

Hungarian Accreditation Committee MAB

Structure, operation, processes and directions of further
developments

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HUNGARIAN ACCREDITATION COMMITTEE

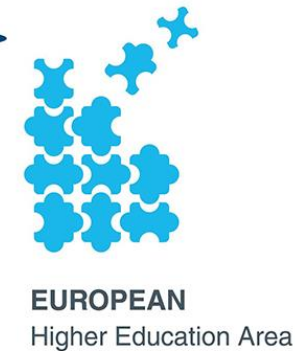
MAB

- **date of establishment:** 1993
- **legal background:**
Act LXXX of 1993 on HE
- **legal status:** public benefit organization, a legal entity, without court registration
- **MAB employees:** 20
- **expert pool:** 1800
- **international organizational relationships:**
Member of CEENQA and ENQA, listed in EQAR, recognized by WFME

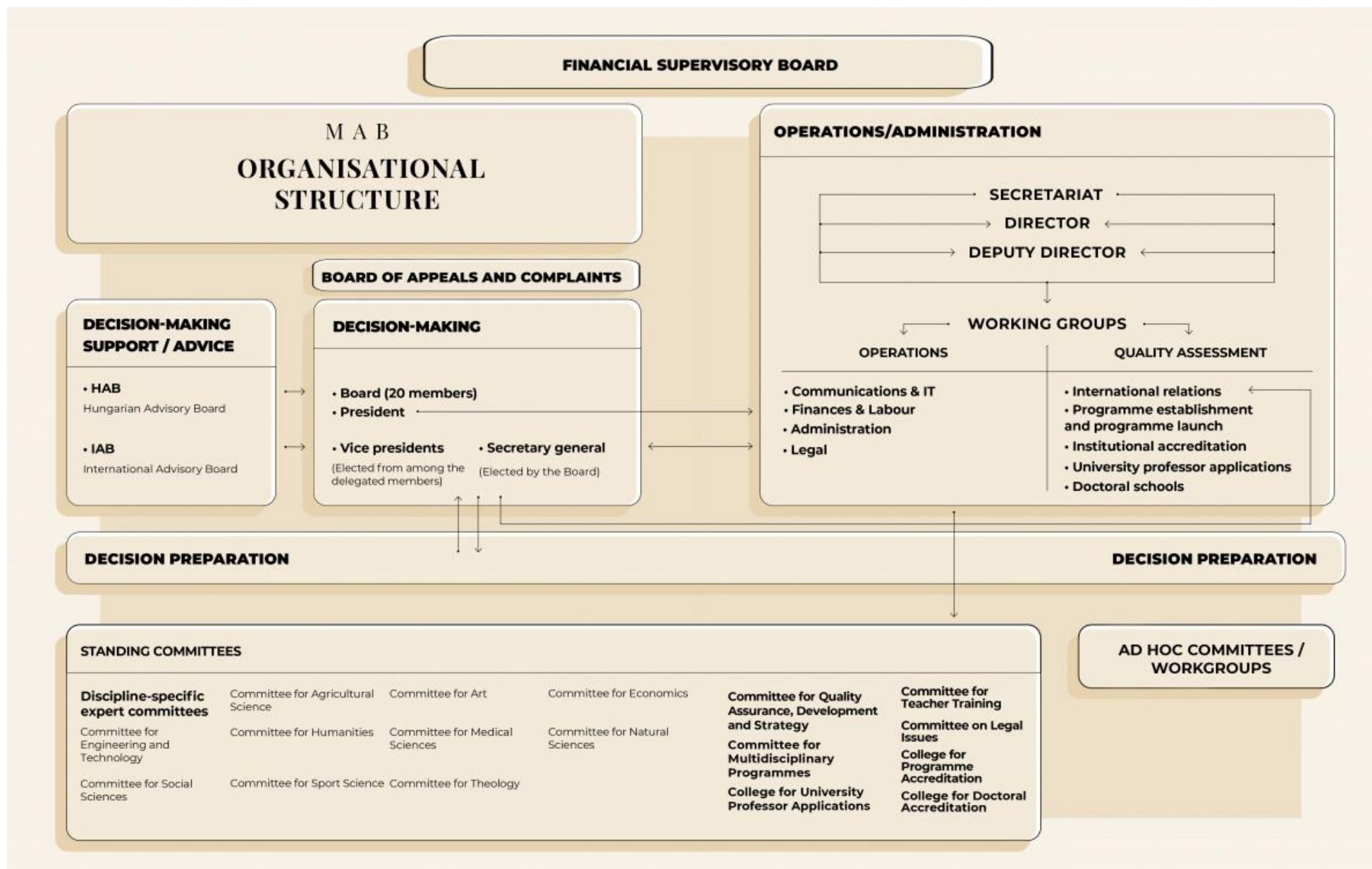


INTERNATIONAL COOPERATIONS

- **EQAR database** development – **DEQAR CONNECT project**
- **WFME** accreditation
- **MICROBOL** project
- Increasing number of **bilateral agreements**
- V4 presidency – **V4 Quality Assurance Forum**
- International communication and sharing knowledge on QA (**Hungarian Accreditation Review**)
- **MAB webinar** series



MAB'S ORGANISATIONAL STRUCTURE



MAIN ACTIVITIES OF MAB

ESG
2015

Institutional
accreditation

Accreditation
of doctoral
schools

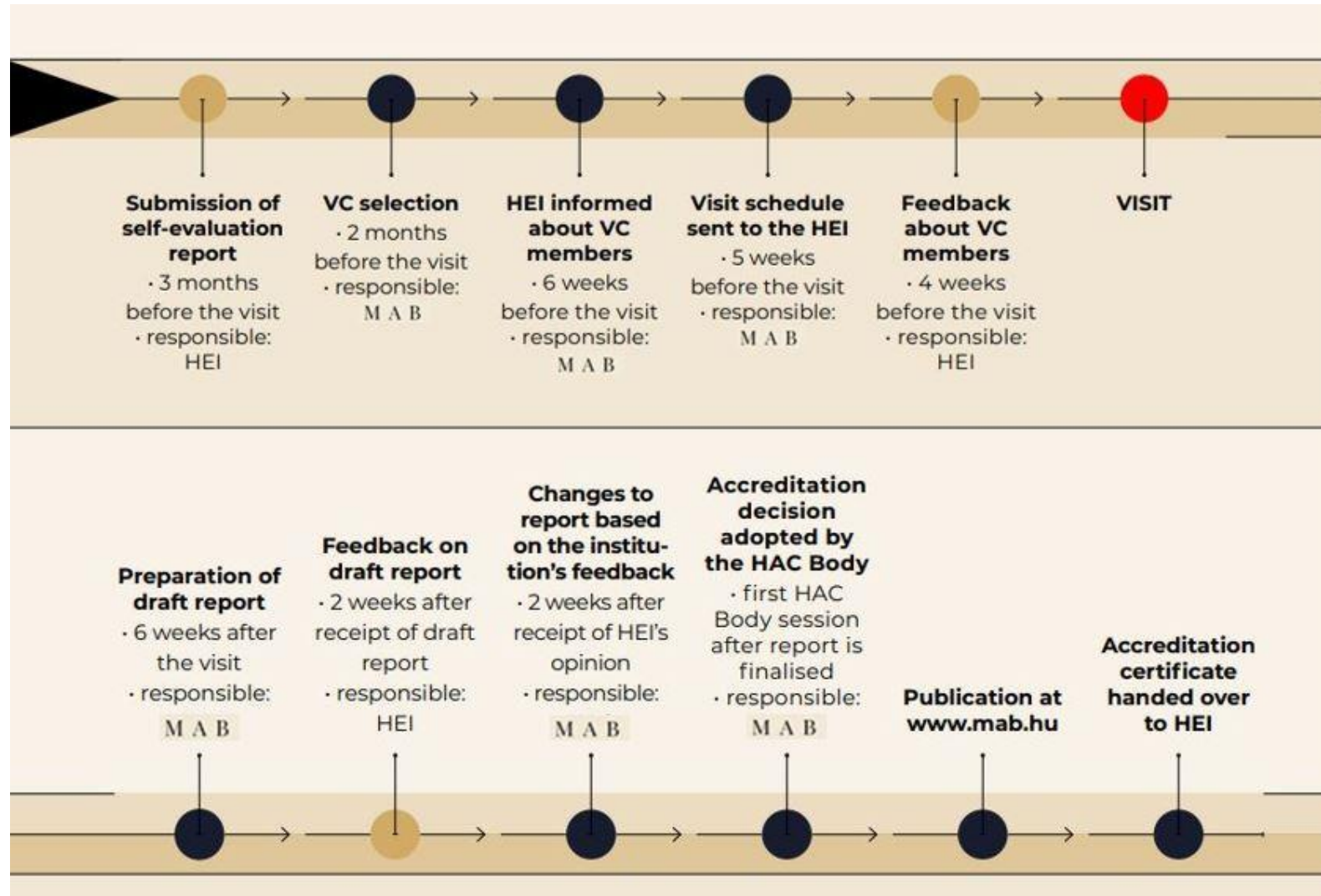
Evaluation of
university
professorship
applications

Programme
evaluation

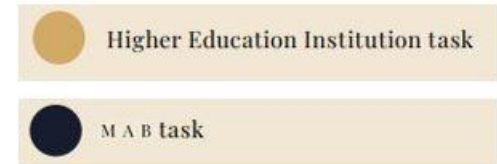
Programme
establishment



Institutional accreditation process



Maximum length of the procedure (18 months)

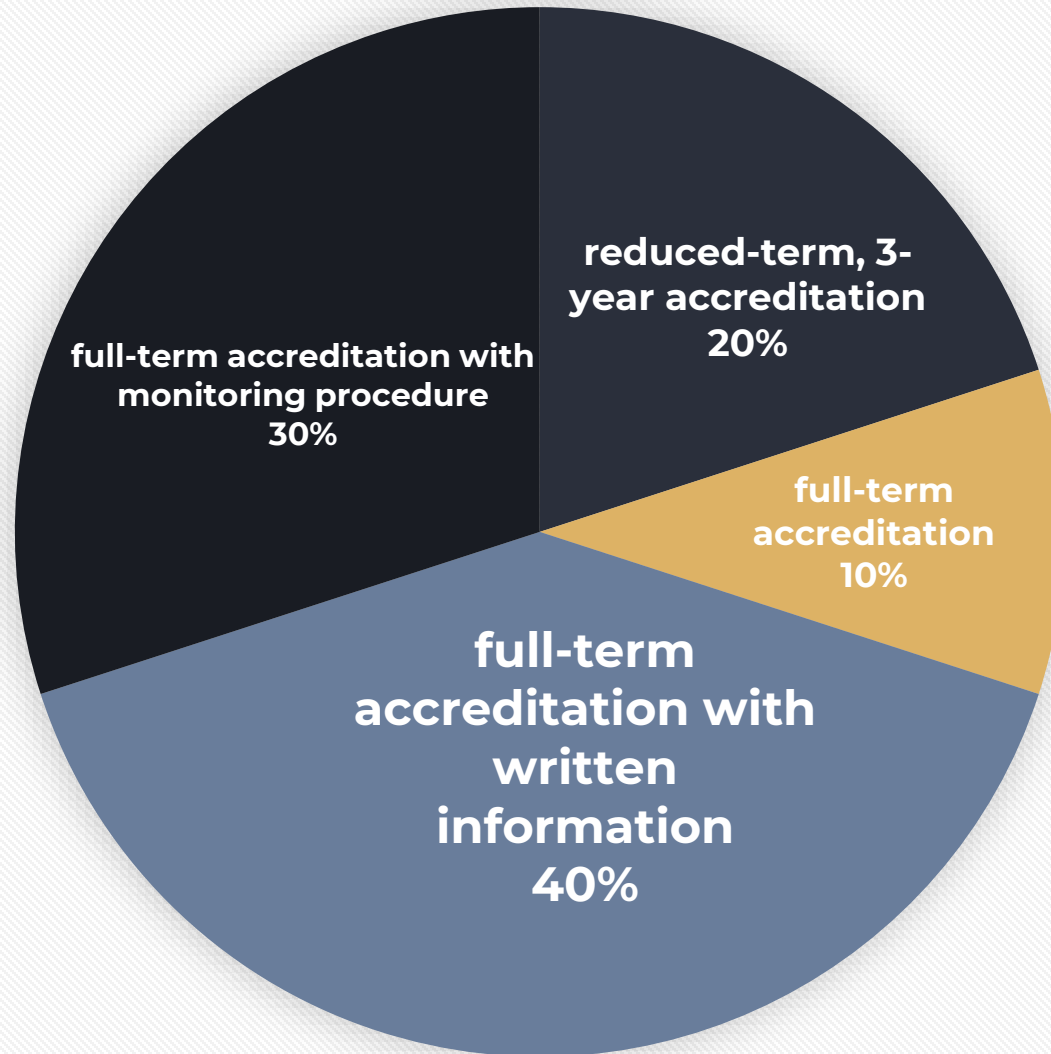


DEQAR
Database of External
Quality Assurance Results

Co-funded by the
Erasmus+ Programme
of the European Union



Accreditation decisions on higher education institutions in 2021



DIGITALIZATION

MAB's Digital transformation

- Staff began to work from home (3+2+2)
- Online trainings, workshops and conferences (national, international)
- Online signing ceremony of Memorandum of Understanding(s)
- Full technical support to experts
- Fully online procedures
- Renewed IT system, online software, tools and equipment



Face to Face



Hybrid



Online



MAB published an overview about its operation during the lockdowns within ENQA's #QAfromHome initiative



TSI PROGRAMME

Technical Support Instrument programme



A video player interface showing a presentation slide. The slide has a blue background with a white diagonal stripe. On the left, there is a green and grey logo consisting of two stylized arrows. The main text on the slide reads "ENSURING QUALITY DIGITAL HIGHER EDUCATION IN HUNGARY". Below this, it says "François Staring, Policy Analyst, Higher Education Policy Team Directorate for Education and Skills". In the top right corner of the slide, there is a small video call window showing four participants. At the bottom of the slide, there is an OECD logo and the text "OECD". The video player controls at the bottom show a play button, a progress bar at 35:36 / 1:53:54, and various icons for settings, full screen, and other controls.

- EU TSI project (**2021-2022**)
- financed by the **European Committee**

DG-reform

- MIT (Ministry for Innovation and Technology) – MAB – OECD consortium



Supporting Quality Digital Higher Education In Hungary: Findings to Date and What's Next

RRF PROJECT

- **Consortium leader: MAB**
- **Partners:**
 - Educational Authority
 - Hungarian Rectors' Conference
 - Digital Governance Development and Project management Ltd. – DKTF

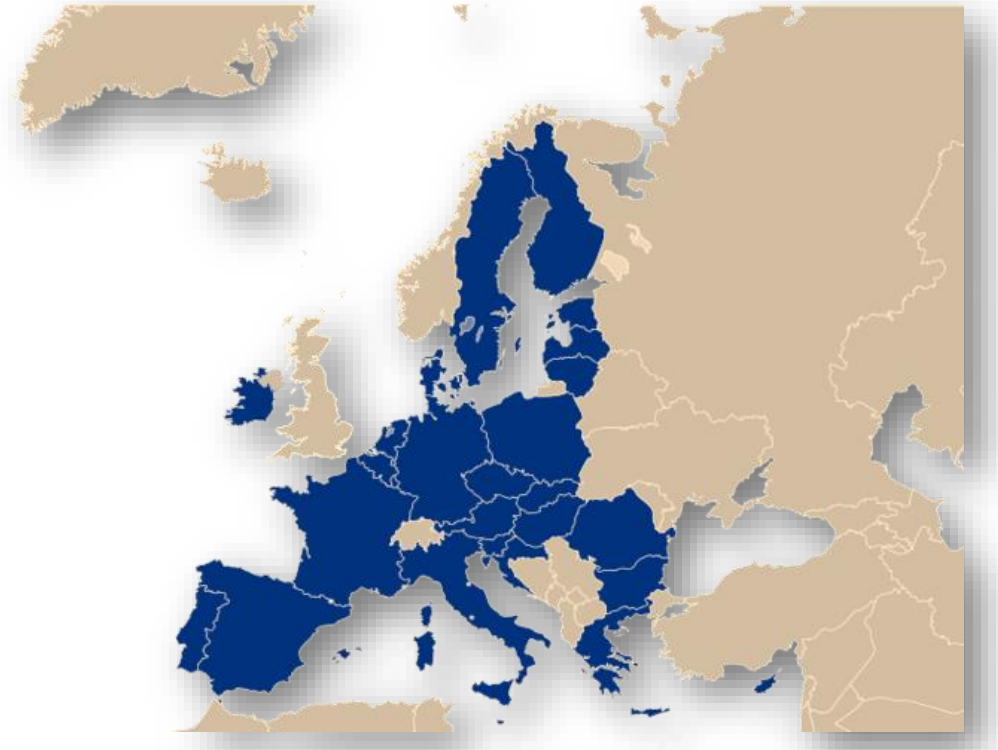
In focus:

- Modernization of HE courses (Structural reforms & renewal the system of programme evaluation)



CURRENT DEVELOPMENTS

- Development of an **international network of experts**
- **Staff exchange**
- Development of **stakeholder involvement** in the work of the MAB at all levels
consider ways to involve different stakeholders more in evaluation in order to rise independence of reviewers
- More in depth **communication with stakeholders**
- MAB's **internationalization strategy** development



HUNGARIAN ACCREDITATION REVIEW

- Launched in 2020
- The 4th issue of the Hungarian Accreditation Review will be published in June
- Published both in Hungarian and English

RESEARCH

Thematic analysis of the previous three years of the MAB from a labor market perspective

Lessons from the Cooperative Doctoral Program and the past year with an eye on quality assurance

Higher education in light of change - Competition, Quality, Performance



THE NEXT 20 YEARS

Interview with Maria Kelo,
Director of ENQA

Maria Kelo

Maria Kelo is the Director of ENQA, the European Association for Quality Assurance in Higher Education (since 2011). Her tasks within ENQA include managing the work of the ENQA Secretariat, supporting and coordinating ENQA member agencies, managing projects, and represent the association and its members in policy making processes. Maria has expertise in both policy and practice of quality assurance, and speaks regularly in international event

As an expert in EU affairs and especially related to European Higher Education Area (EHEA), how do you see the state of the European higher education system today, and who are the most important players?

I would say that what is probably true worldwide, is also true in Europe: e-learning and other flex-

facilitators of (national) level dialogue, promoters of good practice, having an increasing support role. This became very evident in the past year, when agencies supported institutions by providing advice, submitting guidance, and facilitating exchanges in the sector in the turbulent times of uncertainty.



CREATING TRANSPARENCY

Colin Tück works at EQAR since its establishment in 2008. The independent organization in charge of establishing and managing a register of quality assurance agencies was founded by the E4 group (ENQA, ESU, EUA, EURASHE) during the Bologna Process. EQAR launched the Database of External Quality Assurance Results (DEQAR) in 2018.

Colin Tück

Colin Tück is the Director of the European Quality Assurance Register for Higher Education (EQAR). He has been working for EQAR since October 2007, initially as Project Manager on behalf of its founding members (ENQA, ESU, EUA and EURASHE). Colin is overseeing the management of the Register and the support for the EQAR Register Committee, the management of the Database of External Quality Assurance Results (DEQAR) and EQAR's contribution to shaping the European Higher Education Area (EHEA). He was a member of the Steering Group for the revision of the Standards and Guidelines for Quality Assurance in the Europe-

HAR: How would you describe the difference between EQAR and DEQAR?

CT: EQAR is the register of agencies, DEQAR is the database of institutions and programmes. DEQAR is very directly linked to the EQAR registration so agencies can only upload their reports to DEQAR if they are registered.

HAR: What is EQAR's mission?

CT: Our mission is creating transparency and through that, enhancing trust in higher education systems

HAR: In DEQAR, there are more than 60,000 reports from 3000 institutions. This is about half of all the higher education institutions in Europe?

CT: It's probably more than 50% of all EU countries. In the European Higher Education Area, it would be difficult to know exactly how many institutions there are altogether. But it is correct: about 3000 institutions and the number of quality assurance reports and decisions is soon reaching the 70,000 mark. Even if it sounds



Thank you for your attention!



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