

Session 2 – Policy options to support greater HEI responsibility for the internal quality management of digital education



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Institutional quality management in general is still developing in Hungary, for two main reasons

3

Current programme accreditation processes are exclusively *ex-ante* and burdensome



4

Accreditation procedures provide limited opportunities for HEIs to take responsibility for quality





Proposed reforms?

3

Current programme accreditation processes are exclusively *ex-ante* and burdensome



Reform Area 3: (a) Simplify *ex-ante* accreditation and (b) introduce a form of meaningful and differentiated *ex-post* programme review

4

Accreditation procedures provide limited opportunities for HEIs to take responsibility for quality



Reform Area 4: Reorient institutional accreditation, focusing on the capacity of HEIs for ensuring programme quality

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Reform Area 3: Simplify *Ex-Ante* Accreditation and Introduce a Form of Meaningful and Differentiated *Ex-Post* Programme Review





Proposed Policy Options to simplify *ex-ante* programme accreditation

Recommendation 3

Option 1 – Streamline existing *ex-ante* programme accreditation procedures

Streamline *ex-ante* study field and programme establishment procedures into one integrated *ex-ante* programme accreditation procedure.

> Advantages

- ❑ Slightly reduced workload for MAB and HEIs
- ❑ Institutional accountability guaranteed through institutional accreditation

> Potential drawbacks

- ❑ Workload remains high, as each programme still requires *ex-ante* evaluation by MAB and licensing by the OH
- ❑ Limited flexibility for programme innovation (e.g., micro-credentials)
- ❑ No *ex-post* programme review procedure to develop and assure HEI responsibility for quality management at programme level

Option 2 – Introduce simple *ex-ante* registration process and *ex-post* review procedure

Introduce a light-touch *ex-ante* programme registration procedure with performance-focused *ex-post* programme review (e.g., every 3 or 6 years).

> Advantages

- ❑ Reduced workload for MAB, the OH and HEIs (simple *ex-ante* check and registration)
- ❑ Flexibility for programme innovation (e.g., micro-credentials)
- ❑ Institutions are incentivised to take responsibility for developing a true QA culture
- ❑ Institutional accountability guaranteed through institutional accreditation and *ex-post* programme review

> Key question

Should institutions be given responsibility for *ex-post* programme review? Fully? Partially?



Potential model for revising *ex-ante* 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

- **Provisional operating authorisation:** light check of institutions' available financial and distance learning resources
- **Initial programme accreditation** (after two years) **and re-accreditation** (every five years) based on the full set of standards and guidelines

2.2 Procedures for the provisional operating authorisation, accreditation and periodic evaluation of university degree programmes in the DL/PTL forms

The higher education institution proposing to organise study programmes in the DL/PTL forms will use the same general principles and specific standards as those used in the full-time learning form related to the field of study, taking into account the specificities of each educational technology.

Should institutions be given responsibility for *ex-post* evaluation?

Should institutions be given responsibility for *ex-post* programme review?

DL/PTL study programmes shall be established in partnership by consortia set up in accordance with the legislation in force. In this case, the application for provisional operating authorisation/accreditation/periodic evaluation of DL/PTL study programmes shall be made by a single accredited higher education institution declared as coordinating institution. The external evaluation visit takes place at its premises and at any location relevant to the educational process.



Proposed Policy Options to introduce *ex-post* programme review

Recommendation 4

Option 1 – *Institutions* bear full responsibility for ex-post programme review

HEIs are fully responsible for devising their own quality metrics and procedures for *ex-post* programme review, based on the ESG (2015).

> **Advantages**

- ❑ Reduced MAB workload
- ❑ Institutional responsibility
- ❑ Light accountability as part of HEI accreditation

> **Potential drawbacks**

- ❑ Limited accountability for HEIs at programme level
- ❑ How to mitigate quality risks for certain disciplines (Medicine), QA areas (monitoring) or HEIs?

Option 2 – Responsibility for ex-post programme review is *shared* between institutions and MAB

Ex-post programme review is shared between MAB and HEIs, with HEI QM complemented by meaningful and differentiated programme review by MAB, based on: (1) a limited set of national KPIs, key ESG standards and/or study fields and (2) institutional performance.

> **Advantages**

- ❑ For MAB? Reduced workload and flexibility to focus on specific quality risks, HEIs or disciplines
- ❑ For HEIs? Increased responsibility and flexibility to tailor QA to discipline-specific risks

Option 3 – *MAB* bears full responsibility for ex-post programme review

MAB develops programme level QA standards and indicators, based on the ESG (2015), complemented with a limited set of national KPIs for a cyclical *ex-post* programme review procedure.

> **Advantages**

- ❑ Accountability guaranteed by HEI accreditation and *ex-post* programme review

> **Potential drawbacks**

- ❑ Limited HEI responsibility
- ❑ High workload for MAB
- ❑ Limited flexibility for MAB and HEIs to focus on specific quality risks



Proposed Policy Options to introduce *ex-post* programme review

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Option 3 – *MAB* bears full responsibility for ex-post programme review

Questions for consideration:

- **How often?** For example, 3 years for HEIs with less capacity and/or expertise for programme review, 6 years for HEIs with demonstrated capacity and/or expertise.
- **How heavy?** For example, comprehensive review for HEIs with less capacity and/or expertise for programme review, focused review of specific quality risk for HEIs with demonstrated capacity and/or expertise.

and HEIs to focus on specific quality risks



Potential model for introducing *ex-post* programme review: Denmark

Guide to programme accreditation

Existing programmes and local provision of programmes

Part 2 - Key performance indicators (*quantitative*)

“If a key figure indicates that there could be problematic circumstances, this will initially be regarded as a sign of potential problems [...] you [i.e., the institution] will be asked under the relevant criterion in part 3 to explain which special circumstances you believe influence the key figures” (p. 9).

1. Graduate unemployment rates
2. Student completion and attrition rates
3. Research publications
4. Ratio of full-time and part-time academic staff
5. Student to full-time academic staff ratios

Part 3 – Five criteria (*qualitative*)

Questions, possible exceptions (for certain types of programmes) and guidelines are provided on how to complete the template.

1. Demand and relevance of the programme
2. Knowledge base of the programme
3. Goals for learning outcomes
4. Organisation and completion
5. Internal quality assurance and development



Potential model for introducing *ex-post* programme review: Denmark

Appendix 1:

Overview of submission requirements for existing programmes and local provision of programmes

	Programme type	Presentation of programme or local provision of programme														Criterion I			Criterion II			Criterion III			Criterion IV			Criterion V								
		The name of the programme or the	Addresses	Main area/central subject fields	Language	New students enrolled	Number of enrolled students	Number of graduates	Number of teachers and FTEs	Contact person	Key unemployment figures	Key figures for completion and drop-	Key figures for research publications	Key figures for the FTE/PTE ratio	Key figures for the student/VIP ratio	Question 1	Question 2	Question 3	Question 1	Question 2	Question 3	Question 4	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 1	Question 2	Question 3	Question 4	Question 5	Question 6	Question 7	
Full-time academy profession programmes	X	X	X	X	X	X	X	X	X	X	X	-	-	-	X	X	X	X	X	X	X	-	(X)	(X)	X	X	X	X	X	X	X	X	X	X	X	X
Professional bachelor programmes	X	X	X	X	X	X	X	X	X	X	-	-	-	-	-	X	-	X	X	X	X	-	(X)	(X)	X	X	-	X	X	X	X	X	X	X	X	X
Part-time academy programmes	X	X	X	X	X	X	X	X	X	X	-	X	X	X	X	(X)	X	(X)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Diploma programmes	X	X	X	X	X	X	X	X	X	X	-	X	X	X	X	(X)	X	(X)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Bachelor programmes	X	X	X	X	X	X	X	X	X	X	-	X	X	X	X	(X)	X	(X)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Full-time master's programmes	X	X	X	X	X	X	X	X	X	X	-	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Part-time master's programmes	X	X	X	X	X	X	X	X	X	X	-	X	X	X	X	-	X	-	X	X	X	X	X	X	X	X	-	X	X	-	X	X	X	X	X	X
Bachelor programmes at artistic higher education institutions	X	X	X	X	X	X	X	X	X	X	-	X	X	X	-	(X)	X	(X)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Full-time master's programmes at artistic higher education institutions	X	X	X	X	X	X	X	X	X	X	-	X	X	X	-	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Part-time master's programmes at artistic higher education institutions	X	X	X	X	X	X	X	X	X	X	-	X	-	-	-	X	-	X	X	X	X	X	X	X	X	X	-	X	X	-	X	X	X	X	X	X



Flexibility to focus on specific quality risks: New Zealand



For institutional accreditation, the New Zealand Academic Quality Agency for Universities (AQA) operates a system of “academic audit cycles”, which include a focus on specific areas of institutional quality management.

Academic audit

AQA carries out periodic audits of New Zealand universities.

Five cycles of academic audit have been completed:

- Cycle 1 1995-1998 – Whole of institution
- Cycle 2 2000-2001 – Research, and a theme chosen by the institution
- Cycle 3 2002-2007 – Teaching and Learning
- **Cycle 4 2008-2012** – Whole of institution
- **Cycle 5 2013-2016** - Whole-of-institution with a focus on teaching and learning and student support.

Cycle 6 Academic Audit commenced in 2017, with a scope of teaching, learning, support and outcomes for students.

Options for Hungary?

In collaboration with the sector:

- Define and focus on specific quality risks as part of institutional accreditation?
- Define and focus on specific quality risks as part of ex-post programme review?

Reform Area 4: Reorient Institutional Accreditation, Focusing on the Capacity of HEIs for Ensuring Programme Quality





Proposed Policy Options for reorienting institutional accreditation

Option 1 – All accredited HEIs are allowed to launch new study programmes

All accredited HEIs are allowed to independently launch new study programmes.

> Advantages

- ❑ Greater institutional responsibility
- ❑ Accountability guaranteed by *ex-post* accreditation

> Potential drawbacks

- ❑ How to manage potential sector-specific risks to quality?
- ❑ How to manage modality and/or study field-specific risks to quality?

Option 2 – Certain type(s) of maintainer(s) are allowed to launch new study programmes

HEIs managed by certain type(s) of maintainer(s) are allowed to independently launch new study programmes.

> Advantages

- ❑ Greater institutional responsibility
- ❑ Accountability guaranteed by *ex-post* accreditation
- ❑ Managing potential sector-specific risks to quality

> Potential drawbacks

- ❑ How to manage modality and/or study field-specific risks to quality?

Recommendation 5

Option 3 – HEIs are allowed to launch new study programmes based on their *performance*

Depending on performance, HEIs are given more (or less) independence to independently launch new study programmes (e.g., limited to certain study fields, levels or modalities).

> Advantages

- ❑ Greater institutional responsibility
- ❑ Accountability guaranteed by *ex-post* accreditation
- ❑ Managing potential sector-specific risks to quality
- ❑ Managing modality-specific risks to quality
- ❑ Managing study field-specific risks to quality



Potential model for devolved accreditation (*all accredited HEIs*): UK

The revised UK Quality Code for Higher Education

UKSCQA/02
March 2018



All accredited HEIs

“Universities and colleges are responsible for managing the academic standards and quality of their awards. QAA judges how well universities and colleges fulfil their responsibility and the effectiveness of their processes for doing this” (QAA 2005, p. 5).

Measures to safeguard quality?

- External reviews (incl. audit) of HEIs in Scotland and Wales
- Describing clear academic standards
- Providing guidance on academic standards and quality

Options for Hungary?

- Develop advice and guidance for ensuring quality digital education




Questions to Inform a Toolkit for Enhancing Quality in a Digital Environment






Potential model for devolved accreditation (*type of maintainer*): Ireland

**QQI**
Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

Core

Public HEIs
“There are eight universities recognised under the Universities Act 1997 [...] These institutions are DABs, which are autonomous institutions entitled to validate their own programmes and grant awards to learners” (QQI 2021, p. 2).

Statutory Quality Assurance Guidelines
developed by QQI for use by all Providers

**QQI**
Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann

Sector Specific

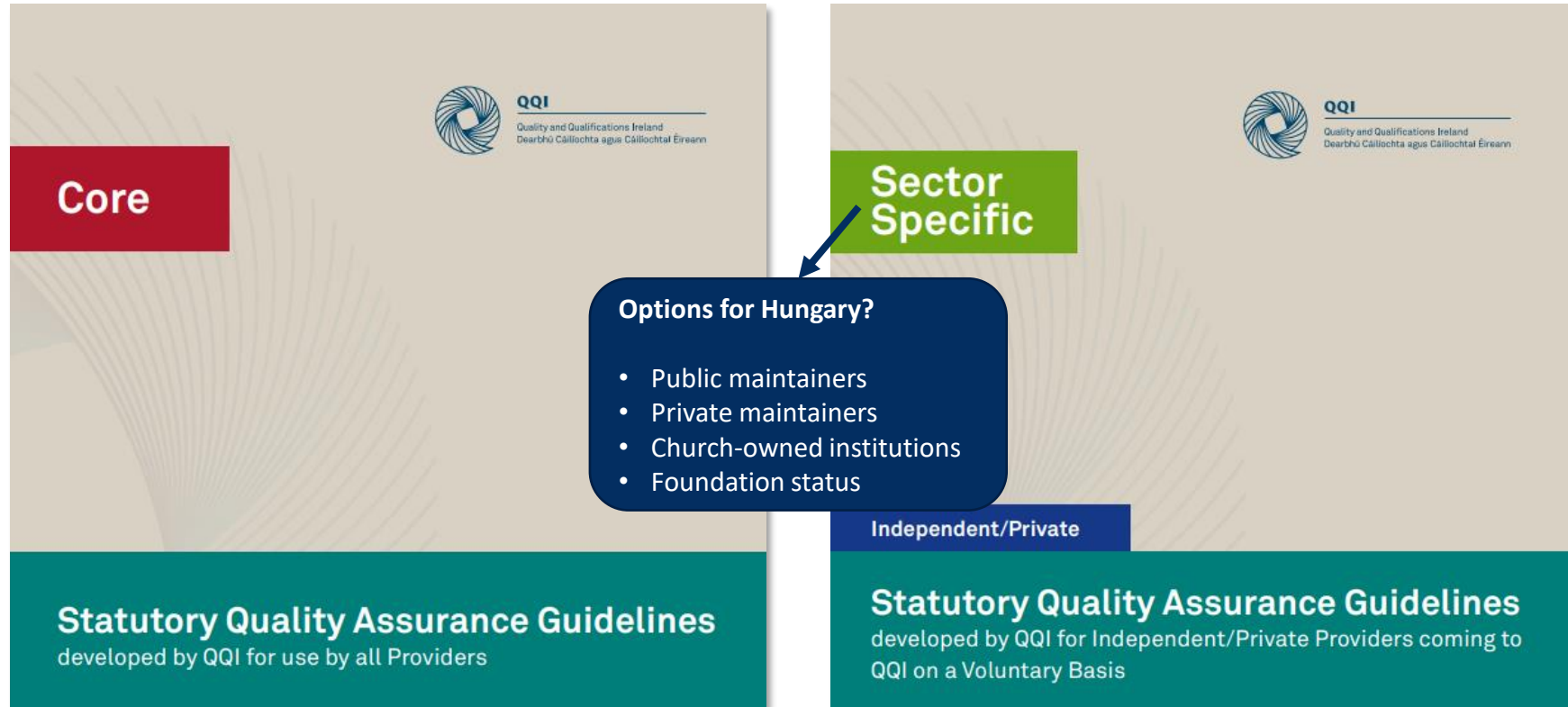
Private HEIs
“If private providers of higher education wish to provide programmes of education and training in the NQF, they must first establish QA procedures that have regard to QQI’s Core QAG, the Sector-specific QAG for Private and Independent Providers (and any other relevant sets of QAG) and have them approved by QQI” (QQI 2021, p. 3).

Independent/Private

Statutory Quality Assurance Guidelines
developed by QQI for Independent and Private Providers
QQI on a Voluntary Basis



Potential model for devolved accreditation (*type of maintainer*): Ireland





Potential model for devolved accreditation (*performance*): Australia



Australian Government

Tertiary Education Quality and Standards Agency

TEQSA

Application Guide for Self-Accrediting Authority

Version 3.4 (Published 15 October 2018)

What is self-accrediting authority?

A provider with SAA is permitted to accredit some or all of its courses of study.

There are two types of SAA that TEQSA can authorise:

- **Unlimited SAA:** A provider can accredit all current and future higher education courses of study in any level or field of education.
- **Limited SAA:** A provider can accredit one or more higher education courses of study, or current and future higher education courses of study in a specific combination of levels or fields of education.

“Unless they have been granted self-accrediting authority for some or all of their courses of study, providers must also have their courses of study accredited by us [i.e., TEQSA] before they are offered to students. Re-accreditation is required every seven years” (TEQSA n.d.).

Options for Hungary?

- Level (e.g., bachelor, master, PhD)
- Field (e.g., Medicine)
- Mode (e.g., fully online, hybrid)



Questions for discussion

1

Should Hungary adopt a process of *ex-ante* programme registration, coupled with a process of *ex-post* cyclical programme review?

2

Should responsibility for *ex-post* programme review rest with HEIs, MAB, or be shared between HEIs and MAB?

3

Should Hungary adopt a model of devolved institutional accreditation for the launch of new study programmes:

- For all accredited institutions?
- For certain type(s) of maintainer(s)?
- Based on institutional performance?