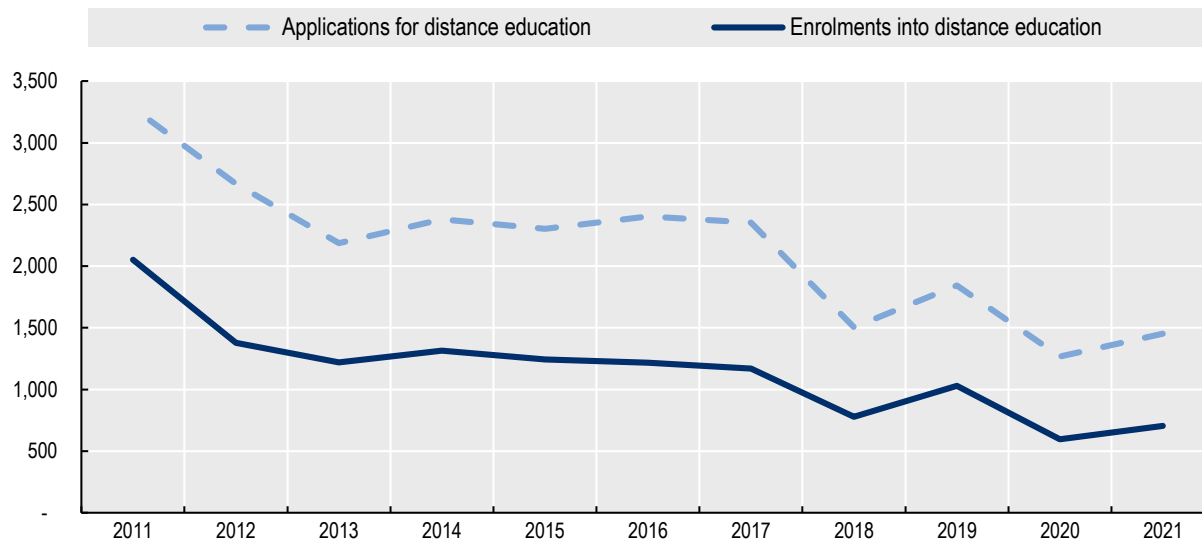
Area 1: Modernisation of regulation and external quality assurance to increase flexibility, innovation and digitalisation (1/3)



Challenges?

- > **Low share** of accredited distance learning programmes (0.004% in 2021)
- > Current definition of study formats in **Hungarian law** restricts HEIs to offer digital education, mixes study intensity (part-time, full-time) and study modality (distance), and does not cover hybrid education
- > Lack of up-to-date **definitions, standards, and indicators** for digital education

Applicants & enrolments in distance education programmes (2011-21)



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



Area 1: Modernisation of regulation and external quality assurance to increase flexibility, innovation and digitalisation (2/3)



Recommendations?

1. Consider allowing institutions to offer programmes in **three study modes** (online, hybrid, blended), with some limits on study intensity
2. Develop **specific indicators for digital education** and embed them in existing accreditation frameworks

Policy Options and international examples of best practice

Potential categorisation of study formats in Hungarian higher education

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

Potential limits for HEIs to consider and define:

- Minimum % of on campus instruction for hybrid study mode?
- Additional requirements on fully online programmes for certain study fields or students?
- Minimum enrolment intensity needed for part-time programmes?



Area 1: Modernisation of regulation and external quality assurance to increase flexibility, innovation and digitalisation (3/3)



Recommendations?

1. Consider allowing institutions to offer programmes in **three study modes** (online, hybrid, blended), with some limits on study intensity
2. Develop **specific indicators for digital education** and embed them in existing accreditation frameworks

Policy Options and international examples of best practice

26 proposed *additional* indicators for institutional accreditation template

Compliance with ESG (Part II)	Additional indicators	Revisions to existing indicators
EST 1.2 & 1.9: Programme design, approval & review	6. Learning design models for development, delivery and evaluation of programmes?	3. What number, provision [<i>and delivery mode</i>] of courses was examined in the last review?
ESG 1.5: Teaching staff	15. Expert professional support staff and internal service units for digitally enhanced course design, pedagogy and assessment?	2. Models, criteria, [<i>and (digital) competencies</i>] for [<i>assessment</i>] and [<i>tailored</i>] professional development of teaching staff.
ESG 1. 7: Information maangement	21. Does the institution have a strategy on the use and purpose of learning analytics?	6. Processes for data and information security [<i>and ethical norms for student privacy</i>]?



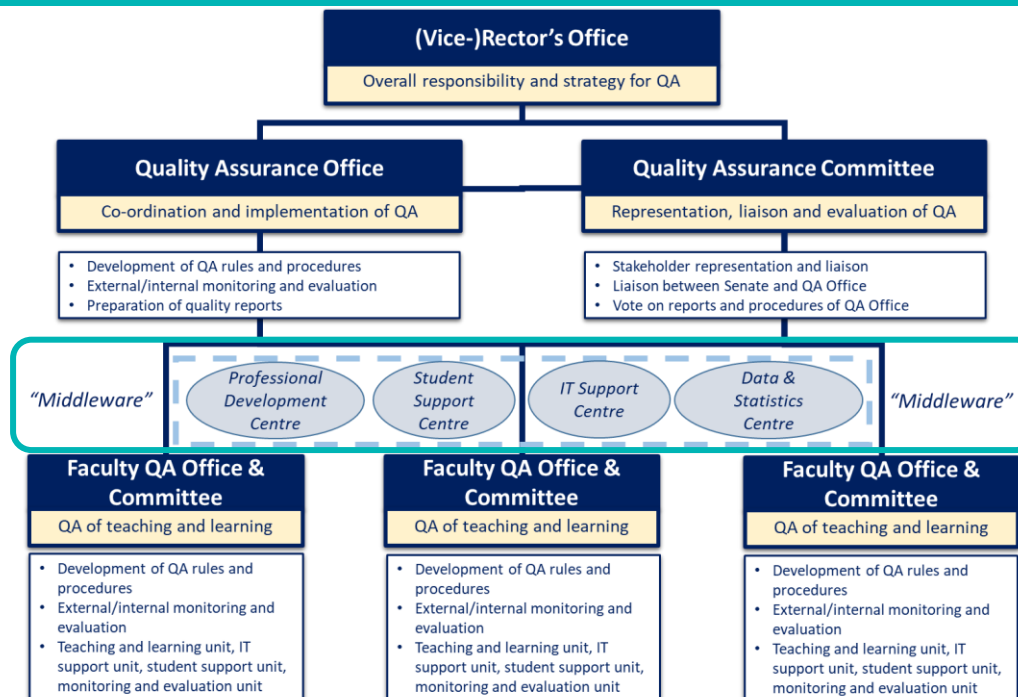
Area 2: Reorientation of accreditation processes to strengthen institutional responsibility for quality (1/4)



Challenges?

- > Orientation of current accreditation processes insufficiently incentivises institutional responsibility for quality:
 - ❑ **Ex ante accreditation procedures** perceived as administratively burdensome “box-ticking exercise”, focused on compliance with input requirements
 - ❑ **No ex post programme review procedure** to incentivise HEIs to focus on programme outcomes (e.g. drop-out rates, time-to-completion rates, employment rates)

Quality assurance is a responsibility of the entire institution



Source: OECD (2023), *Ensuring Quality Digital Higher Education in Hungary*, OECD Publishing, Paris, pp. 97, <https://doi.org/10.1787/5f44fd6f-en>.



Area 2: Reorientation of accreditation processes to strengthen institutional responsibility for quality (2/4)



Recommendations?

3. Grant **self-accreditation status** to HEIs with demonstrated capacity to manage programmes at a high level of quality
4. Introduce a **performance and outcomes-based** programme monitoring system, coupled with a targeted cyclical programme review process
5. Increase institutional autonomy for the **establishment of new programmes**, depending on accreditation status

Policy Options and international examples of best practice

Potential model for performance-based self-accreditation in Hungary



Accreditation status	Description
Unlimited accreditation	Allowed to launch and self-accredit study programmes in all study modes (fully online, hybrid, blended), intensities (full-time, part-time), levels (bachelor's, master's, PhD), and disciplines (except for regulated study fields, such as medical education).
Limited self-accreditation	Allowed to self-accredit study programmes in a limited set of study fields (e.g. Economics, Arts and Humanities), modes (fully online, hybrid, blended), levels (bachelor's, master's, PhD), and intensities (full-time, part-time).



Area 2: Reorientation of accreditation processes to strengthen institutional responsibility for quality (3/4)



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Policy Options and international examples of best practice

Potential model for performance-based monitoring & programme review



Accreditation status	Options proposed
Ongoing monitoring (based on national key performance indicators)	Options for national KPIs (to be developed <u>collaboratively</u> with HEIs): <ul style="list-style-type: none"> • <u>Education</u>: drop-out, completion and graduate employment rates • <u>Research</u>: publication output • <u>(Digital) infrastructure</u>: investment, user satisfaction • <u>Sectoral objectives</u>: participants in mobility programmes, inclusion of students with disadvantages
Cyclical programme review (in disciplinary clusters)	Options for focus of reviews: <ul style="list-style-type: none"> • <u>Thematic focus</u>: different theme (e.g. student support) each cycle • <u>Level</u>: different level (bachelor's, master's, PhD) each cycle • <u>HEI profile</u>: different for universities, university college, and UAS Options for regularity of reviews: <ul style="list-style-type: none"> • <u>Every 6 years</u>: institutions with demonstrated capacity for QA • <u>Every 3 years</u>: institutions where quality concerns are observed



Area 2: Reorientation of accreditation processes to strengthen institutional responsibility for quality (4/4)



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Policy Options and international examples of best practice

Potential model for simplified *ex-ante* programme accreditation process



Accreditation status	Description
Institutions with self-accreditation status	Direct registration of new programmes with Educational Authority (OH)
Accredited institutions	Direct registration (with OH) + Light, desk-based review for programmes offered in new study fields, modes or levels (by MAB)
Non-accredited institutions	<i>Ex ante</i> programme review (by MAB), followed by registration (with OH)



Area 3: Strengthening institutional supports for the quality enhancement of digital teaching and learning (1/6)



Challenges?

- > While national policy is strong, institutions have **limited guidance**
- > While investment in institutions' digital infrastructure is strong, there is limited support on how to **effectively use digital technology**
- > Instructors have limited opportunities for **professional development and peer learning**
- > Limited **system-level data and evidence** on best practice in digital QA

Many actors can play a role in quality enhancement





Area 3: Strengthening institutional supports for the quality enhancement of digital teaching and learning (2/6)



Recommendations?

6. Standards and guidance for the purchase and **effective use of digital technology**
7. National regulation and opportunities for **staff professional development and peer learning**
8. Embed digitalisation in existing **national data collection and monitoring instruments**
9. Coordinate development of **institutional self-assessment tool** for digital higher education

Policy Options and international examples of best practice

Options to support HEIs with the purchase, maintenance, and effective use of digital technology

6.1 Targeted funding & joint procurement



6.2 IT maintenance support



6.3 Guidance and training



Actors in Hungary?

 digitális jólét program



ÜZMÖS ÉS TECHNIKÁ MINISZTERIUM



Area 3: Strengthening institutional supports for the quality enhancement of digital teaching and learning (3/6)



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Policy Options and international examples of best practice

Options to support staff professional development for digital T&L

7.1 National regulation



7.2 Nationally shared standards for CPD

Universities of
The Netherlands

7.3 Guidance and training



7.4 National support centre



NATIONAL FORUM
FOR THE ENHANCEMENT OF TEACHING
AND LEARNING IN HIGHER EDUCATION

7.5 Platform for digital content sharing



Actors in Hungary?



OKM
TUDOMÁNYOS ÉS TECHNIKAI
MINISZTERIUM



TEMPUS PUBLIC FOUNDATION



HUNGARIAN
ACADEMY
OF SCIENCES



MMA
HUNGARIAN
ACADEMY
OF ARTS



Area 3: Strengthening institutional supports for the quality enhancement of digital teaching and learning (4/6)



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Policy Options and international examples of best practice

Options to monitor and evaluate the quality of digital higher education

8.1 National administrative data collection



8.2 Regular national survey



8.3 Thematic reviews of digital HE



8.4 Thematic reviews of digital QA



Actors in Hungary?





Area 3: Strengthening institutional supports for the quality enhancement of digital teaching and learning (5/6)



Recommendations?

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Policy Options and international examples of best practice

Eight common domains included in self-assessment instruments

Plan & Adjust	Implement	Monitor
<ol style="list-style-type: none"> 1. Institutional strategy for digitalisation and innovation 2. Organisational QA culture 3. Digital infrastructure 	<ol style="list-style-type: none"> 4. Digital course content, design, delivery and assessment 5. Staff professional development 6. Preparing & supporting students 	<ol style="list-style-type: none"> 7. Monitoring digital teaching and learning quality 8. Strengthening feedback and monitoring processes

Self-assessment instruments with potential relevance to Hungary



embed
European Maturity Model
for Blended Education



PROFFORMANCE

Faculty Distance Education Handbook
ELTE Faculty of Education and Psychology



Area 3: Strengthening institutional supports for the quality enhancement of digital teaching and learning (6/6)



What role for MAB?

- > Add digitalisation lens to already **existing supports**:
 - ❑ Standing Expert Committee on Digital Higher Education
 - ❑ Share best practice through *Hungarian Accreditation Review*
 - ❑ Training and peer learning on QA of digital provision
- > **Expand support offer** for institutions on (digital) QA:
 - ❑ Guidance and/or self-assessment tool for HEIs
 - ❑ Regular thematic analysis of QA practice in HU/INTL
 - ❑ Online resource bank

International examples of best practice

Examples of quality assurance agencies supporting quality enhancement for digital teaching and learning

Digital expertise



Australian Government
Tertiary Education Quality and Standards Agency

TEQSA

Training and peer learning



Good practice website



Thematic analysis



HAKA Eesti Hariduse
Kvaliteediagentuur



Our focus today: reflect with MAB, the Ministry and HEIs on how to take forward the OECD's recommendations



Scan the QR code to download the report



Source: OECD (2023), *Ensuring Quality Digital Higher Education in Hungary*, OECD Publishing, Paris, <https://doi.org/10.1787/5f44fd6f-en>.