

Thematic analysis of operations between 2017 and 2019

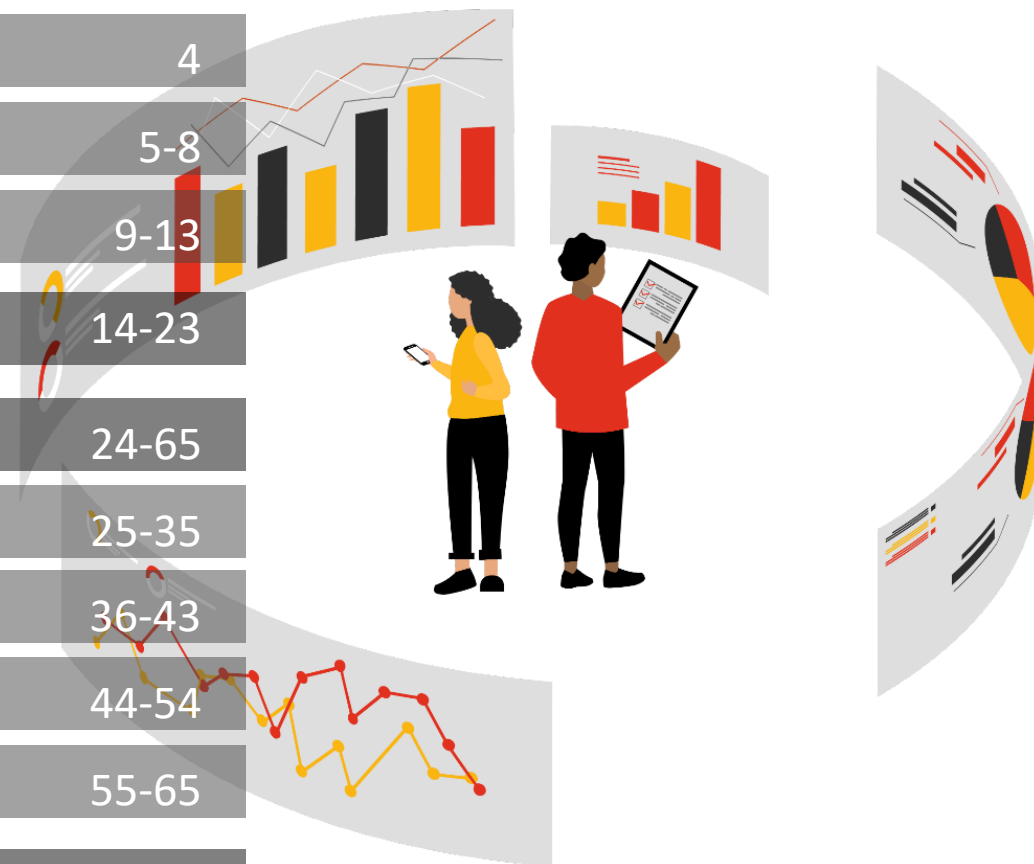
For the Hungarian Accreditation Committee (HAC)

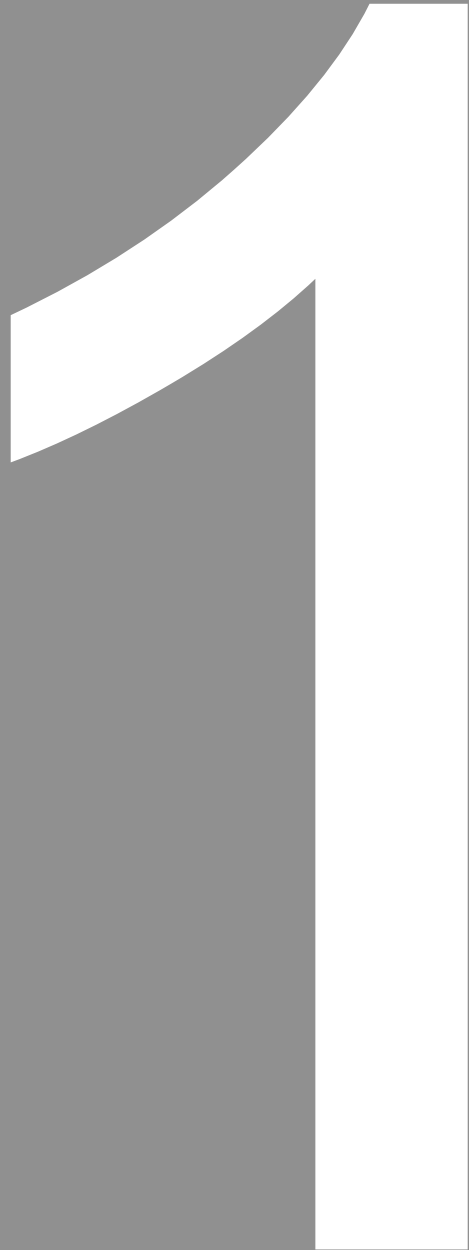
December 2020



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About the thematic
review

Purpose and scope of this thematic review

In accordance with the ESG standard 3.4 the purpose of this report is to

- prepare a mid-term analysis for the leadership of HAC on the key accreditation activities and provide objective and thorough analysis of stakeholder perception of HAC activities;
- establish a methodology, survey tools and benchmarks for regular future analysis;
- identify opportunities for HAC to contribute in new ways to the development of quality within higher education in Hungary.

Scope

Time period reviewed:

- From September 2016
- To summer 2020

The present leadership of HAC has been appointed in the summer of 2016, and the review targets at analysing the activities under the current leadership

Types of procedures involved:

- Institutional accreditation
- Establishing a new study programme
- Launching a new study programme

Out of scope:

- Accreditation of doctoral schools
- Evaluation of university professor nominations
- Procedures in progress (without final decision)

Targeting at:

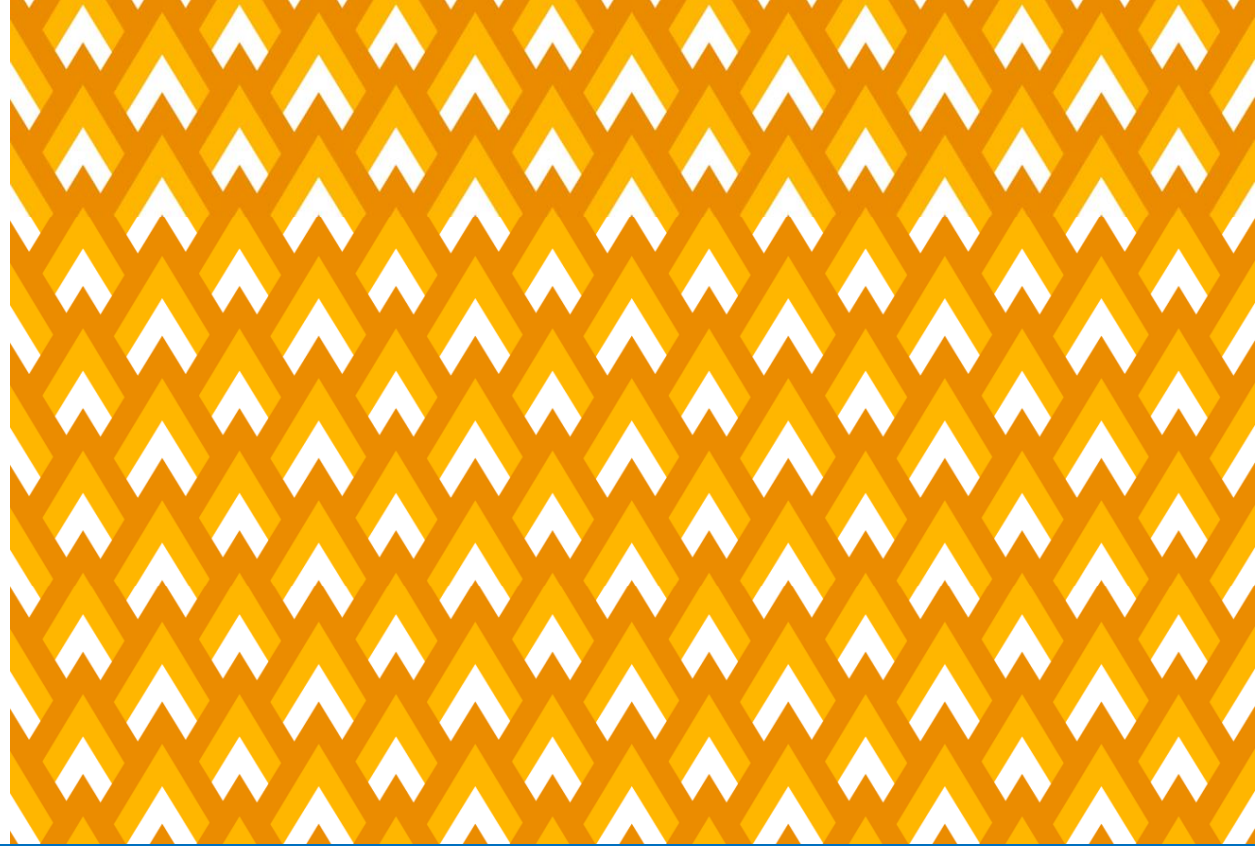
Quantitative aspects

- Based on data available at HAC

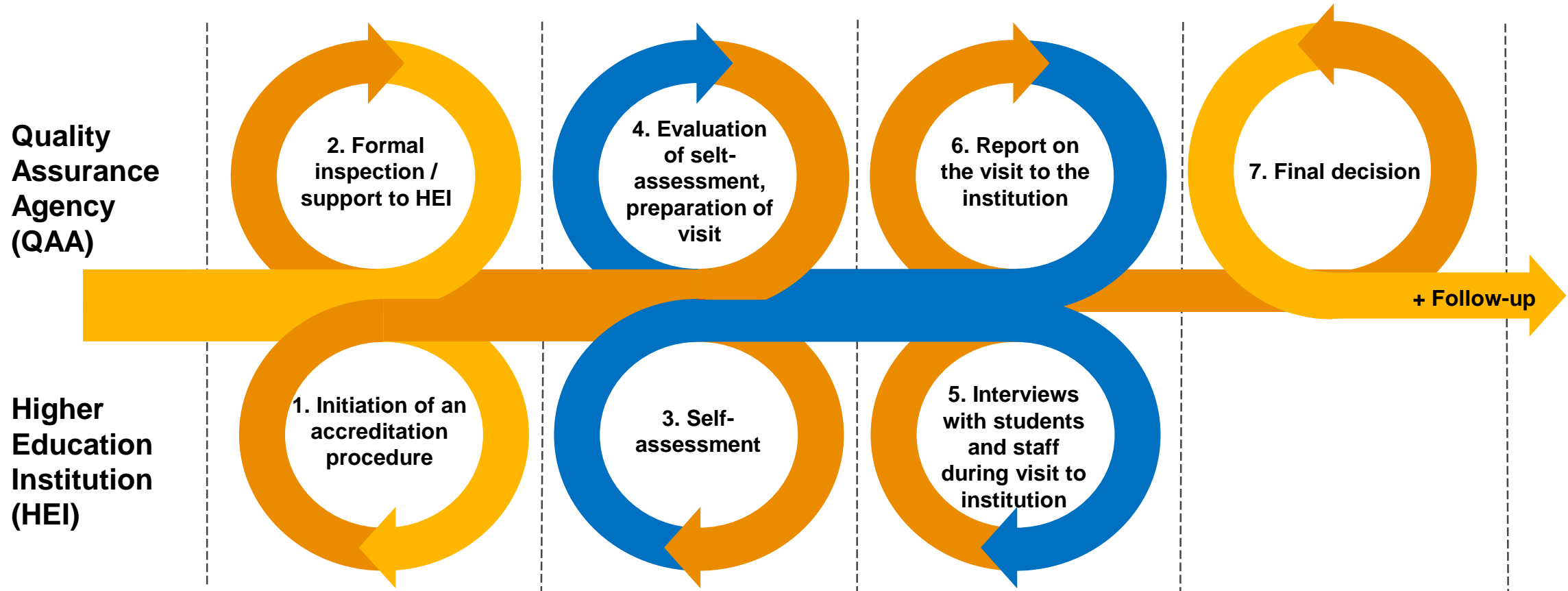
Qualitative aspects

- Based on surveys of the following target groups:
 - Higher education institutions (HEIs)
 - Higher education students
 - Partner organisations
 - HAC experts (internal views)

International and Hungarian context



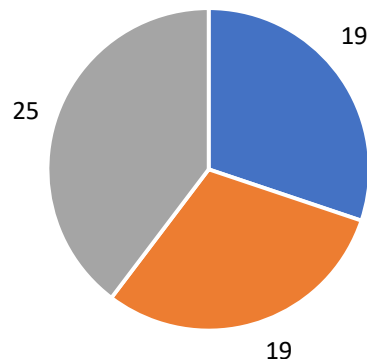
Higher education external quality evaluations have a shared core procedure in the European Higher Education Area



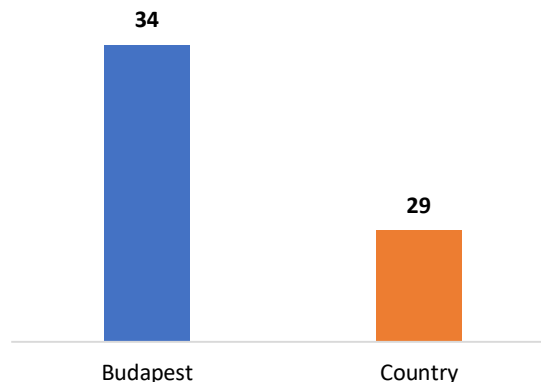
Hungary has 63 higher education institutions, over 200 thousand students and 22 thousand academic staff

Ownership

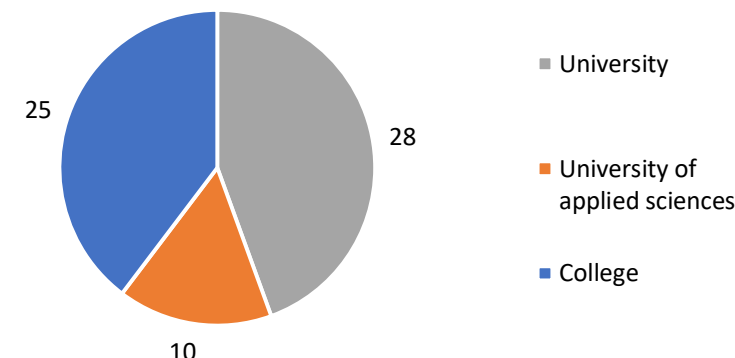
Public
Private
Religious organisation



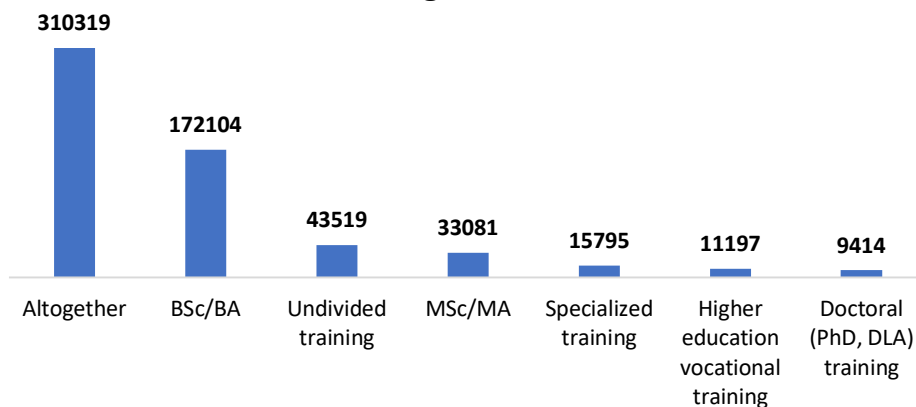
Hungarian HEIs according to location



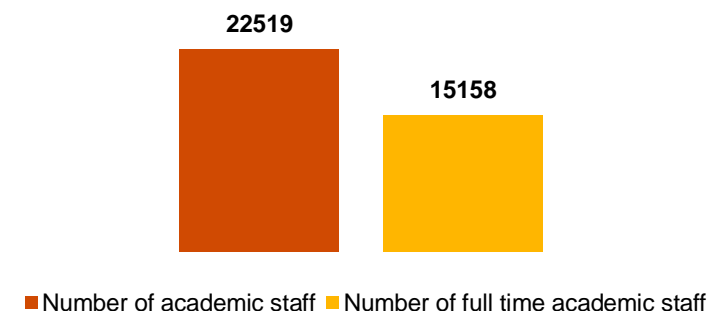
Distribution according to the type of higher education institutions



Total number of students in higher education



Total number of academic staff in higher education



Source: <https://www.ksh.hu/docs/hun/xftp/idoszaki/oktat/oktatas1920.pdf>

Source:

https://www.oktatas.hu/felsooktatas/kozerdeku_adatok/felsooktatasi_adatok_kozetet_ele/felsooktatasi_statistikak

The three types of accreditation procedures examined in the review - short description, legal and organisational context

Unlike international practice, there are 2 types of programme accreditation procedures in Hungary, while institutional accreditation fits the shared EHEA procedure

Institutional accreditation

Purpose:

External evaluation of

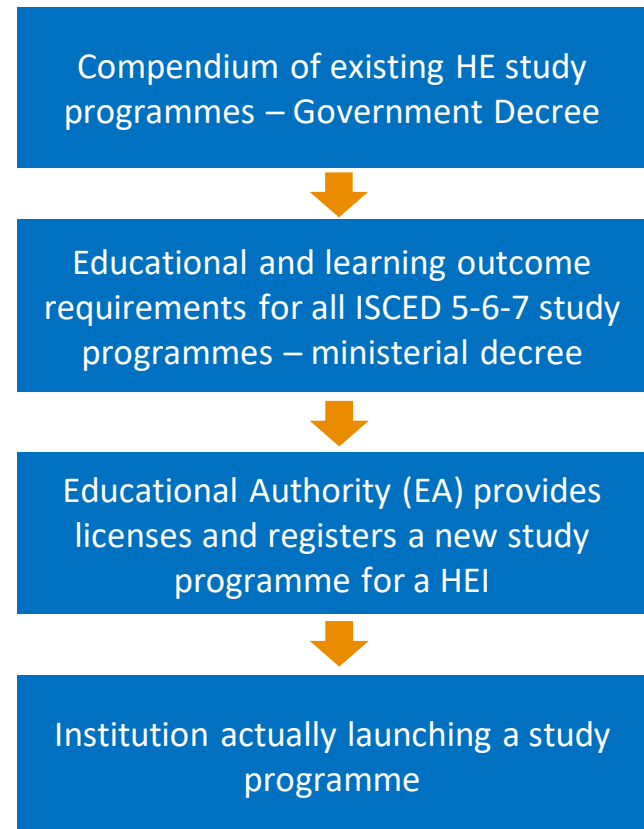
- the internal quality assurance system of the HEI
- the capacity for ensuring the quality of education, research and artistic activity

Procedure:

1. Initiation by HEI, submission of self-evaluation
2. Assessment of self evaluation, organisation of visit
3. Visit at the HEI and stakeholder interviews
4. Final decision based on the assessment of self-evaluation and the report of the visit

2 phases of programme accreditation in Hungary

Legal procedure



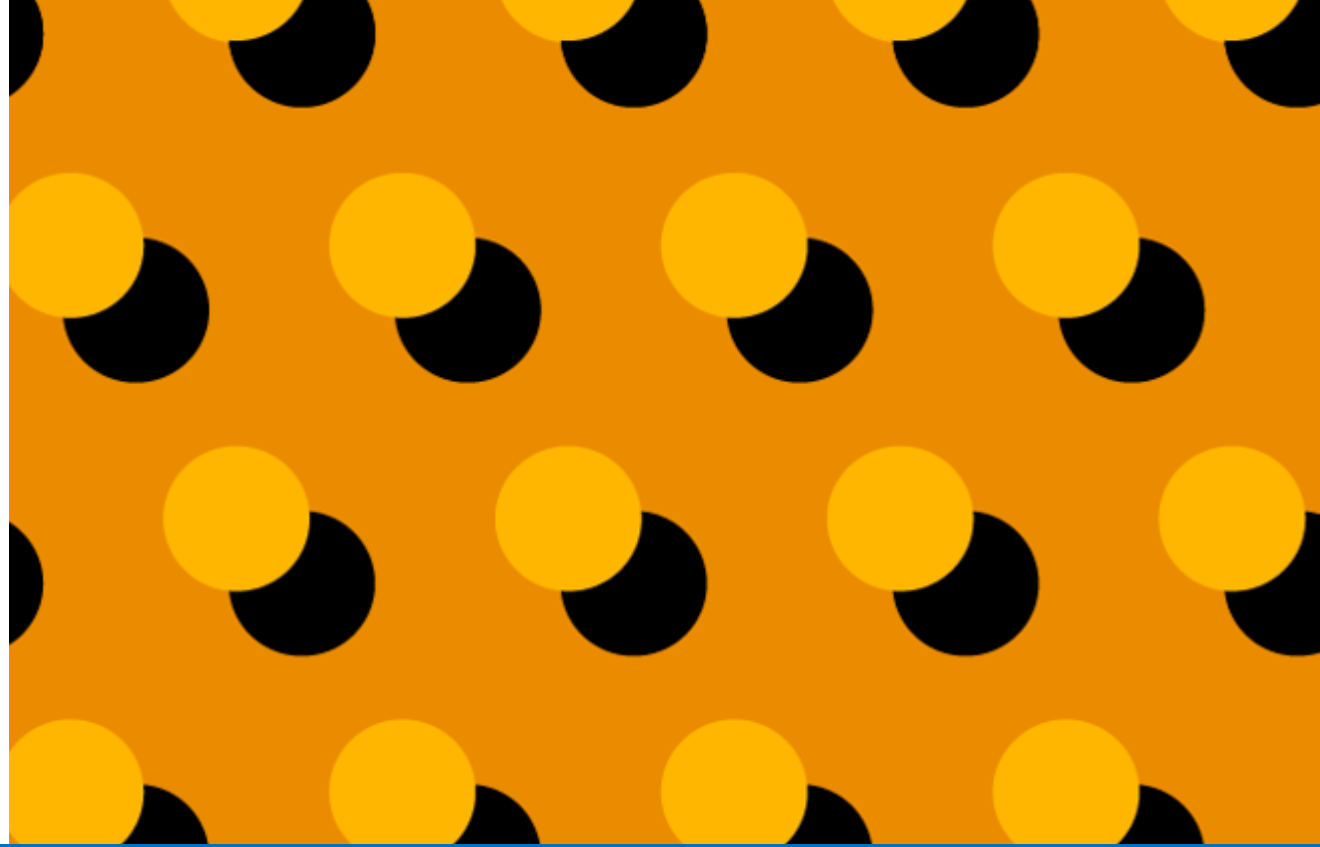
Establishing a new study programme

- HAC provides an expert evaluation to the HEI of the proposed education and learning outcome requirement for a new study programme
- Based on a supportive evaluation, HEI initiates the inclusion of the new study programme in the Government and Ministerial Decrees

Launching a new study programme

- HAC provides an expert evaluation to the EA as part of the licensing procedure
- Ex-ante programme accreditation with the purpose of evaluating whether institutional personal and infrastructural conditions meet the educational and learning outcome requirements (and programme accreditation standards)

Methodology of the analysis



Methodology used for this thematic review



International accreditation overview

Purpose:

- Comparative overview
- Benchmarks

Main characteristics:

- 16 countries
- Targeted at institutional accreditation and programme accreditation practices



Analytics of administrative data of HAC

Purpose:

- Quantitative analysis of activities,
- Establishment of quantitative benchmarks for future reference

Main characteristics:

- Data of 547 procedures analysed
- Data source: HAC administrative database



Survey analysis of 4 target groups

Purpose:

- qualitative analysis of the internal and external perception of HAC,
- Establishment of qualitative benchmarks for future reference

Main characteristics:

- Target groups and respondent numbers:
 - HEI staff – 859
 - Students – 10 299
 - Partner organisation staff – 75
 - HAC experts – 565

EHEA accreditation landscape was mapped



Examined countries

- | | |
|------------------|-------------------|
| - Armenia | - Ireland |
| - Austria | - Italy |
| - Belgium | - Poland |
| - Croatia | - Portugal |
| - Czech Republic | - Russia |
| - Denmark | - Slovakia |
| - Estonia | - Slovenia |
| - Finland | - Spain |
| - France | - Switzerland |
| - Germany | - The Netherlands |
| | - UK |

Hungary

Countries not examined

Quality Assurance Agencies

Institutional accreditation procedures

- validity period of accreditation decision,
- **duration of the procedure,**
- **legal consequence of the rejection,**
- no published data was found on the average administrative burden of procedures (actual length of self-evaluation document + annexes submitted)

Programme accreditation procedures

- **type of procedure:** Ex ante/Cyclic in progress
- duration of procedure,
- legal consequence of rejection,
- no published data was found on the average administrative burden of procedures (actual length of self-evaluation document + annexes submitted)

Quantitative analysis was performed on HAC's administrative data

Examined timeline and procedures

Examined timeline

Time period examined in details: Sept. 2016 – Aug. 2020

Time period examined in bulk, for comparison: 2014-2016

Examined procedures

50 procedures in progress

131 conditionally approved cases

164 approved cases

230 rejected cases

Data analysed



Duration of the procedures

Days

- by procedure
- by institution and on average



Time between decision and information on decision sent to HEI

Days

- by procedure
- by institution and on average



Administrative burden on HEI - Length of documentation and professional materials submitted by the institutions

Page

- by procedure
- by institution and on average)



Distribution of evaluation outcomes

By procedure; %

- Accepted
- Conditionally accepted
- Rejected



Decision texts in the case of rejection

Identification of main rejection reasons

Survey analysis of the 4 target groups provided qualitative insight into the perception of HAC

| Target groups | | Channels of communication | No. of respondents | Content of the survey | | | | |
|----------------------------|--|---|--------------------|--|---|--|---|---------------------------------------|
| | | | | Generic knowledge and opinions about the HAC | Institutional accreditation related questions | Establishing a study programme related questions | Launching a new study programme related questions | Generic questions about accreditation |
| HEI staff | V1 - HEIs that participated in institutional accreditation since Sept. 2016 | Questionnaire sent out by PwC to HEIs | 724 | | | | | |
| | V2 – HEIs that did not participate in institutional accreditation since Sept 2016 | Questionnaire sent out by PwC to HEIs | 135 | | | | | |
| Partner organisation staff | | Questionnaire sent out by PwC | 75 | | | | | |
| HAC experts | | Questionnaire sent out by the HAC | 566 | | | | | |
| HE students | | Questionnaire sent out by PwC to HEIs, HEI distribution to students | 10 299 | | | | | |

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Findings and
conclusions

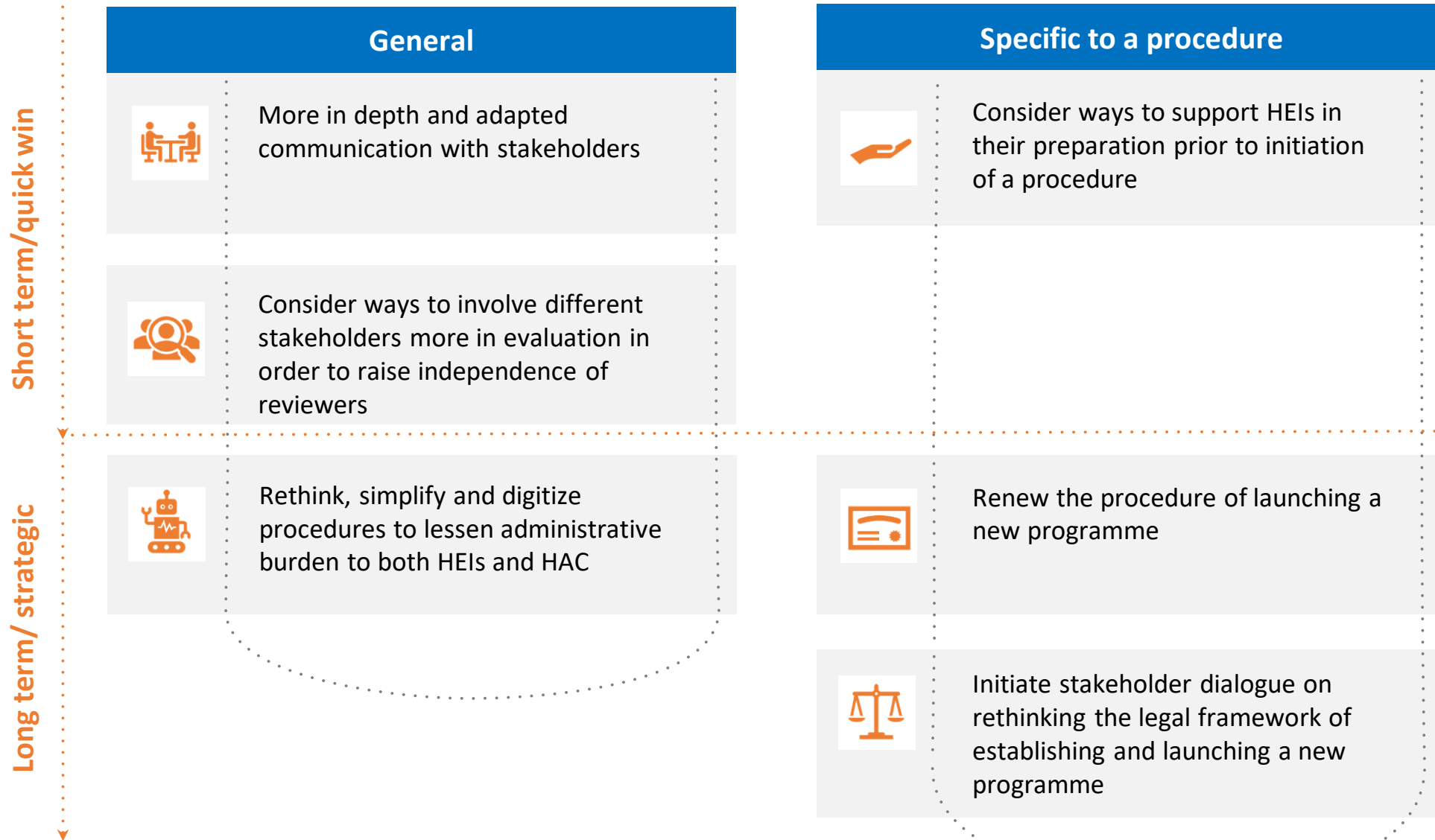
As a result of the thematic analysis benchmarks were established for future reference on the 3 types of procedures, which indicate that launching a new programme is the procedure that HAC reforms could be targeting next

| | Institutional accreditation | Establishing a new programme | Launching a new programme |
|--|-----------------------------|------------------------------|---------------------------|
| Average yearly number of procedures (2017-2019) | 14,3 procedures/year | 18,75 procedures/year | 102,8 procedures/year |
| Average duration of procedure | 15,7 months | 2,95 months | 3,5 months |
| Average length of documents submitted | 88,3 pages | 17 pages | 185 pages |
| Rate of corrections requested to submitted document | 16% | 9% | 36% |
| Rate of success – including conditional approval (%) | 100% | 56% | 53% |
| Mean satisfaction of HEI staff (1-not at all, 10 completely) | 7,06 | 6,69 | 6,63 |
| Workload for HAC (average yearly number x average duration) | 224,51 | 55,31 | 359,8 |

Concerning the 3 examined procedure types HEI respondents' perceived challenges and recommendations are similar: assure independence of reviewers, provide better communication and support to HEIs and simplify, digitize procedures, concerning general operations HAC experts seek more information and reward

| | Institutional accreditation | Establishing a new programme | Launching a new programme | General operation |
|--|---|--|---|---|
| Challenges identified by HEIs, HAC experts | <ul style="list-style-type: none"> Independence of reviewers Lack of or contradictory communication Unclear reviewing criteria | <ul style="list-style-type: none"> Independence of reviewers Uncertainty in the procedure Unclear, unjust rejection reasons | <ul style="list-style-type: none"> Independence of reviewers Inconsistency, lack of transparency in the procedure Not enough/user friendly information | <ul style="list-style-type: none"> In depth information on context, procedures Inadequately perceived commission fees |
| Recommendations By HEIs | <ul style="list-style-type: none"> Better communication Raise transparency and consistency of procedures Faster & simplified procedure | <ul style="list-style-type: none"> Assure independent reviewers More communication and support to HEIs Raise transparency and consistency of procedures | <ul style="list-style-type: none"> Assure independent reviewers More communication and support to HEIs Shorter, simpler, digital procedure | |
| Satisfaction | HEI staff: 7,06 | HEI staff: 6,69 | HEI staff: 6,63 | HAC experts: 7,61 |





Recommendations



Recommendation 1 – More in depth and adapted communication with stakeholders

| | HAC Experts | Higher Education Institutions | Partner Organizations | Students |
|----------------|--|--|--|--|
| Content | <ul style="list-style-type: none"> • legal framework operation and organisation of HAC • in depth explanation of standards, criteria and their application • application of standards and criteria to specific fields of study (teacher education, arts, religious studies) • procedural information, admin. system usage, purpose, • HAC decisions, justifications, access • internal reviewer selection criteria and procedure | <ul style="list-style-type: none"> • in depth explanation of standards, criteria and their application with best practices • application of standards and criteria to specific fields of study (teacher education, arts, religious studies) • procedural information • HAC decisions • internal reviewer selection criteria and procedure | <ul style="list-style-type: none"> • general overview of procedures, standards, • HAC decisions • overall information about HE quality issues • how to receive further information on HAC related issues • how to become a HAC expert | <ul style="list-style-type: none"> • Purpose of quality evaluation in HE • General overview of procedures, their possible outcomes • Easy to understand information on institutional and programme accreditation results • Consciousness of importance of accreditation to certain employers |
| Channels/Forms | <ul style="list-style-type: none"> • dedicated channel on website with information • tutorial videos for evaluation tasks • specialised training for experts according to procedures and certification of HAC experts • regular workshops targeted at QA issues, legal framework, procedures, standards • online platform for peer learning between HAC experts | <ul style="list-style-type: none"> • dedicated channel on website with information • tutorial videos for each procedure • establishing and managing a network of HEI QA thought leaders – support to peer learning, with social media channel • regular workshops targeted at QA issues, legal framework, procedures, standards | <ul style="list-style-type: none"> • dedicated channel on website with information • establishment of stakeholder events, higher involvement of stakeholder within expert recruitment | <ul style="list-style-type: none"> • Dedicated channel on website with information • Establish social media presence of HE quality issues, awareness raising on available information |

Recommendation 2 – Consider ways to involve stakeholders more in evaluations in order to raise independence of reviewers

|  Challenges |  Raising the independence of stakeholders |  Gains |  Preconditions |
|---|---|---|---|
| <ul style="list-style-type: none">• Small country, small academic community – hard to assure expertise yet independence• Establishment of and launching of new programmes as separate procedures are special to the Hungarian HE legal context and atypical in Europe – hard to engage foreign experts• Language of accreditation procedure is Hungarian – hard to engage foreign experts | <ul style="list-style-type: none">• Involvement of employment sector experts primarily in establishment and launching of study programmes | <ul style="list-style-type: none">• Improving partnership between HEIs and employment sector• Stronger practice/employment orientation within programmes• Insights and innovation to the present criteria, methodology and procedural practices | <ul style="list-style-type: none">• New „recruitment” measures are needed• Training about HE legal framework, accreditation procedures, standards and criteria is needed• Certification of trained experts is recommended |

Recommendation 3 – Consider ways to support HEIs in their preparation prior to the initiation of a procedure

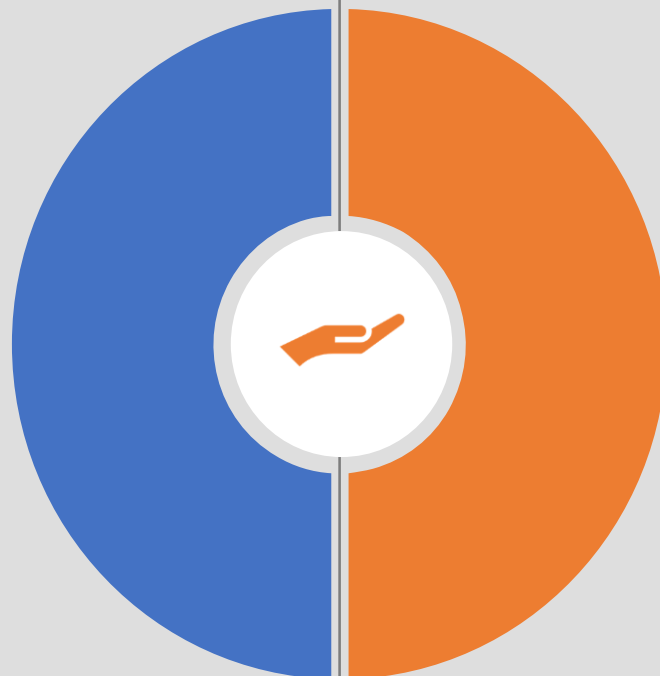
Purposes: (1) strengthen formative aspect of accreditation, (2) raise rate of success while lessening workload

Gains:

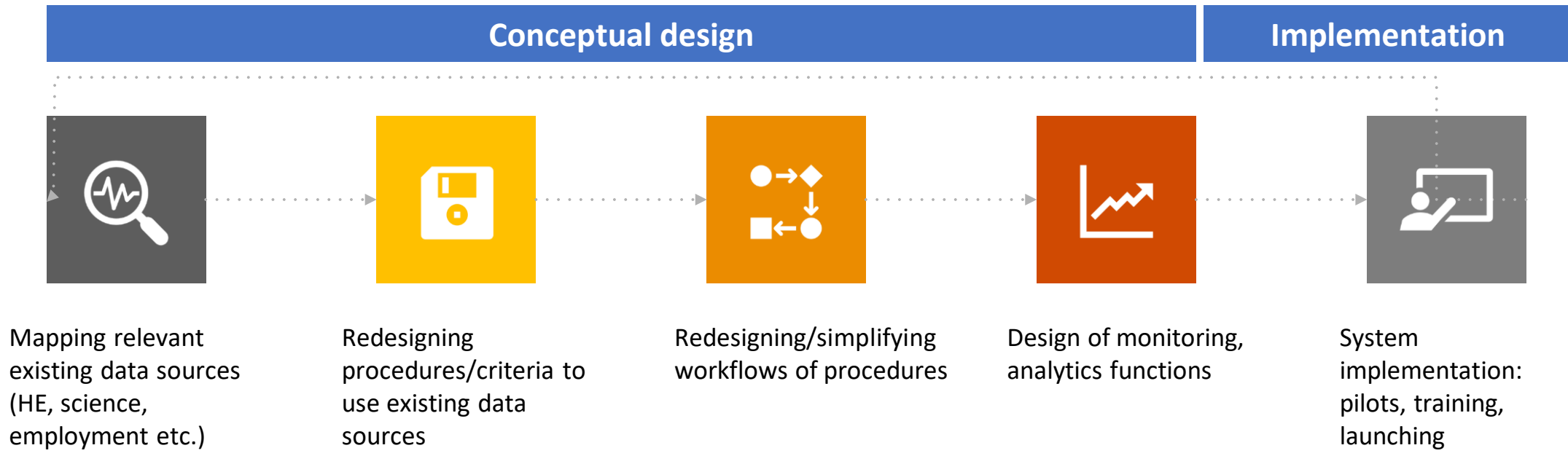
- Better prepared requests from HEIs
- Less rejection of requests
- Improving partnership with HEIs
- Opportunity to learn from HEI questions & issues in order to develop
 - the website,
 - the tutorials for HEIs
 - the tutorials for experts
 - the standards/criteria
- Supporting quality development procedures within HEIs
- Higher client satisfaction with HAC

Development of a support service prior to submission of requests:

- Support in understanding legal context of accreditation
- Support in understanding standards/criteria and their applications
- Provide examples of institutional best practices in submitted request content
- Support internal quality assurance/development procedures within the HEI
- Support with methodology of self-evaluations
- Technical support in submission



Recommendation 4 – Rethink, simplify and digitalise procedures to decrease administrative burden to both HEIs and HAC



Gains:

- Less administration for HEIs & HAC
- Transparency of procedures, status of requests to all stakeholders concerned
- Higher client satisfaction
- „Real time“, visualised analysis of ongoing and accomplished activities,
- Better informed decision making within HAC

Preconditions:

- Availability of financial and human resources needed for design, development and implementation tasks

(Long term) Recommendation 5 – Renew the procedure of launching a new programme

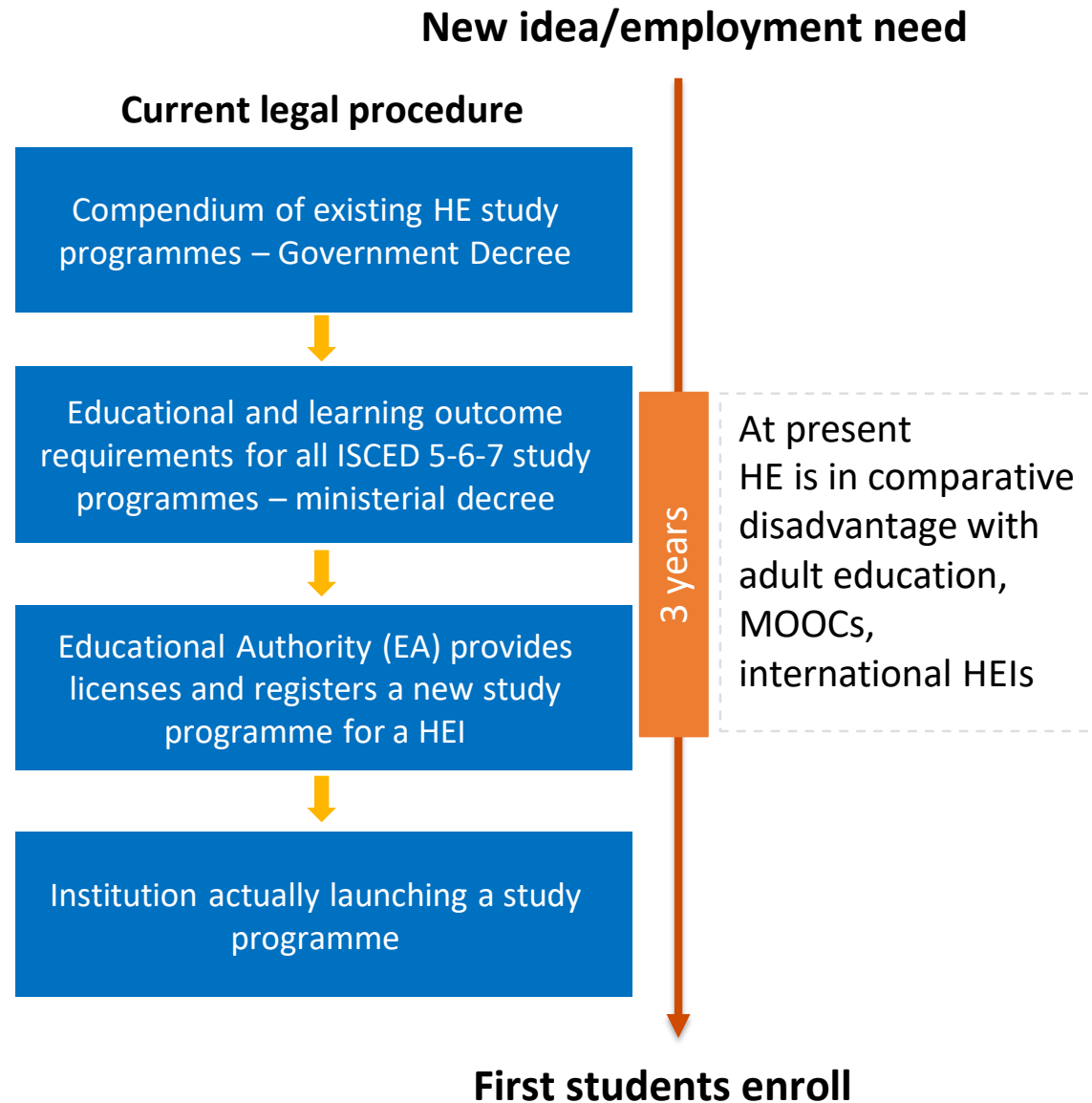
Main challenges

- Ex ante accreditation, with little effect on the conditions of a programme once launched – not fit for purpose
- **Present form of the procedure needs revision based on:**
 - Lowest client (HEI) satisfaction (6,63)
 - Highest rate of corrections of request (36%)
 - Highest rejection rate (47%)
 - Highest rate of HEI respondents suggesting modification (38%)compared to institutional accreditation and establishing a new study programme
- This procedure is an expert evaluation within the procedure of registration and licencing of the Educational Authority

Renewal of the procedure would involve

- Rethinking the procedure, the standards and criteria applied in order to make it simpler, more up to date with current needs (digital education),
- Considering introducing a cyclic approach, which is the dominant in the EU, meaning that programme accreditation is valid for a limited of time and a re-accreditation is needed for continuing the programme
- Considering initiation of separation of this procedure from registration and licencing, turning it a prerequisite of registration, while HEIs and HAC are direct partners in the procedure (simplifies procedure, communication)
- Considering support to HEIs in their internal quality assurance and development procedures of running programmes

(Long term) Recommendation 6 – Initiate stakeholder dialogue on rethinking the legal framework of establishing and launching a new programme



Aspects to consider in new legal procedure:

- Raise adaptability, flexibility and responsiveness of HE to the changing needs of the world
- Raise the responsibility of HEIs for their programme content & learning outcomes
- Compatibility with international practices
- Keep registration and licensing as the pre-requisite of launching a programme (it is the cornerstone of admin. datasets)
- Reconsider the relationship of accreditation to registration and the revision of operational license (opportunity to link a cyclic programme accreditation with the cyclic operational license renewal)

3

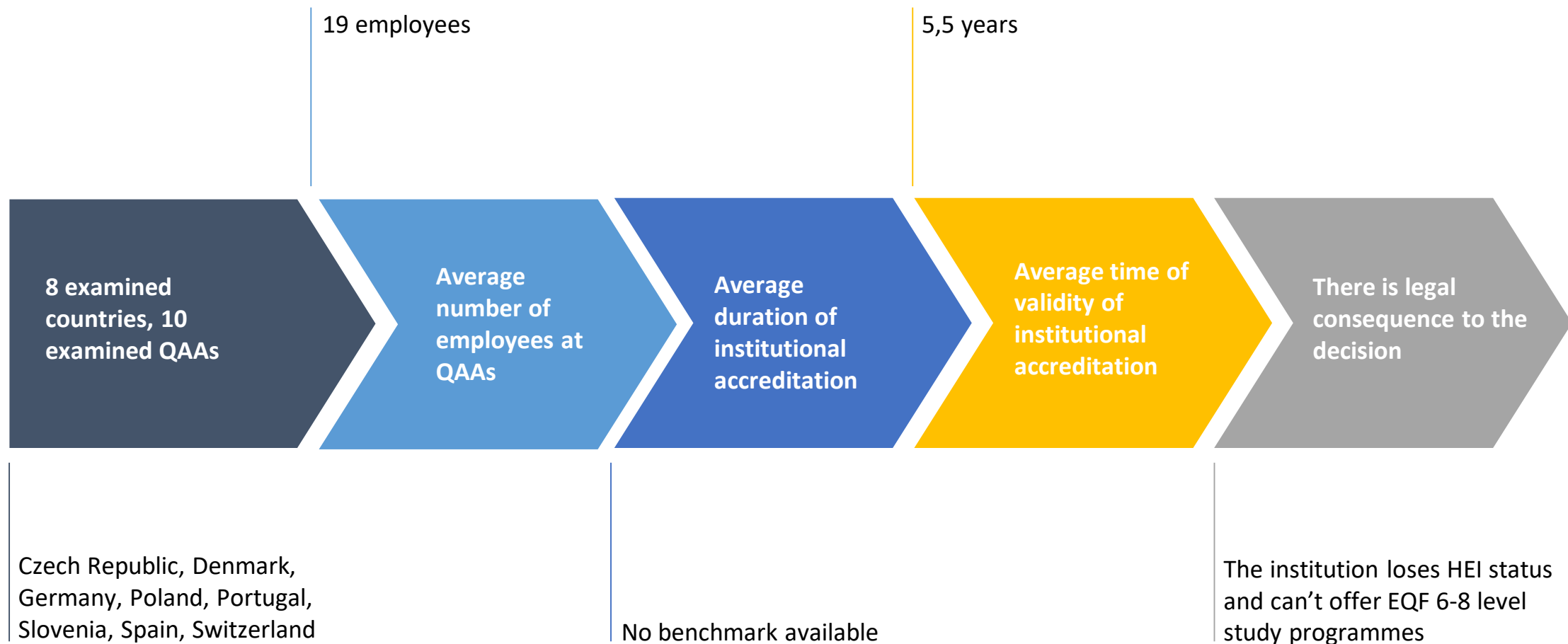
Detailed outcomes of
the analysis

Institutional accreditation procedure

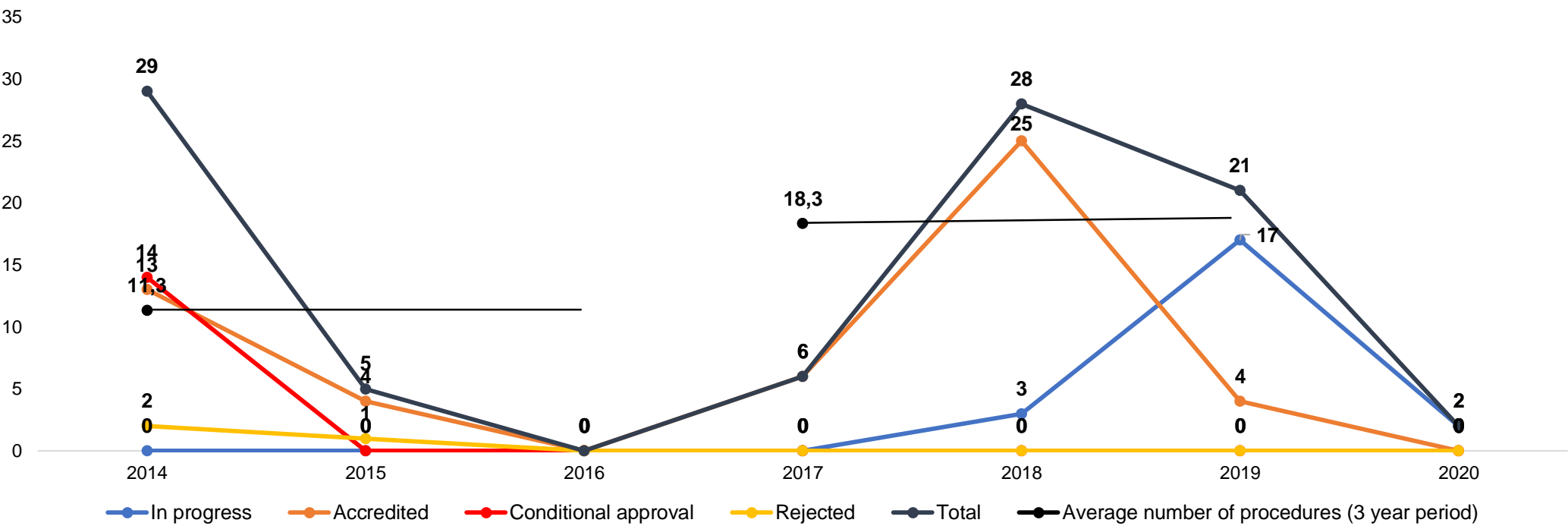


The main characteristics of the institutional accreditation in Hungary are similar to those found in other European quality assurance agencies

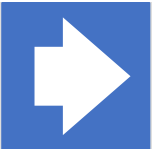
In the international outlook, the following aspects were examined:



According to HAC administrative database the average annual number of institutional accreditation requests has been on the rise and the average duration of the procedure is 15,7 months



Average duration of the procedure: 15,7 – no EHEA benchmark available

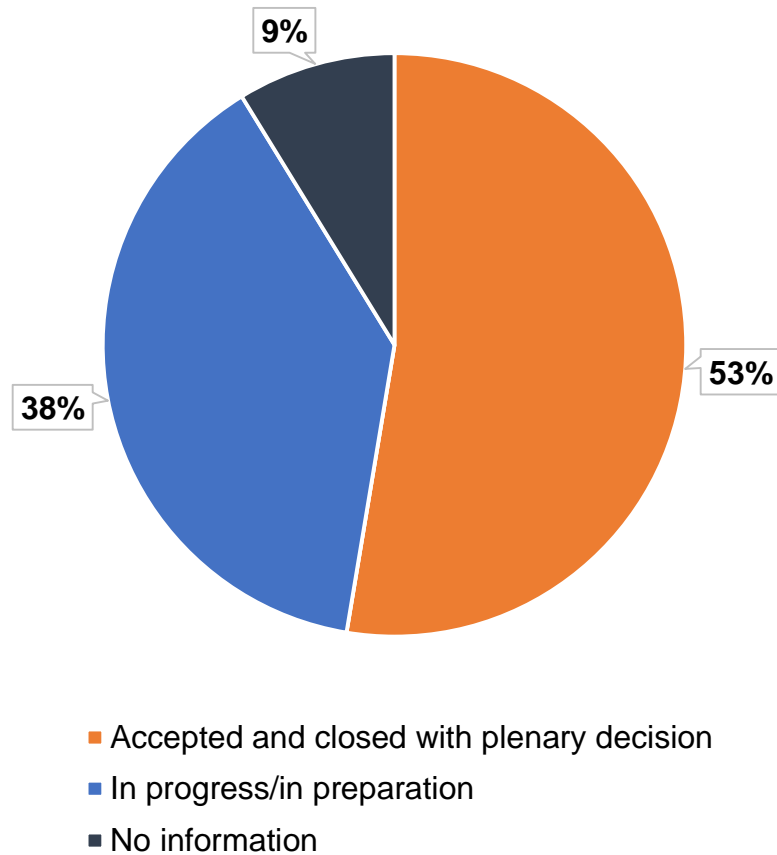


Average length of documents submitted by the HEIs (self-assessment report without annexes):
88,3 pages – no EHEA benchmark available

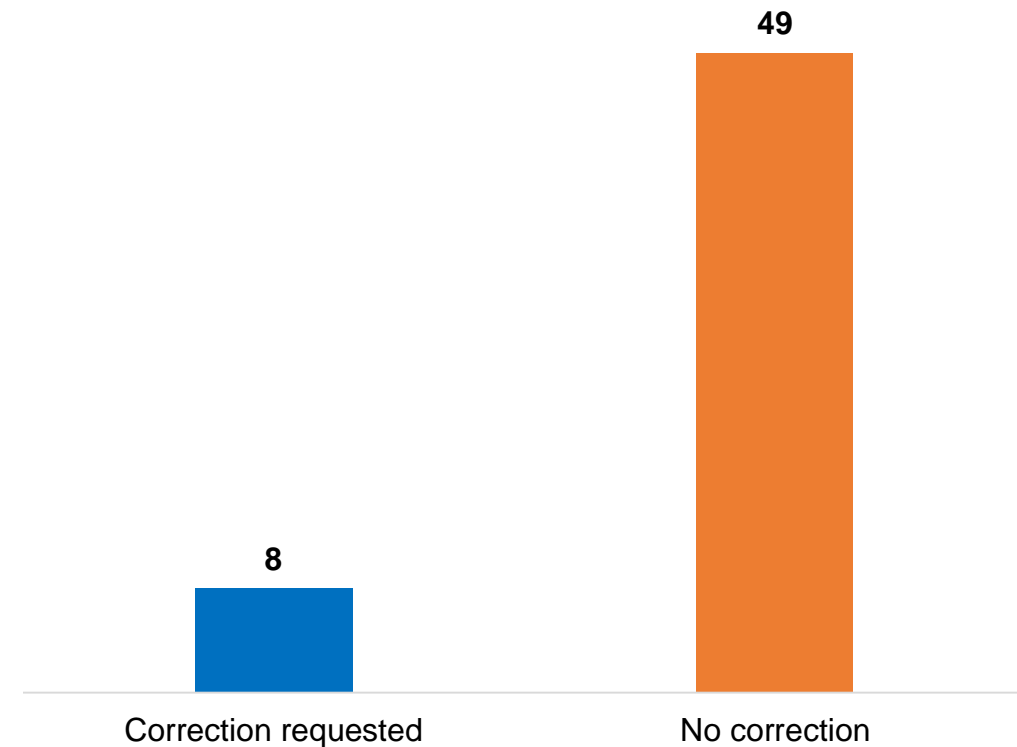


The most characteristic information about the institutional accreditation is that there are no rejected requests

Distribution of outcomes, 2017-2020 (total number: 57)

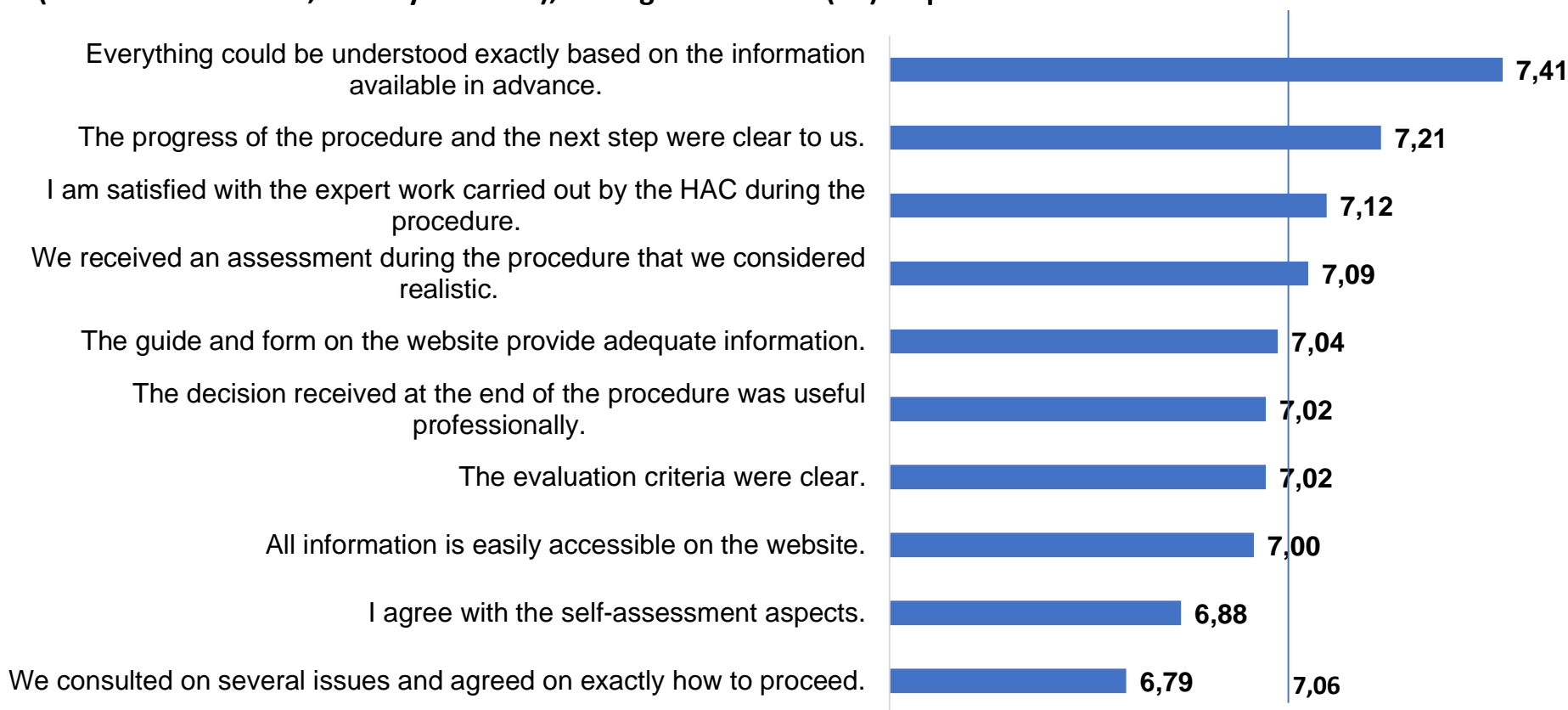


Number of clarification / supplementary document requests, 2017-2020



Client (HEI) satisfaction with institutional accreditation is highest amongst the three reviewed procedures (7,06)

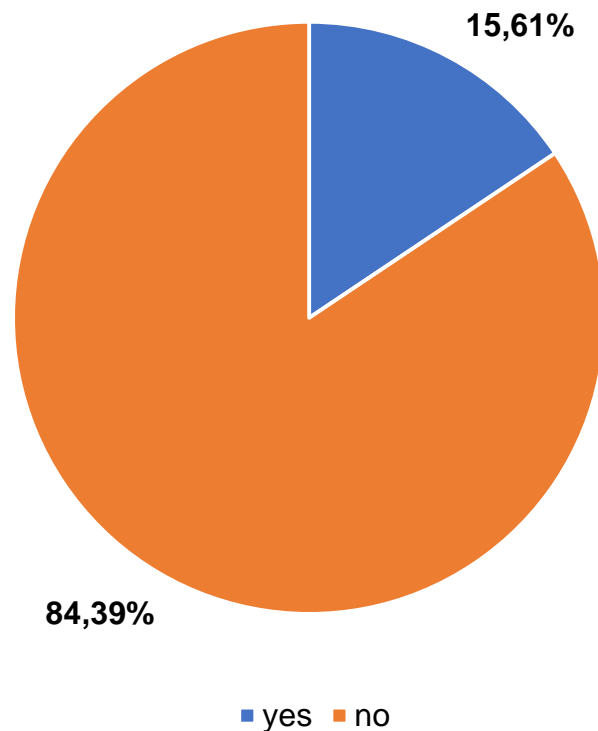
Higher education institutional staff respondents' average satisfaction with the below dimensions of institutional accreditation on a scale from 1 to 10 (1-not satisfied at all, 10-fully satisfied), average of 224-240 (V1) responses



The overall satisfaction with institutional accreditation of higher education institutional staff is 7,06 (The weighted average of respondents' satisfaction with above dimensions.)

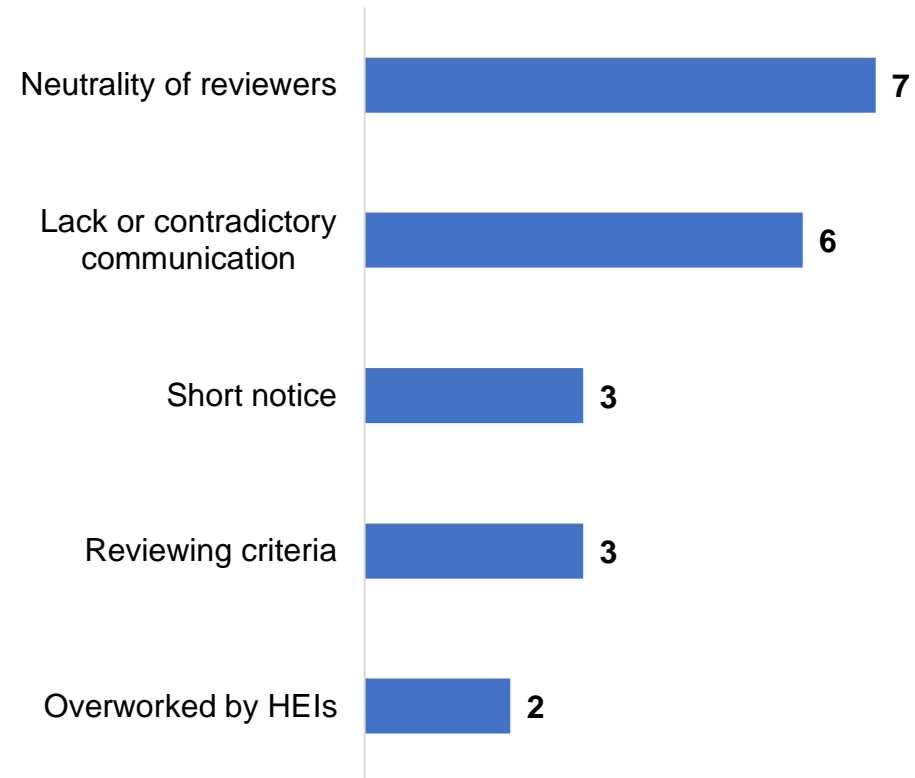
Only less than 16% of HEI staff respondents reported any problem, or difficulty during institutional accreditation procedures

Have you encountered any problem, or difficulty during the institutional accreditation procedure?
(n=237)



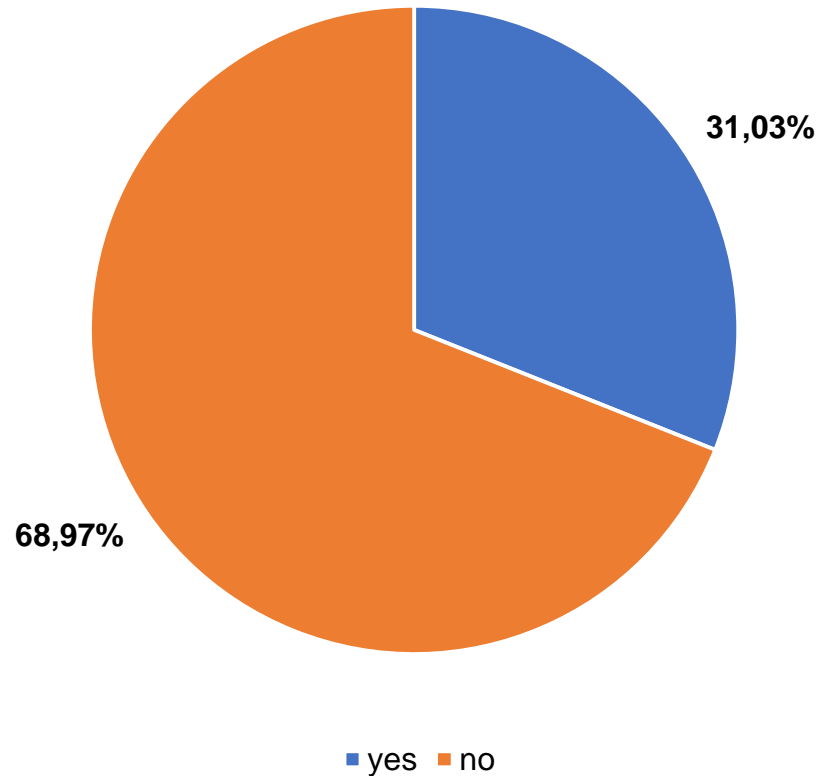
What problem, or difficulty have you encountered? (n =29)

Answers and their occurrence:

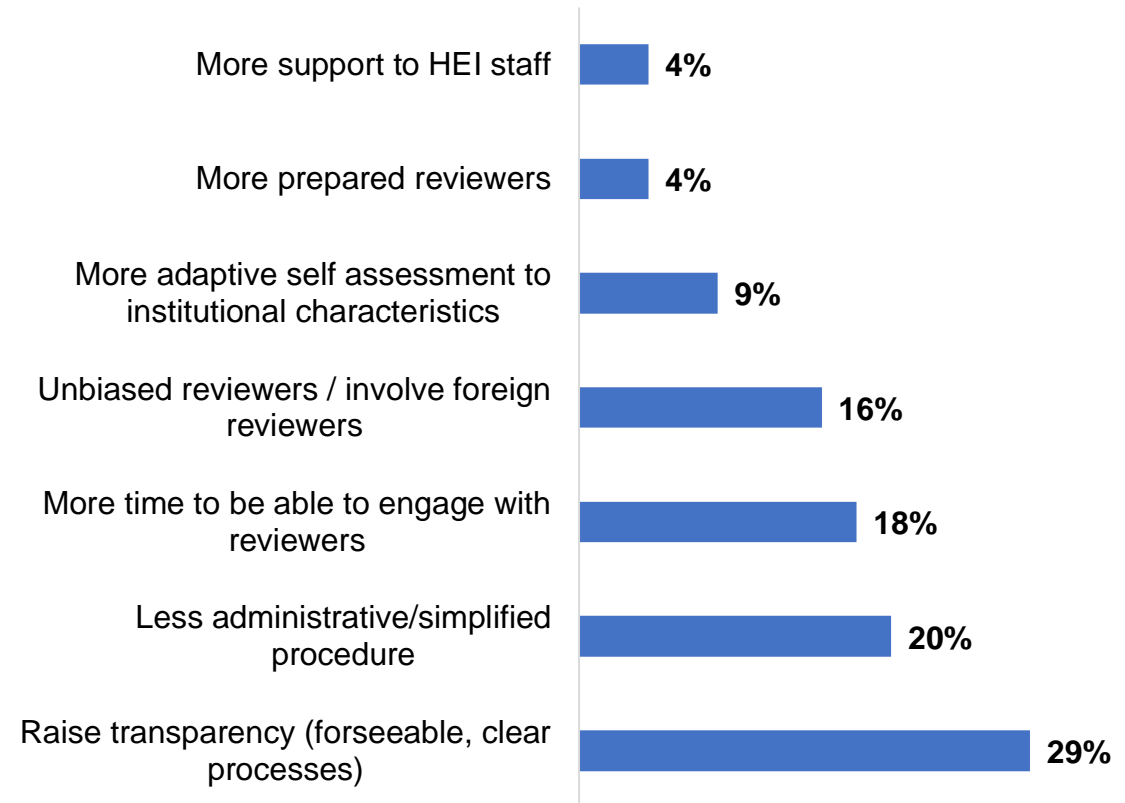


Still, more than 31% of the institutional respondents would suggest modification to the institutional accreditation procedure

Would you modify anything in the institutional accreditation procedure?
(n=232)

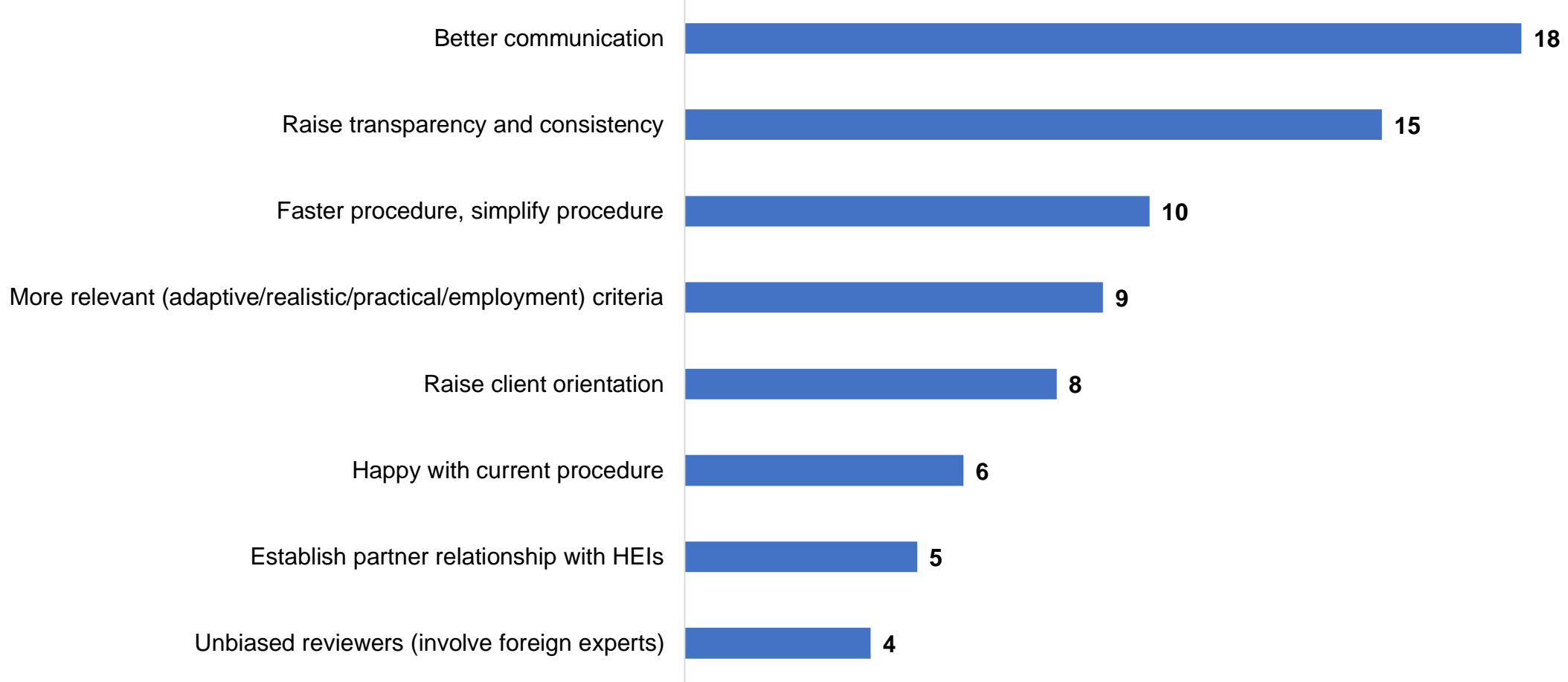


What would that be? (n = 45)



Institutional respondents suggest improving communication and raising transparency and consistency of institutional accreditation

How do you think HAC could improve the procedure? (n=111)



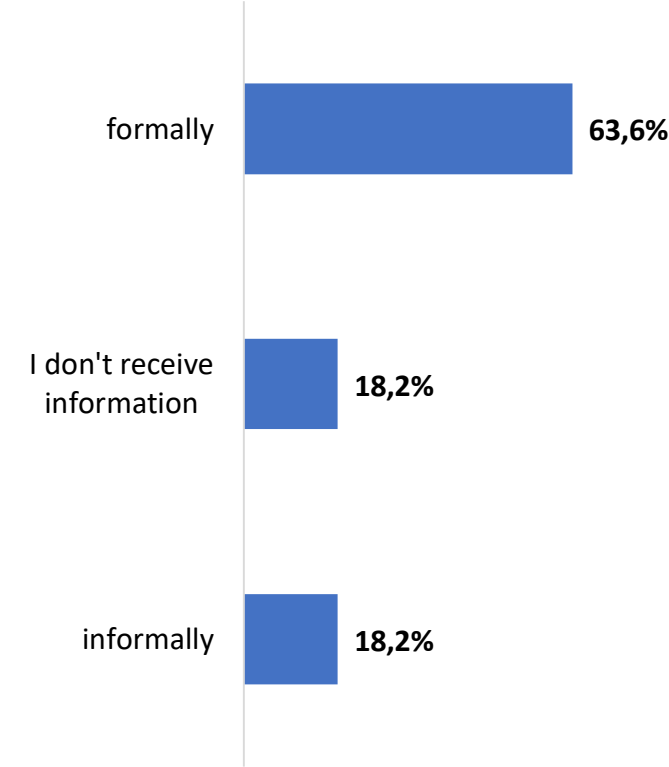
HAC visiting committee respondents are satisfied with internal communication during the institutional accreditation

„Please indicate on a scale from 1 to 10 your satisfaction with the below statements” (1-not satisfied at all, 10-fully satisfied)
(n = 42)

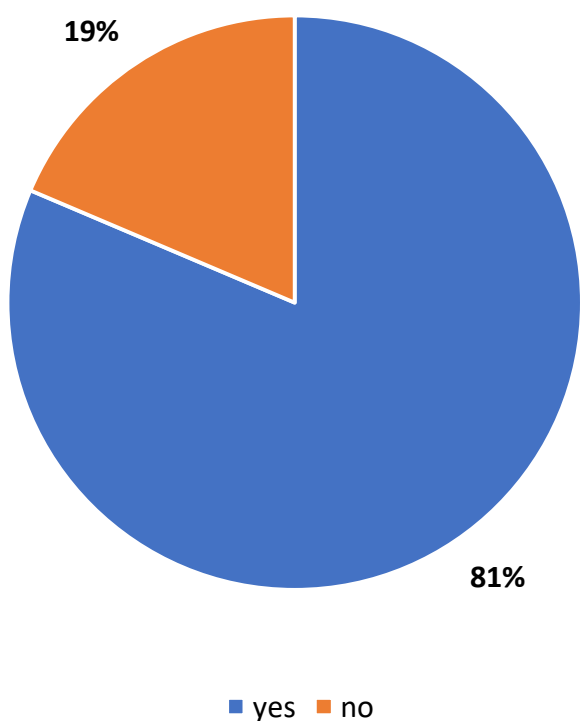


Yet one third of visiting committee respondents lack information on the outcome of the procedure they were involved in

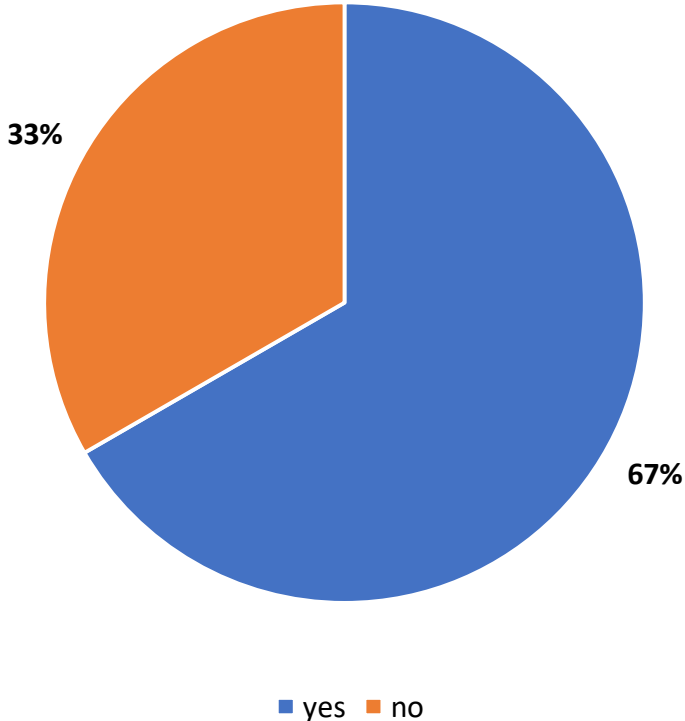
How are you informed about the outcome of the procedure? (n=33)



Do you think that the accreditation report approved by the HAC is public? (n=43)



Do you know where to get the report adopted by the Board? (n=42)



Findings and conclusions about institutional accreditation procedure – recent renewal of procedure is visible from results

Strengths

- Highest overall client satisfaction (from the 3 procedures analysed)
- Faster procedure than the available EHEA average (benchmark)

Weaknesses

- HEIs need more consultation and clarity of next steps
- Visiting committee members lack formal information on the final decision

Conclusions

Institutional accreditation is the procedure that needs renewal the least of the 3 reviewed procedure types.

Satisfaction can be raised by improving communication with HEIs (sharing of best practices, providing more consultation) and by „training” HAC experts in order to provide coherent information to HEIs.

Long term improvement suggestions include:

- Further digitalisation of the procedure, thus reducing the administrative burden on HEIs and HAC experts participating in the procedure
- Providing an ongoing, formative support to quality development initiatives within HEIs

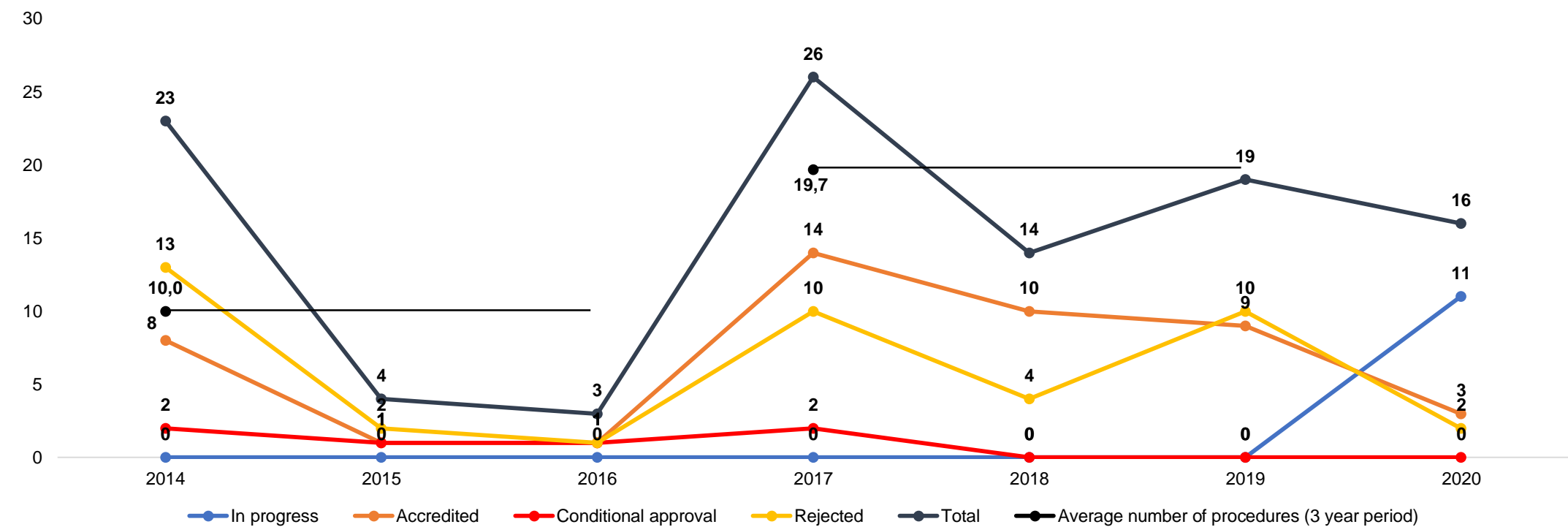


Establishing a new study programme



The average number of requests increased by almost 9 cases per year between 2014 and 2020 based on HAC administrative data

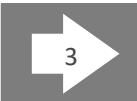
Number of procedures between 2014 and 2020, by type of outcome and average number



Average duration of the procedure: 88,6 days, no international benchmark is available since this is a procedure unique to the Hungarian legal context



Average length of documents submitted by the HEIs (proposal of education and learning outcomes description with employment potential): 17 pages

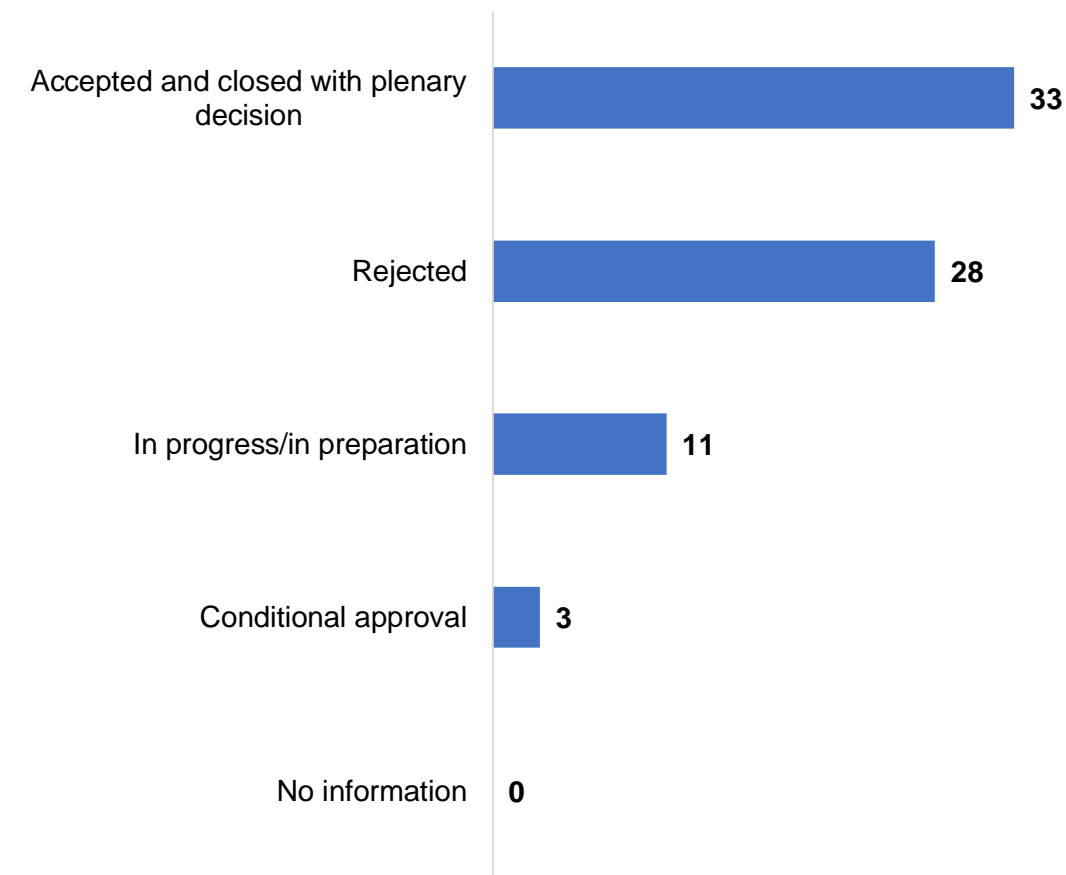


More than half of the already closed requests for establishing a new study programme were approved 56%

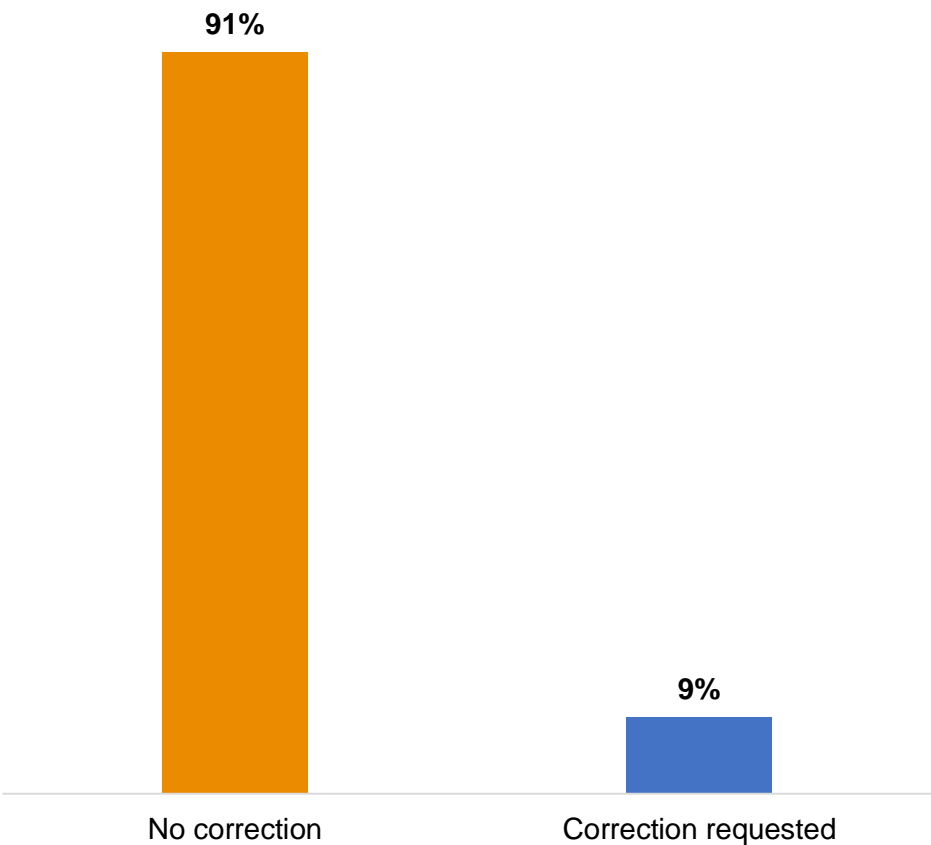


Out of all closed (64) cases, 28 cases were closed with rejection, representing 43% of closed cases

Distribution of outcomes, 2017-2020 (total number: 75)

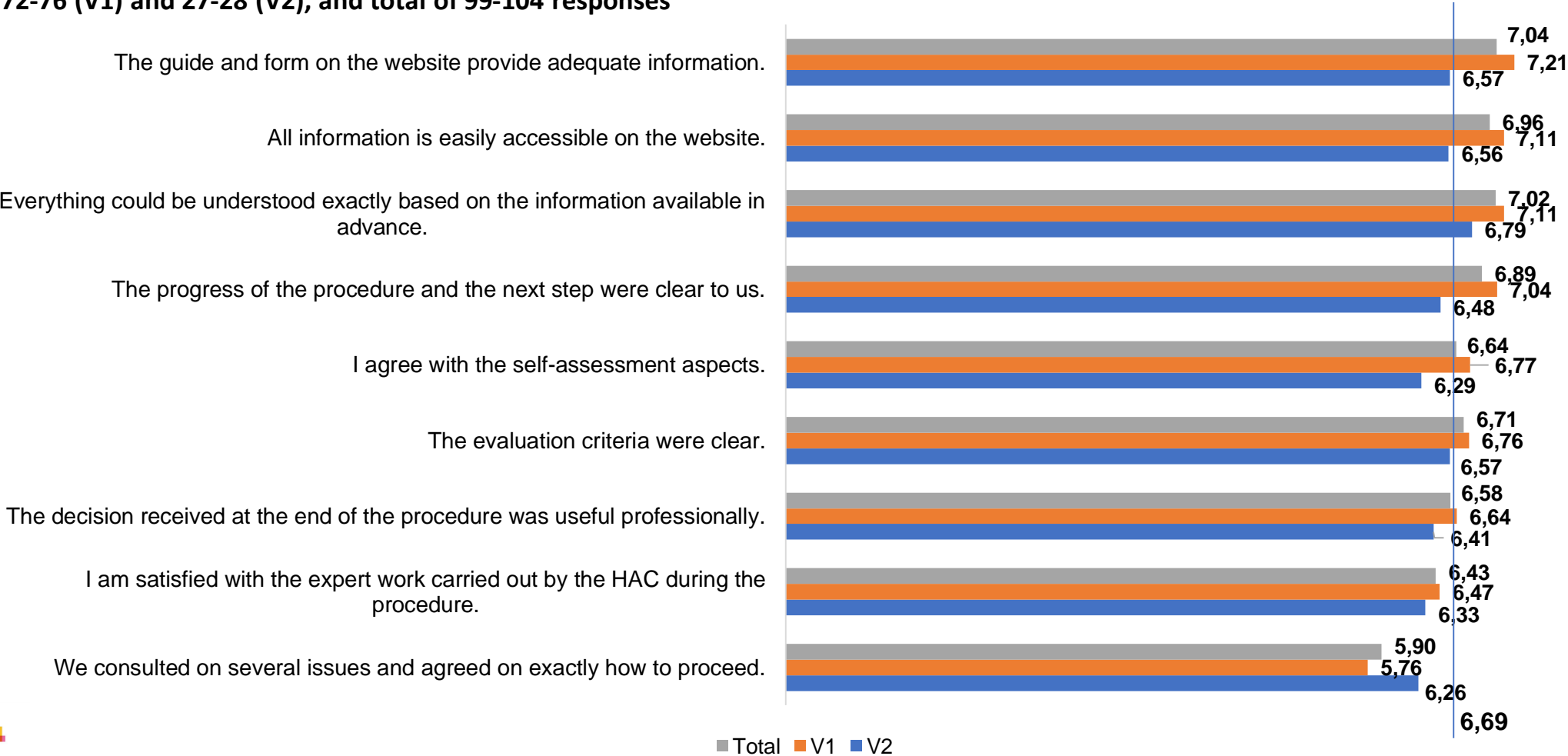


Number of clarification / supplementary document requests, 2017-2020



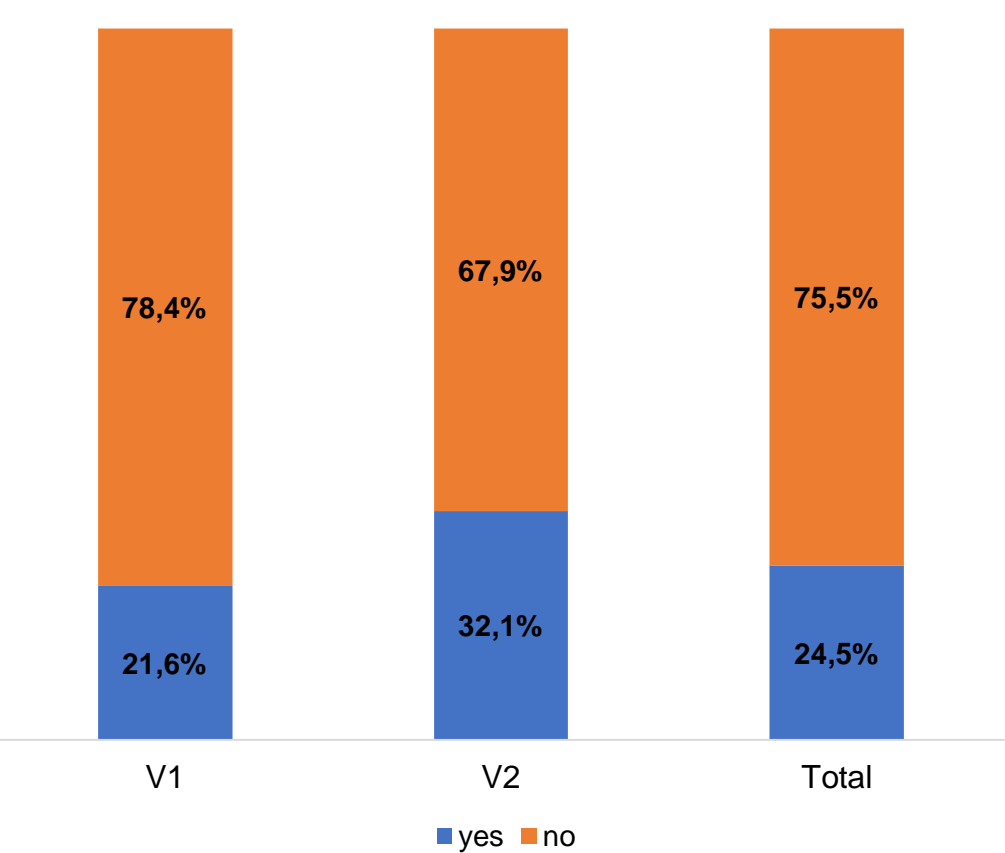
Institutional respondents' overall satisfaction with the procedure of establishing a new study programme is 6,69, respondents of the V1 group tend to be more satisfied than those of the V2 group

Respondents' average satisfaction with the below dimensions on a scale from 1 to 10 (1-not satisfied at all, 10-fully satisfied), average of 72-76 (V1) and 27-28 (V2), and total of 99-104 responses



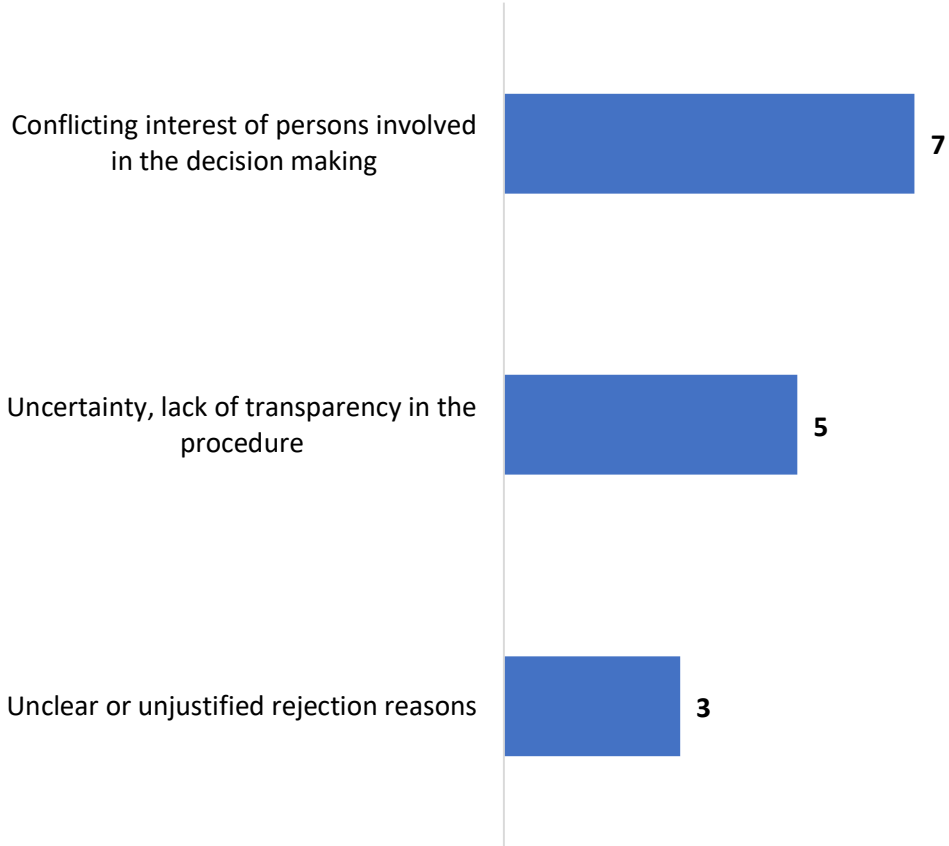
24,5% of institutional respondents encountered difficulty during the procedure of establishing a new study programme

Have you encountered any problem, or difficulty during the procedure of establishing a new study programme?
(n=102)



What problem or difficulty have you encountered? (n=22)

Answers and their occurrence:

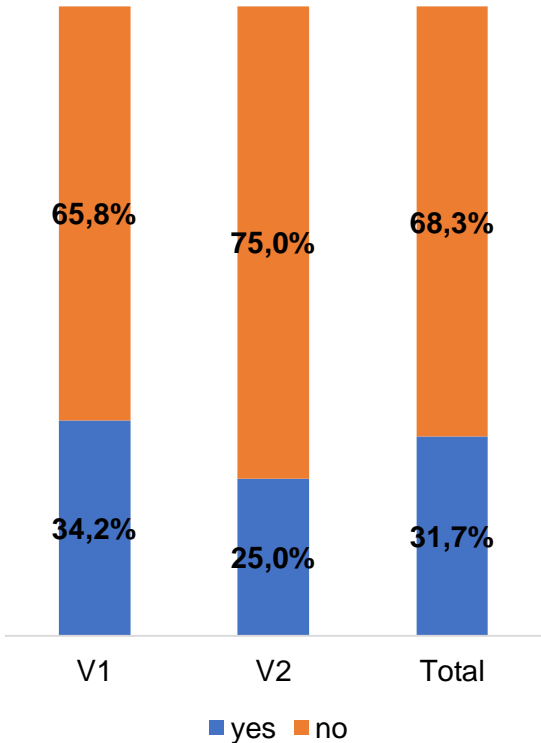


Based on the analysis of HAC decision texts, typical reasons of request rejection were the following

- The major to be established is not sufficiently distinguishable from existing programmes (majors)
- There are minor shortcomings in the justification for the establishment of the programme
- The expected knowledge cannot be acquired within the allocated timeframe of the programme (i.e. it is not possible to acquire all the knowledge necessary for the qualification within 2 years)
- The application does not specify the employability of future graduates and their contribution to the labour market
- The unity of the training is questionable
- The elaboration of training output requirements is inadequate
- The name of the programme is not appropriate (not in accordance with the depth and amount of knowledge that can be acquired)
- The wording of the competences to be acquired via the programme is inadequate or too general
- Prerequisite knowledge and skill requirements are not specified
- The content and the purpose of the programme contradict

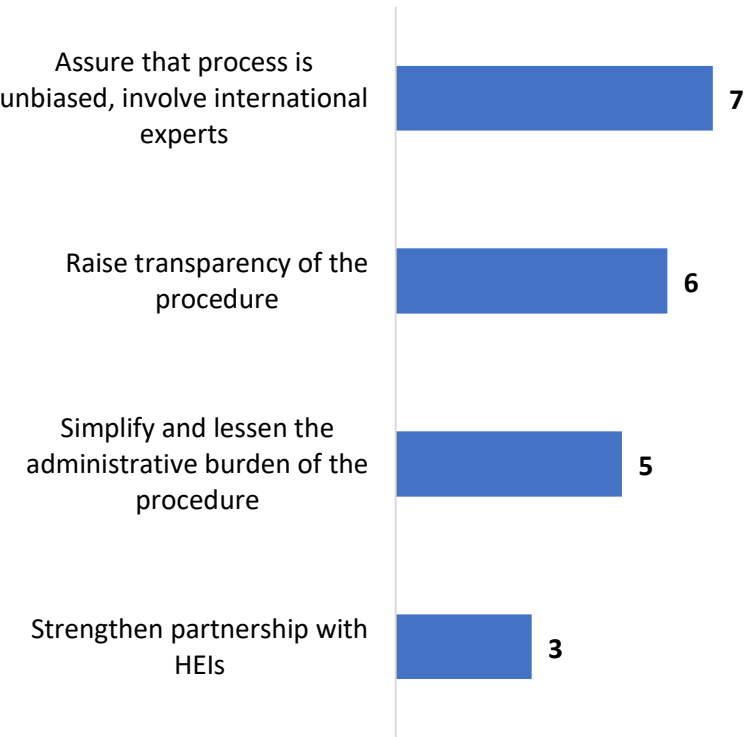
32% of institutional respondents would suggest modifications to the procedure of establishing a new study programme, suggestions involve increasing the independence of reviewers and more HEI support

Would you modify anything in the establishing a new study programme procedure? (n=101)



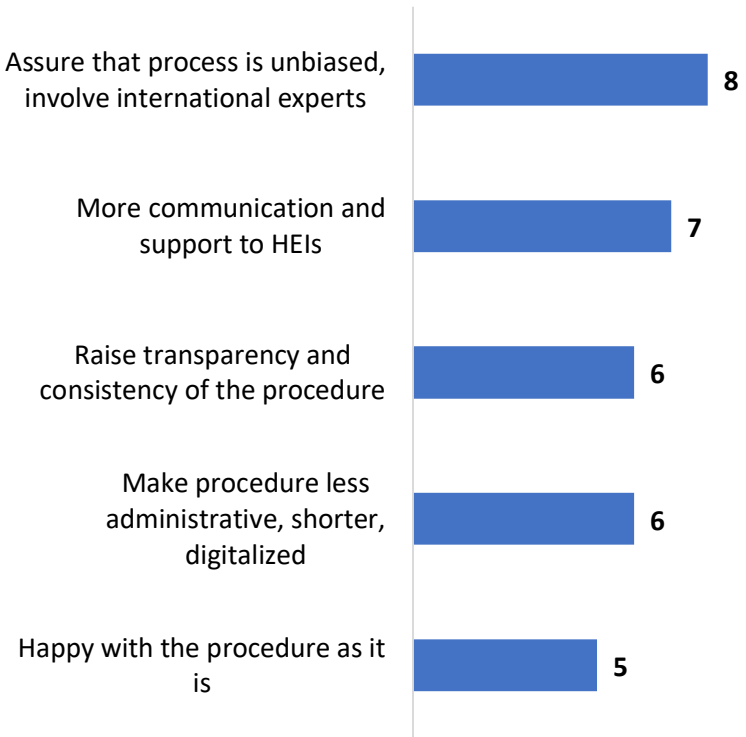
What would that be? (n=27)

Answers and their occurrence:



How do you think HAC could improve the procedure? (n=59)

Answers and their occurrence:



Findings and conclusions about the procedure of establishing a new study programme – possible quick wins and long term overall review of the legal framework

Strengths

- The least administrative procedure, average length of documents submitted by the HEIs is only 17 pages
- Satisfaction of the respondents belonging to institutions having completed institutional accreditation (V1) is significantly higher

Weaknesses

- Client (HEI) satisfaction (6,69) significantly lower than that of the institutional accreditation (7,06)
- 43% of requests rejected
- 32% of HEI respondents suggest modification to the procedure

Conclusions

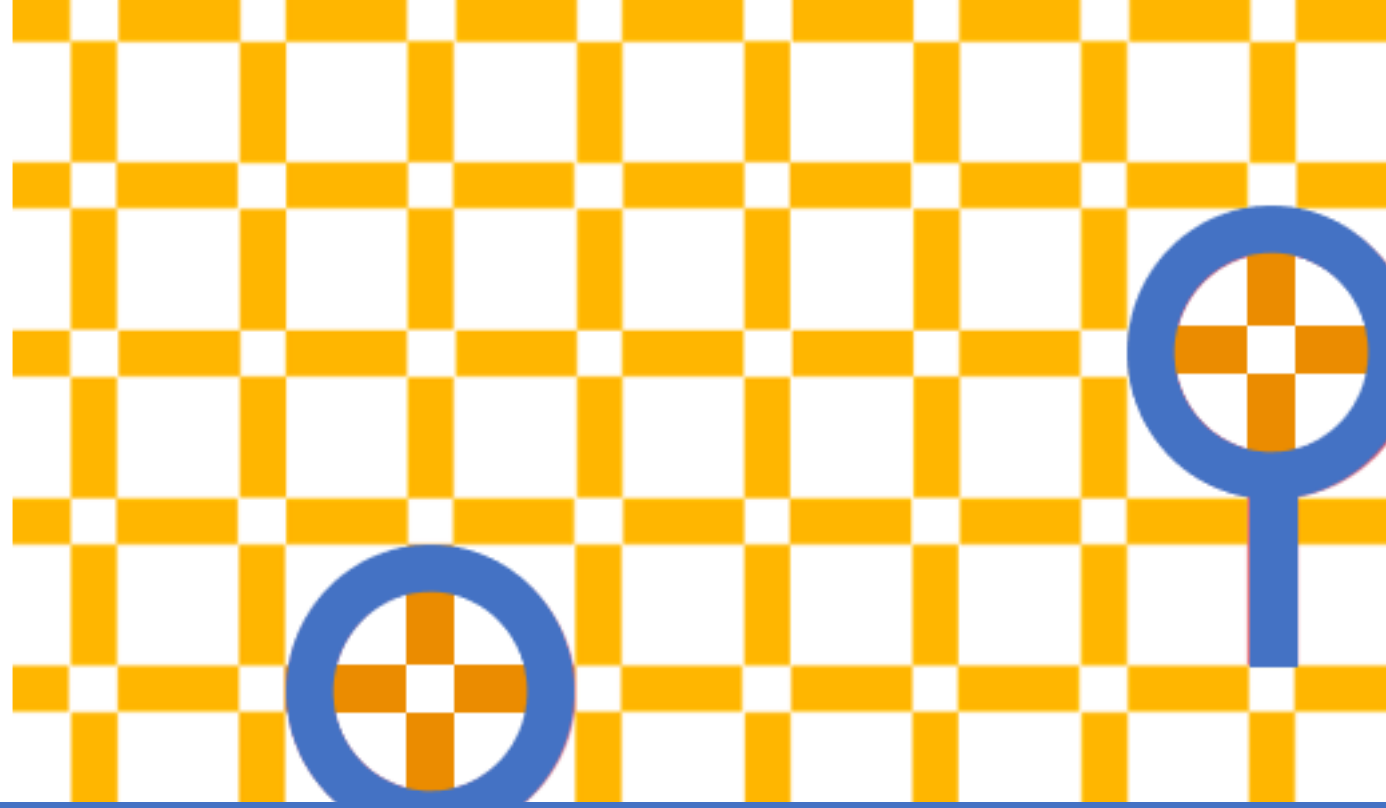
Short term improvement suggestions:

- Involvement of employer representatives/other HEI independent stakeholders in the evaluation
- Providing support to HEIs before they submit their request in order to have well established and worked out requests

Long term improvement suggestions include:

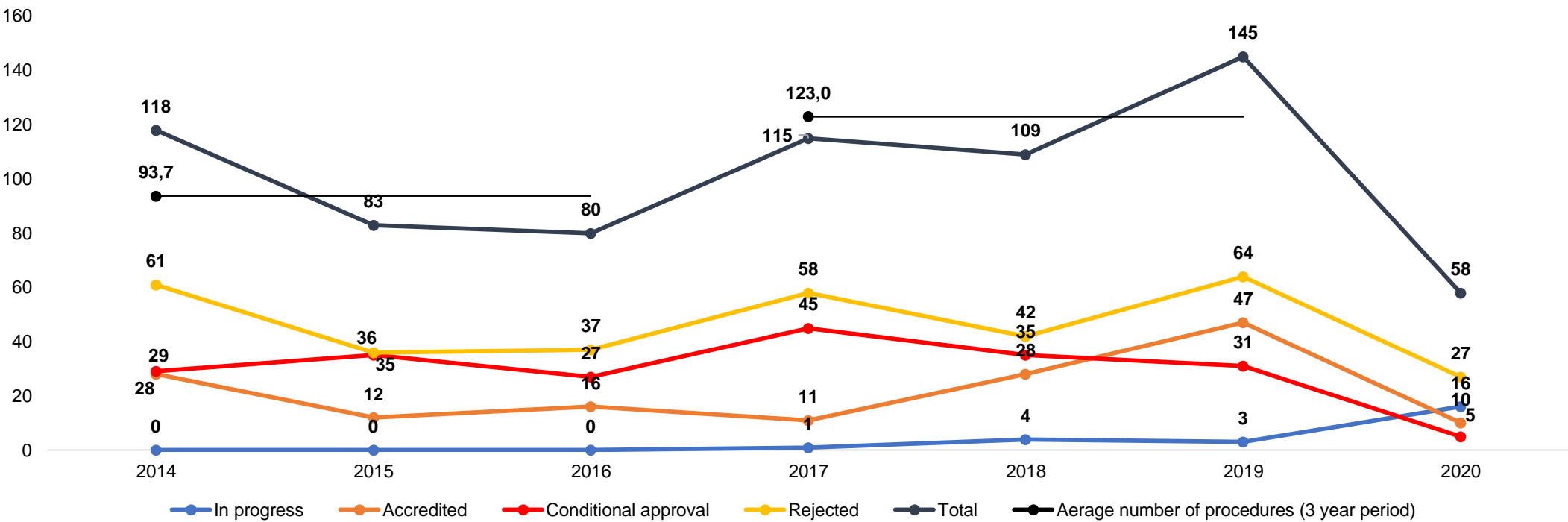
- Further digitalisation of the procedure, thus reducing the administrative burden on HEIs and HAC experts participating in the procedure
- Initiation of negotiations with relevant stakeholders to review the administrative/long/inflexible two step legal framework of programme establishment and launching

Launching a new study programme



The average annual number of procedures increased by 13 between 2014 and 2020 based on analysis of HAC administrative data

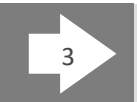
Number of procedures between 2014 and 2020, by type of outcome and average number



Average duration of the procedure: 3,5 months, no international benchmarks available



Average length of documents submitted by the HEIs (self-assessment report without annexes): 185 pages

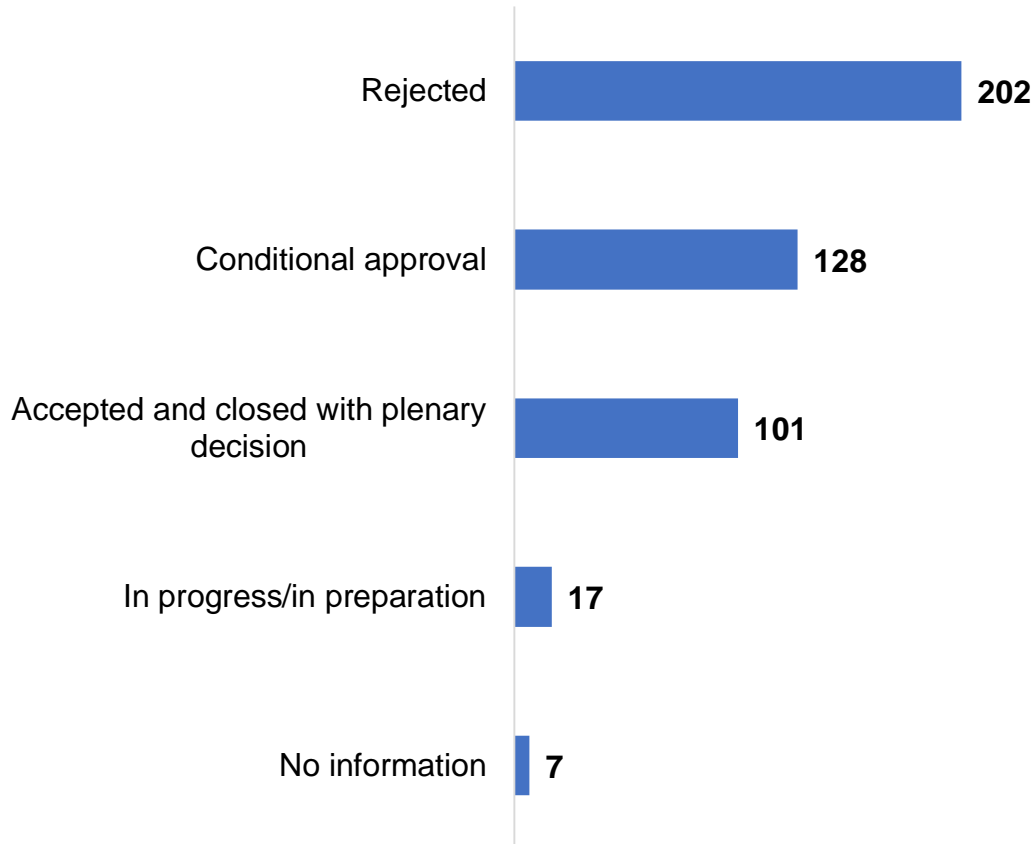


Half of the requests for establishing a new study programme were approved 53%

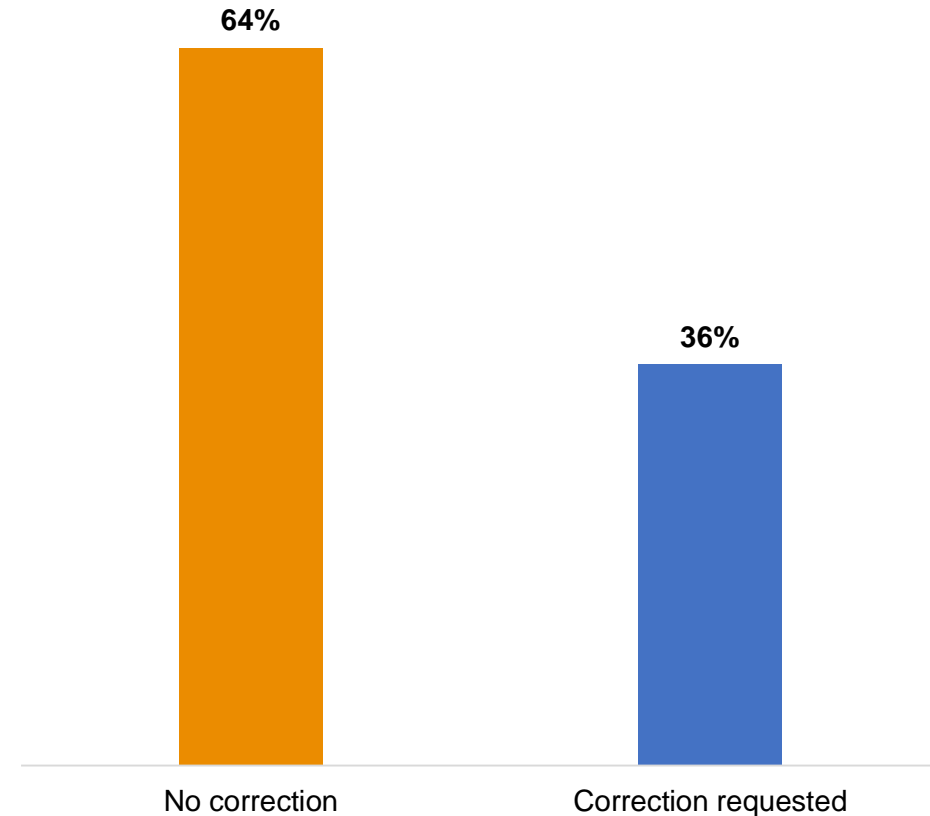


Out of all closed (431) cases, 47% was rejected, and 30% of all cases required clarification

Distribution of outcomes, 2017-2020 (total number: 455)

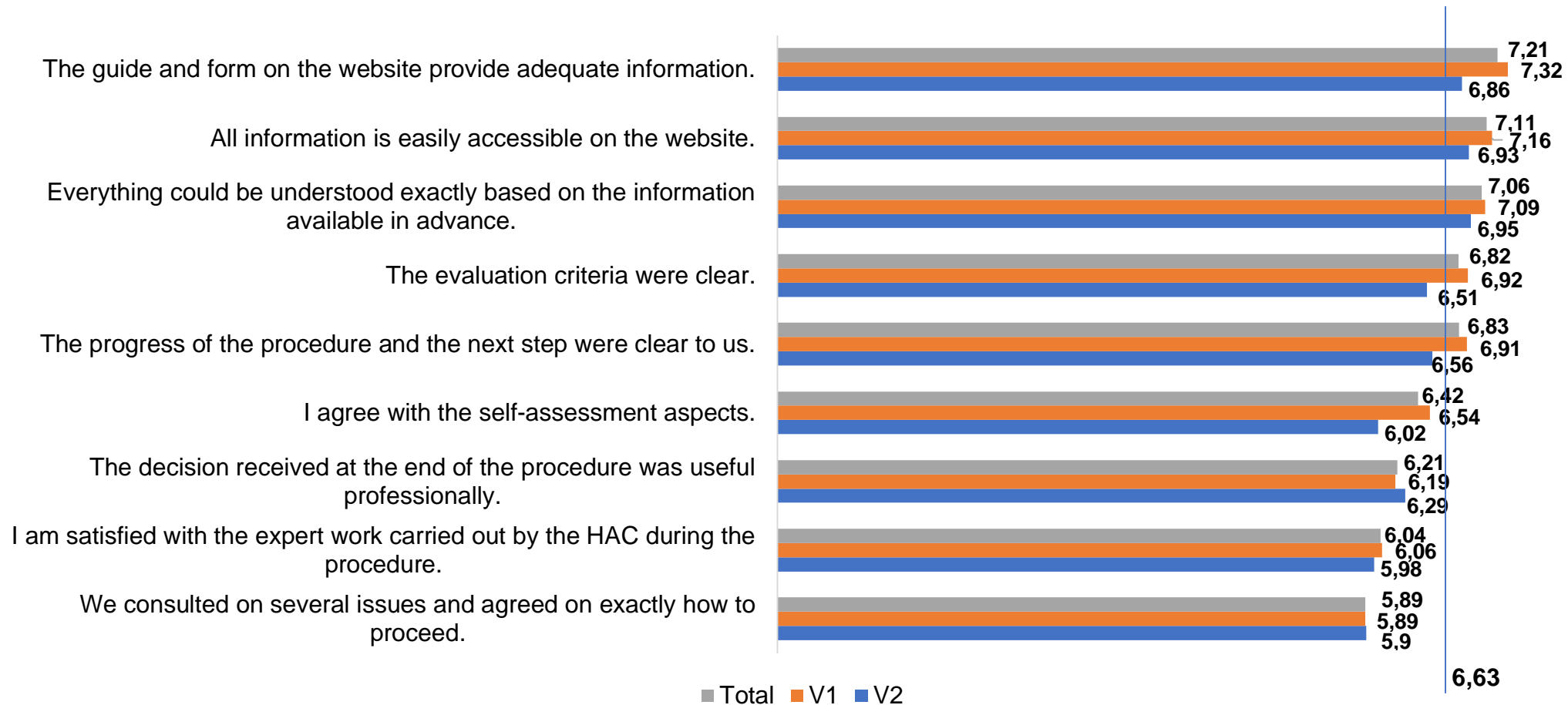


Number of clarification / supplementary document requests, 2017-2020



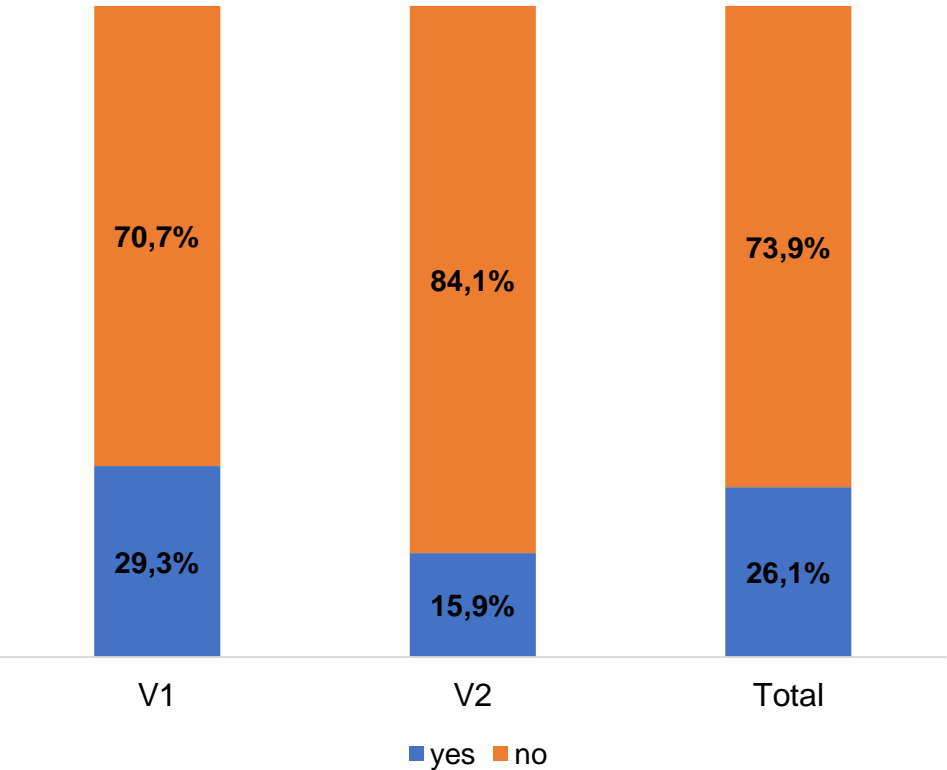
Institutional respondents' overall satisfaction with the procedure of launching a new study programme was the lowest of the examined 3 procedures (6,63); while respondents of the V1 group tend to be more satisfied than those of the V2 group

Respondents' average satisfaction with the below dimensions on a scale from 1 to 10 (1-not satisfied at all, 10-fully satisfied), average of 135-142 (V1) and 41-43 (V2), and total of 176-185 responses



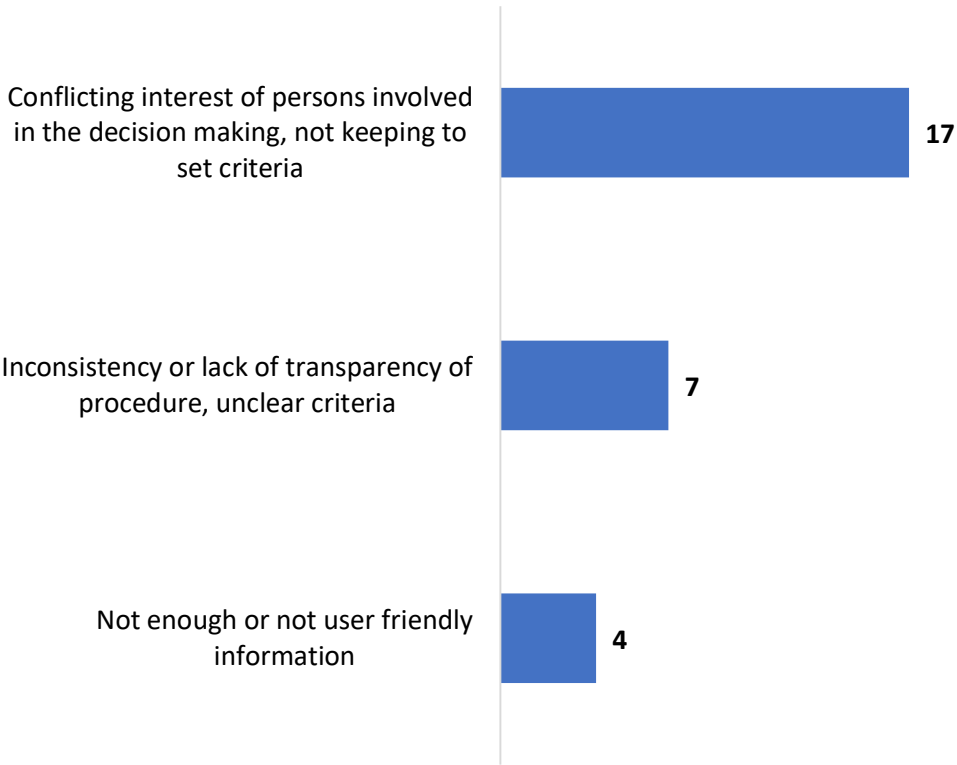
26% of institutional respondents encountered difficulty during the procedure of launching a new study programme

Have you encountered any problem, or difficulty during the launching a new study programme procedure?
(n=184)

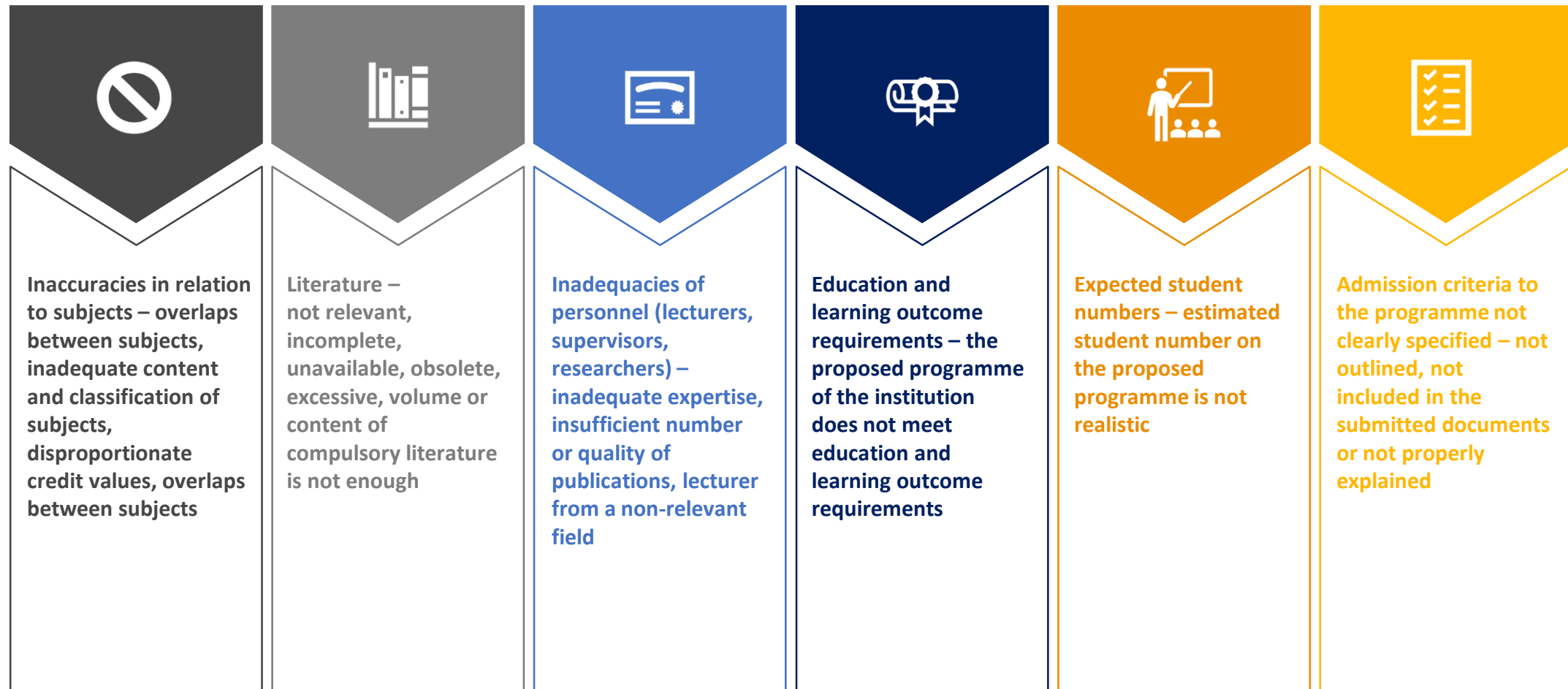


What problem or difficulty have you encountered?
(n=43)

Answers and their occurrence:

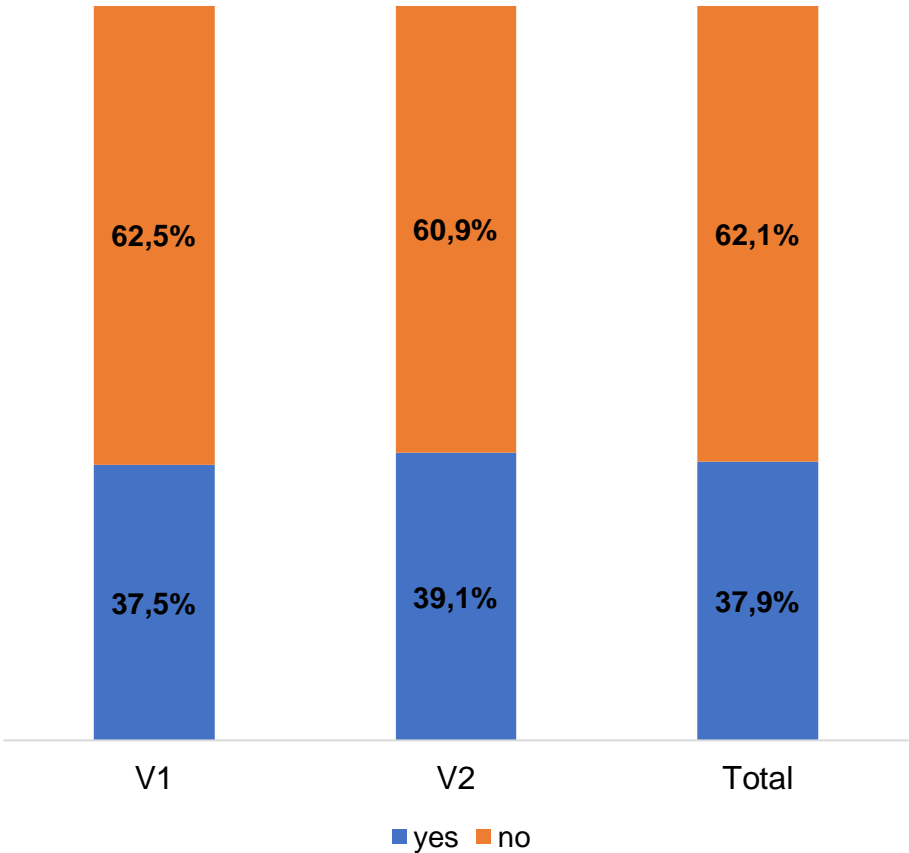


Based on the analysis of HAC decision texts, typical reasons of request rejection were the following



38% of institutional respondents would suggest modifications to the procedure of launching a new study programme, suggestions involve increasing the independence of reviewers

Would you modify anything in the launching a new study programme procedure? (n=182)



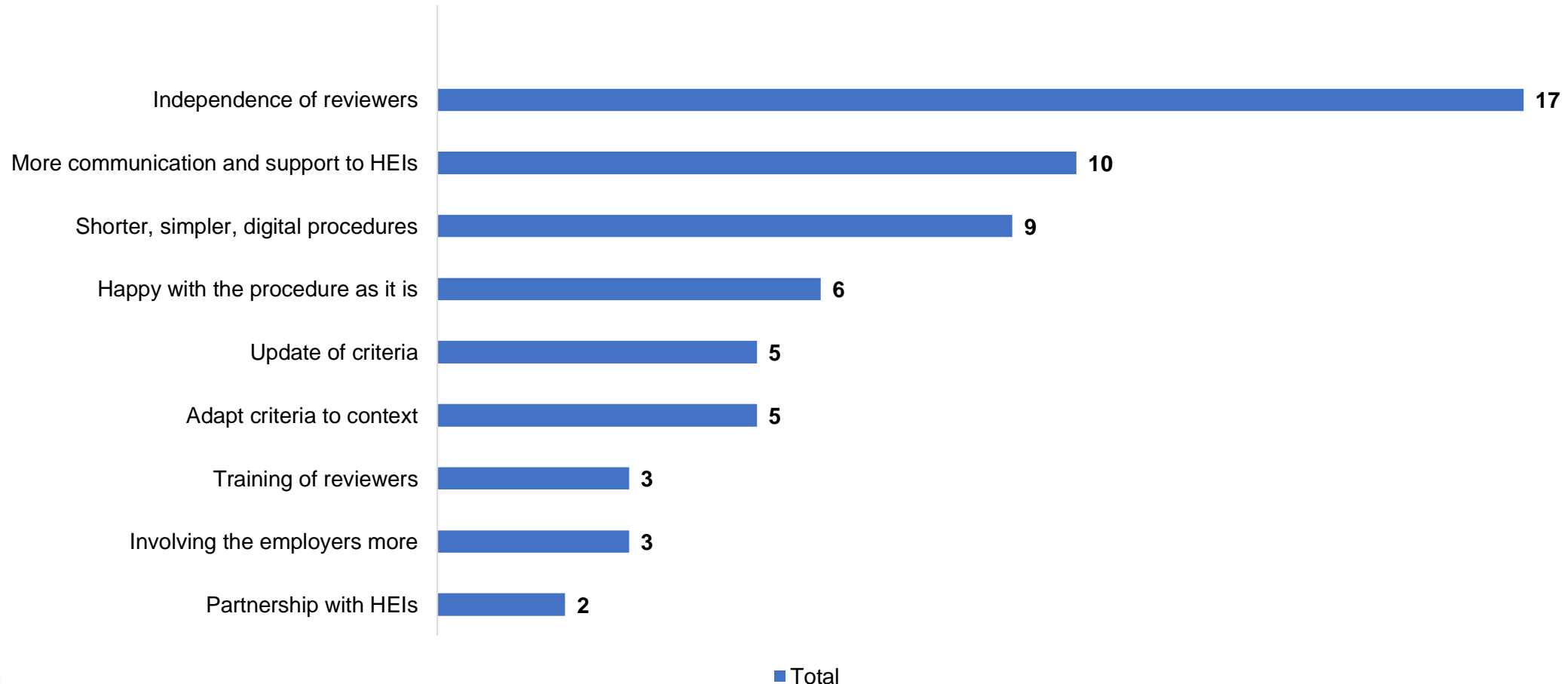
What would that be? (n=59)

Answers and their occurrence:

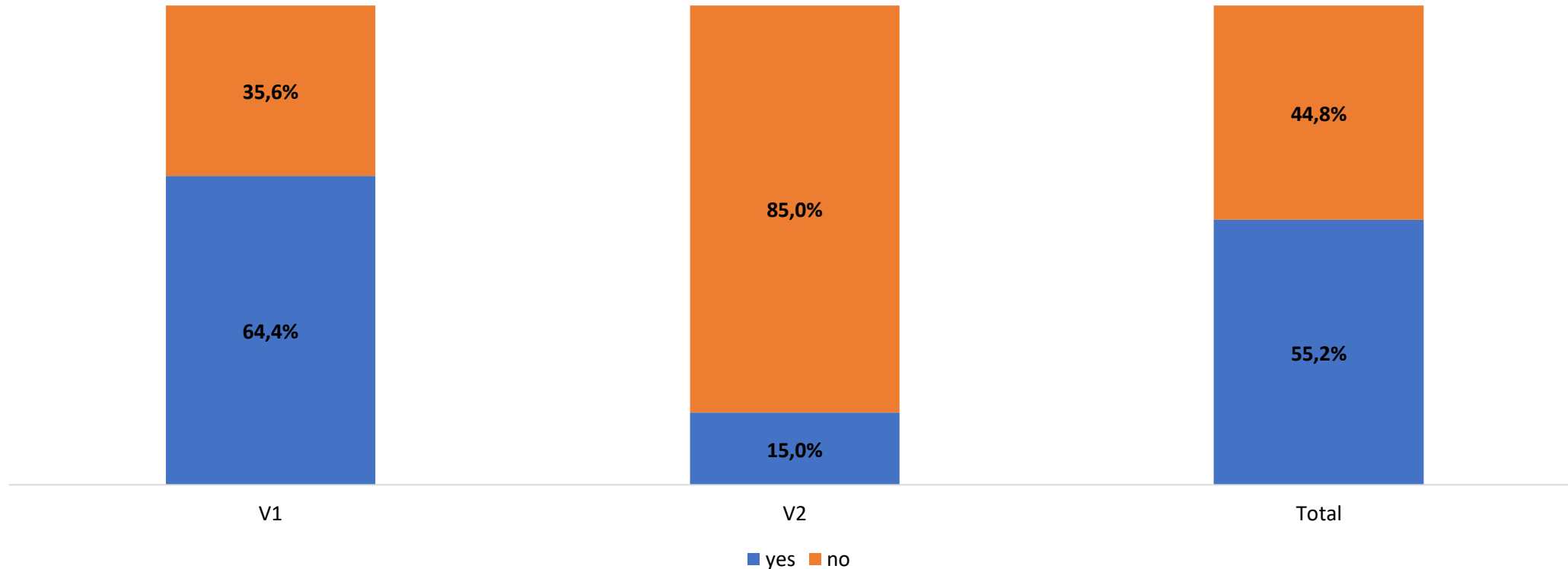


Institutional respondents suggest improving the procedure of launching a new study programme by increasing the independence of reviewers and by more HEI support

„Please elaborate on how HAC could improve the procedure of launching a new study programme” (n=99)



Institutional respondents' opinions are varying on separation of HAC procedure of launching a new study programme from the Educational Authority's licensing and certification procedure (n=414)



The ex-ante program accreditation carried out in Hungary is different from the European practice

Most countries use quality assessment cycles

Examined countries: Czech Republic, Denmark, Germany, Poland, Portugal, Slovenia, Spain, Switzerland

Number of examined quality assurance agencies: 10

Average validity of programme accreditation: 5,5 years

Most common legal consequence of the rejection: the programme can not be launched

All examined programme accreditation procedures were part of ongoing quality assessment cycles

Findings and conclusions about the procedure of launching a new study programme – strong need to review the procedure altogether

Strengths:

—

Weaknesses

- Lowest client (HEI) satisfaction (6,63)
- Highest rejection rate (47%)
- Highest rate of corrections of request (36%)
- Highest rate of HEI respondents suggesting modification (38%)

Conclusions

Short term improvement suggestions:

- Involvement of employer representatives/other HEI independent stakeholders in the evaluation
- Providing support to HEIs before they submit their request in order to have well established and worked out requests

Long term improvement suggestions include:

- Further digitalisation of the procedure, thus reducing the administrative burden on HEIs and HAC experts participating in the procedure
- Initiation of negotiations with relevant stakeholders to review the ex ante nature of the procedure (consider cyclic approach)
- Initiation of negotiations with relevant stakeholders to separate programme accreditation from registration and licensing procedure (independent HAC accreditation followed by registration/licensing procedure)



Perceptions of HAC



„The following 3 words come to my mind first in connection with HAC”

External



quality-71
quality assurance-52
check-46
bureaucracy- 39
launching-29
scientific-29
higher education-26
authority-26
university-19
slowness-18
administration-18
doctoral-17
professionalism-17

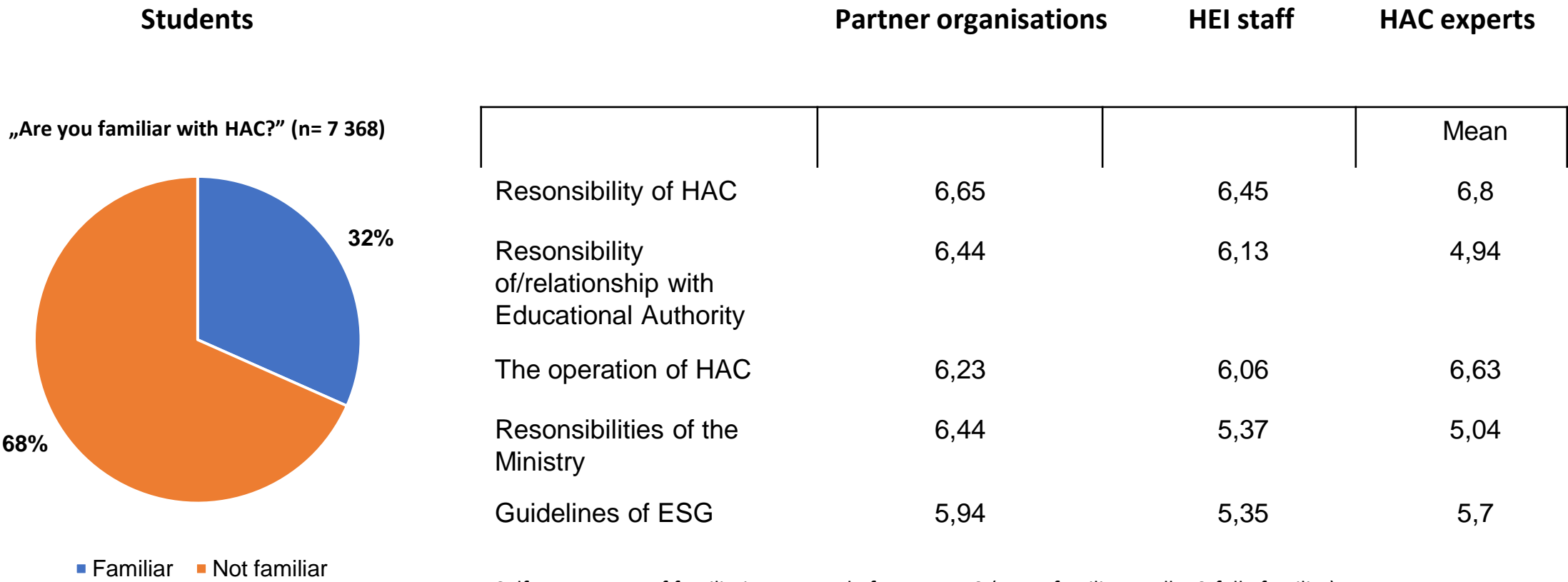
Internal



HEIs and partner organisation respondents
(number of words from HEI respondents: 1441,
of partner organisation respondents: 95)

HAC expert respondents
(number of words from HAC experts: 1216)

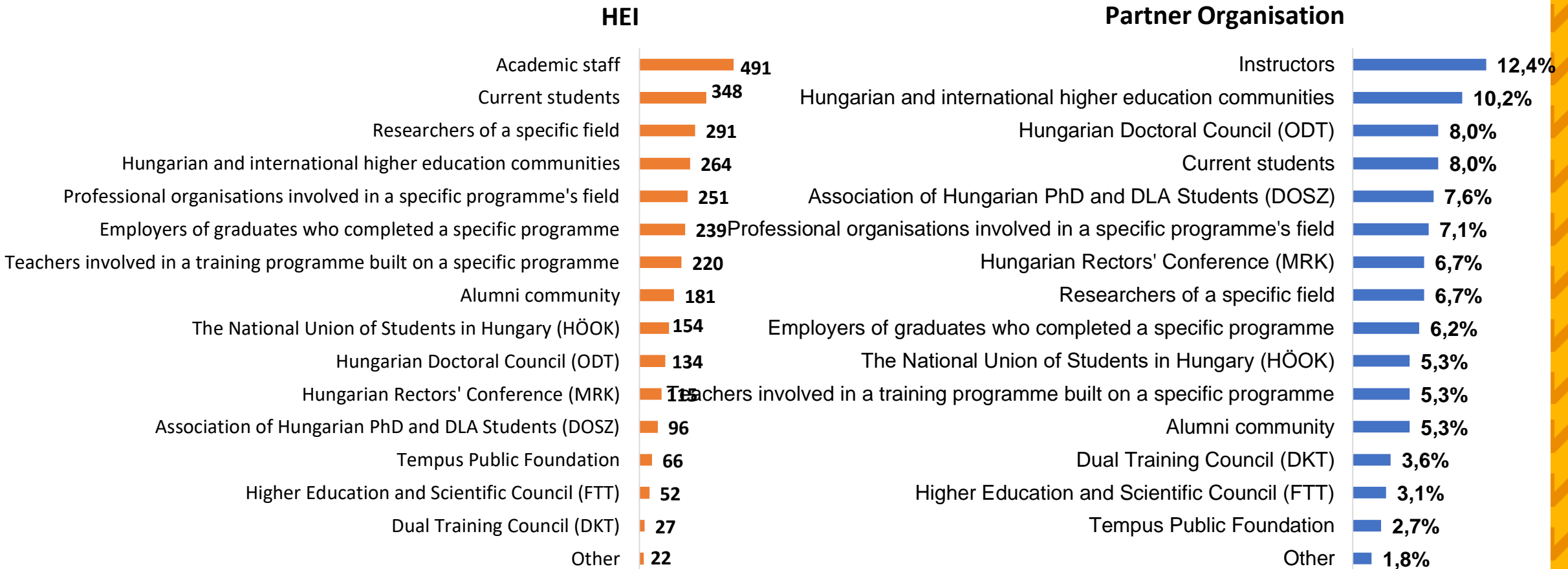
Based on respondents' familiarity with HAC and with the regulatory context of accreditation, more efficient and targeted communication is needed



Self-assessment of familiarity on a scale from 1 to 10 (1-not familiar at all, 10-fully familiar)
 (Number of respondents: partner organisations: 32-35, HEIs: 560-581, HAC experts: 431 - 455,)

Based on HEI staff and student respondents' views the most important stakeholders of higher education accreditation are:

Academic staff, current students, international higher education community, partner organisations of HAC, researchers, employers and alumni

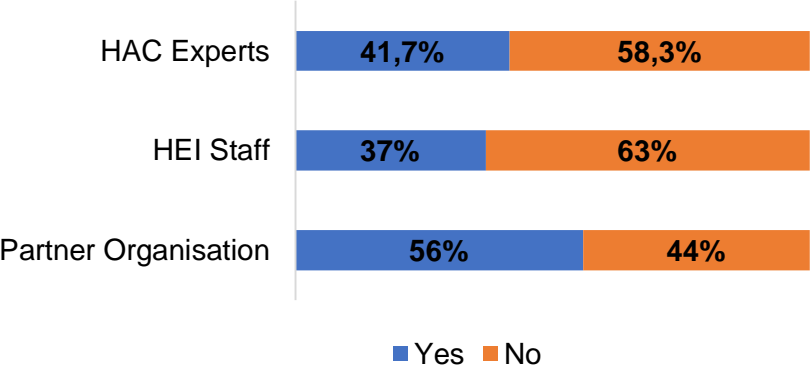


(total number of perceived stakeholders by HEI respondents: 2951)

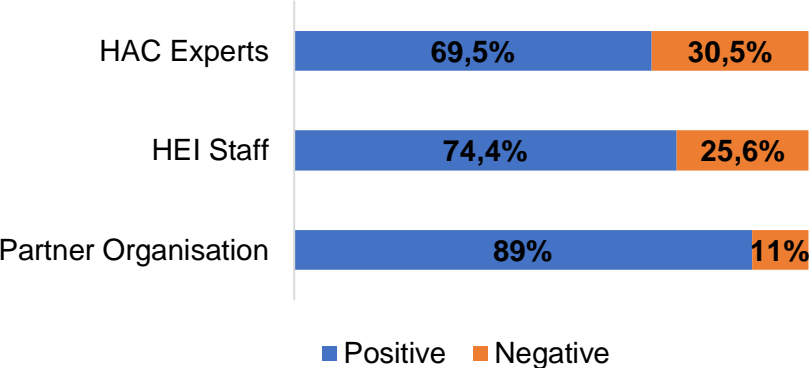
(total number of perceived stakeholders by partner organisation respondents: 235)

Majority of all surveyed external and internal stakeholders perceived positive changes due to the new leadership of HAC

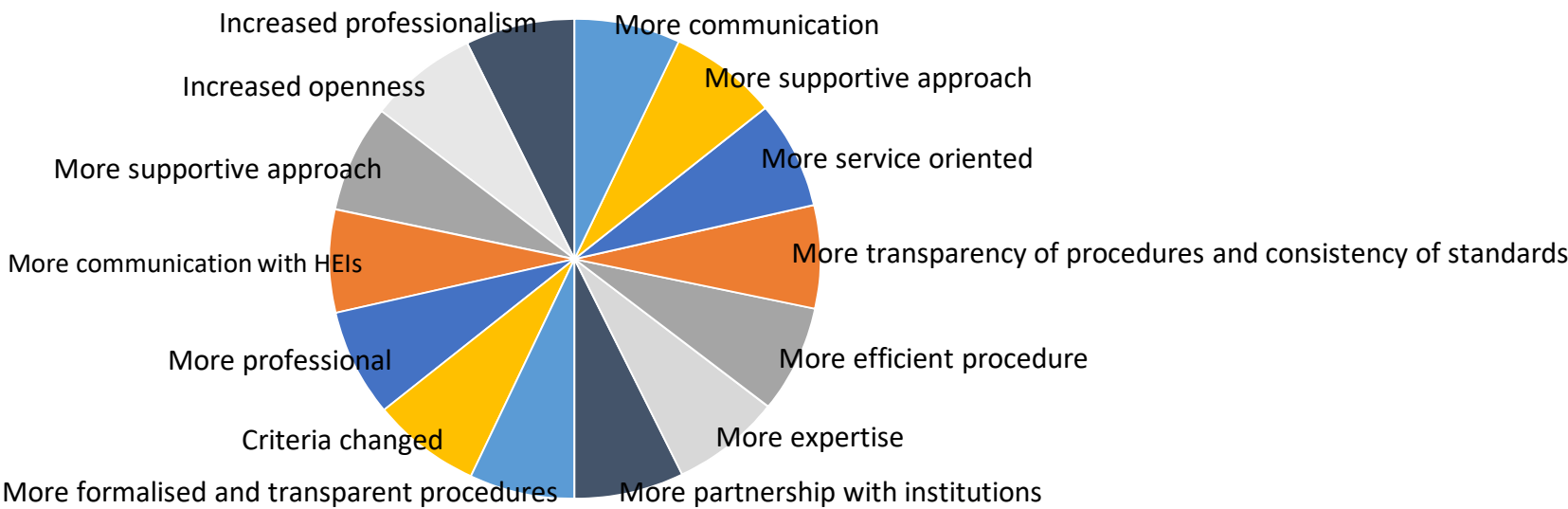
Change perceived



Perceived direction of change



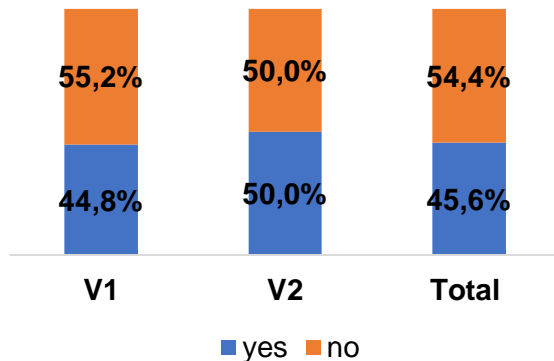
Aspects of change perceived



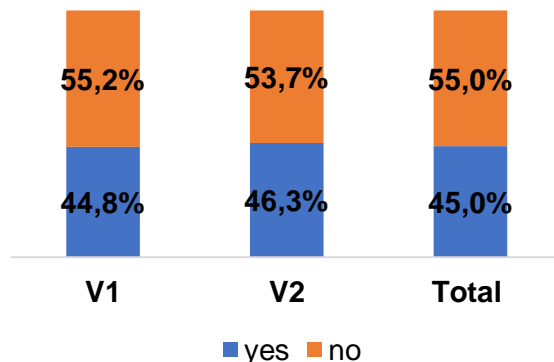
Respondents of HEIs are somewhat undecided about using HAC services if it wasn't obligatory, while the majority of partner organisation and HAC expert respondents see HAC's impact and contribution to HE quality development

Higher Education Institutions

Would you still use the services of the HAC if it was not a mandatory requirement? (n=446)



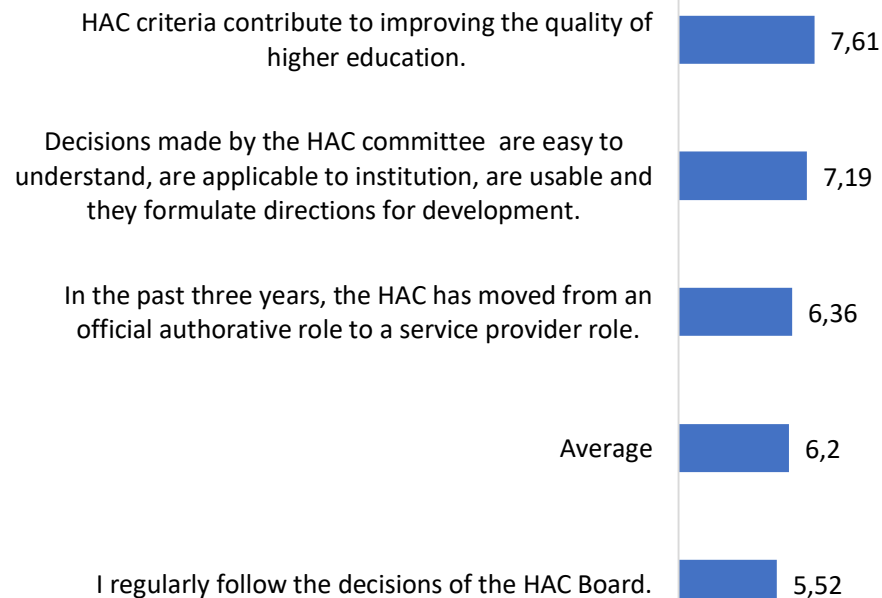
Would you consider using the services of a foreign accreditation agency? (n=442)



Partner Organisations

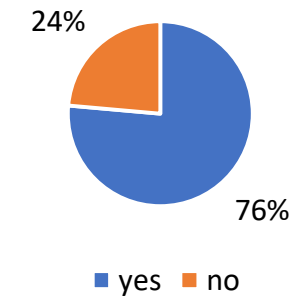
88% of Partner Organisation respondents indicated their organisation takes into account HAC's activities and results in their decision making

Respondents' agreement with the below statements on a scale from 1 to 10

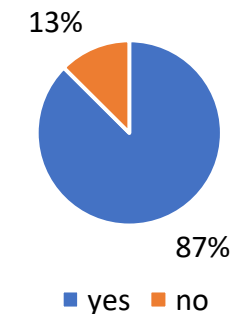


HAC Experts

„Do you perceive the impact of your activities in HAC on the quality of higher education?“ (n = 407)

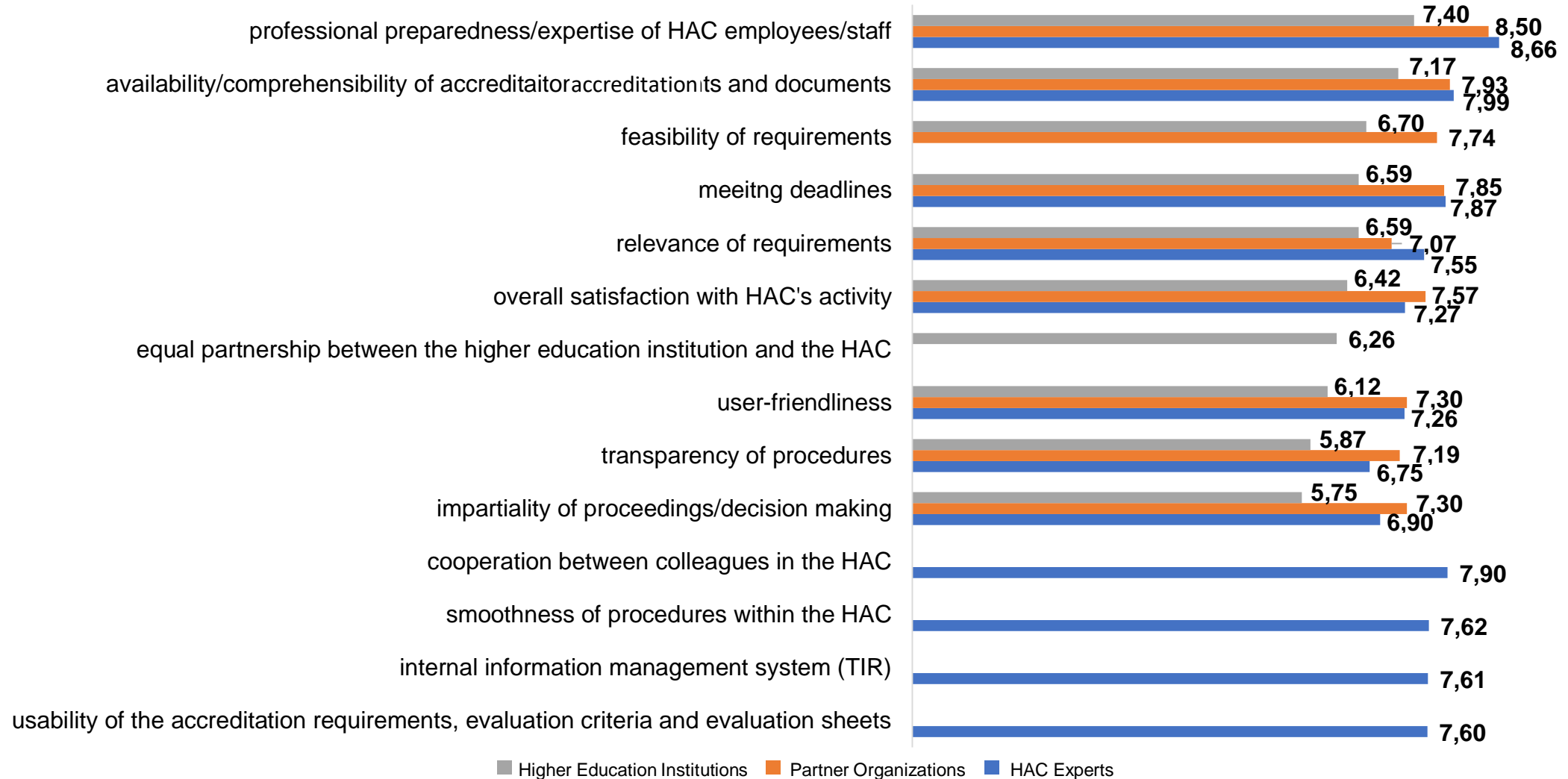


„In the activity for which you have been asked to perform, do you feel that you contribute to the operation, activity and organization of the HAC?“ (n = 289)



Satisfaction with aspects of HAC activities is in tendency lower for HEI respondents (clients) than for partner organisation respondents (by 1,09 on average) or than HAC expert respondents (by 1,04 on average)

„Please rate on a scale from 1 to 10 your satisfaction with the below aspects in relation to the HAC.” (1-not at all, 10-completely)



HEI respondents find that the most important value creating activities of HAC are realising quality evaluation procedures and providing internationally compatible standards

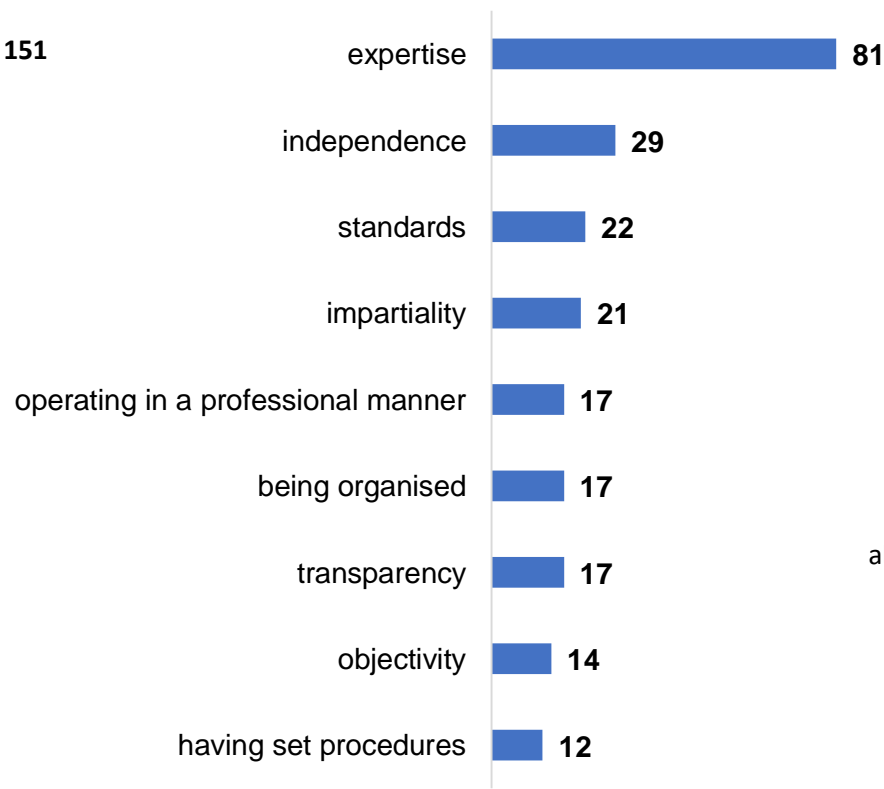
„In your opinion HAC represents which values?“ (n=296)

Answers and their occurrence:



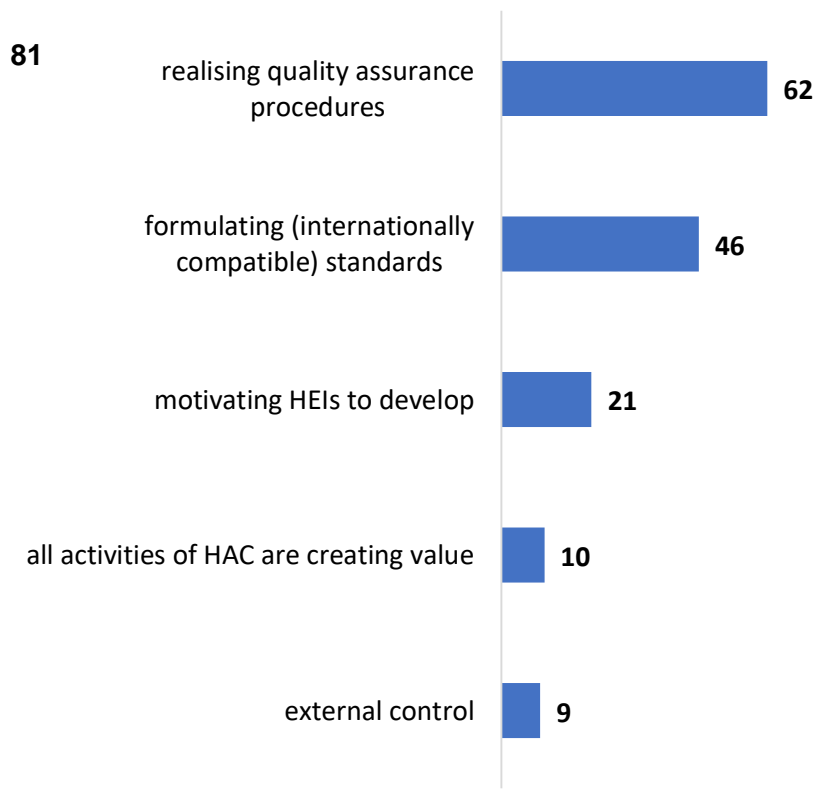
„In your opinion what are the strengths of the HAC as an organisation?“ (n=285)

Answers and their occurrence:



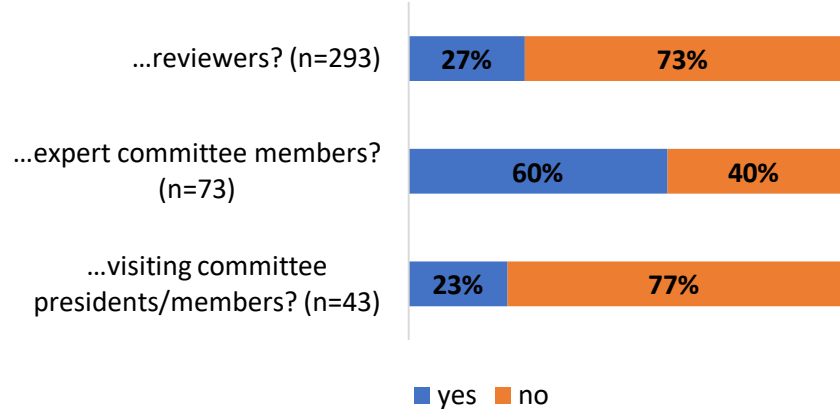
„In your opinion which activity of the HAC has a value creating effect?“ (n=279)

Answers and their occurrence:

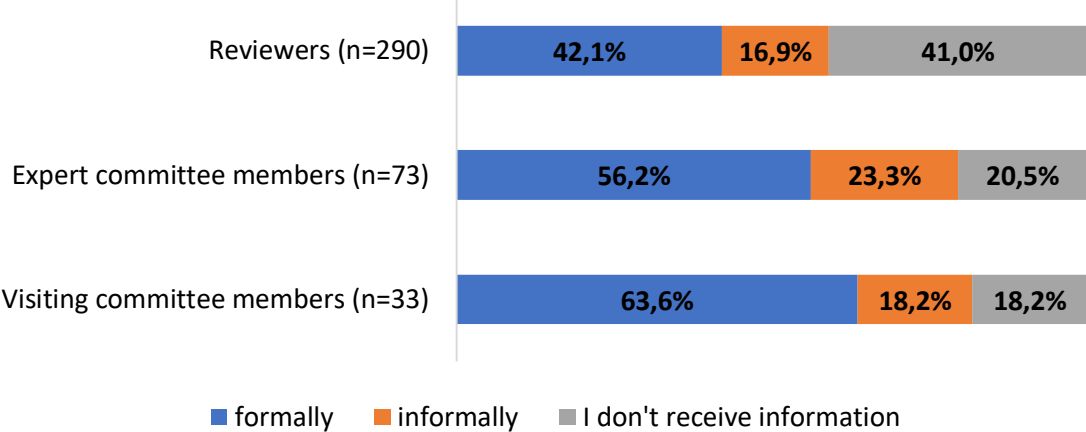


HAC expert respondents often indicated lack of awareness about the procedure of their selection, about their duties and the outcomes of procedures concerned, yet overall satisfaction with communication within HAC is high (7,45)

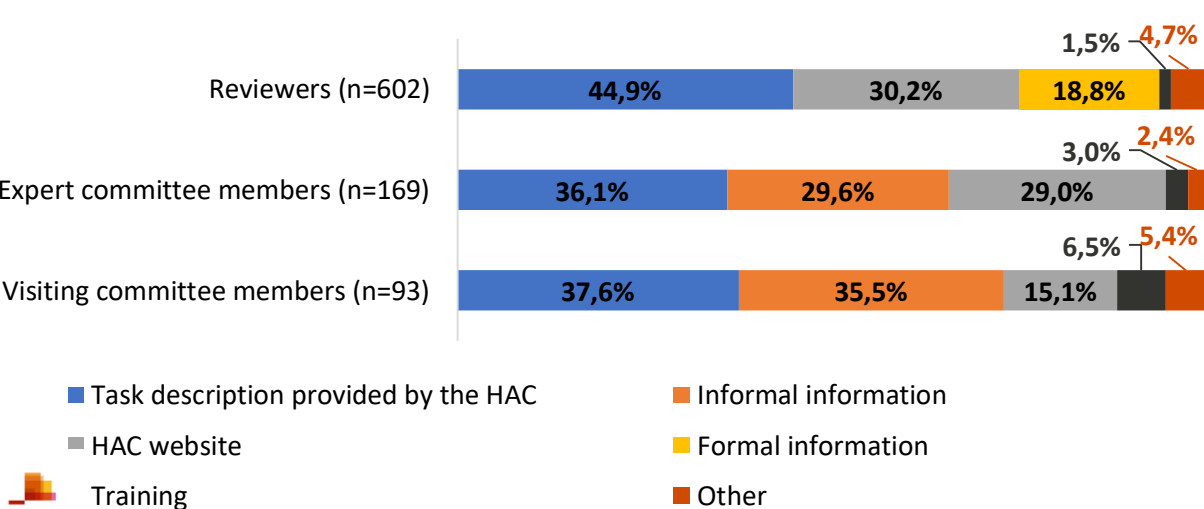
Are you aware of the procedure for selecting...



How are you informed about the outcome of the procedure?



How do you find out about the duties of the visiting/expert committee president/member/reviewer?

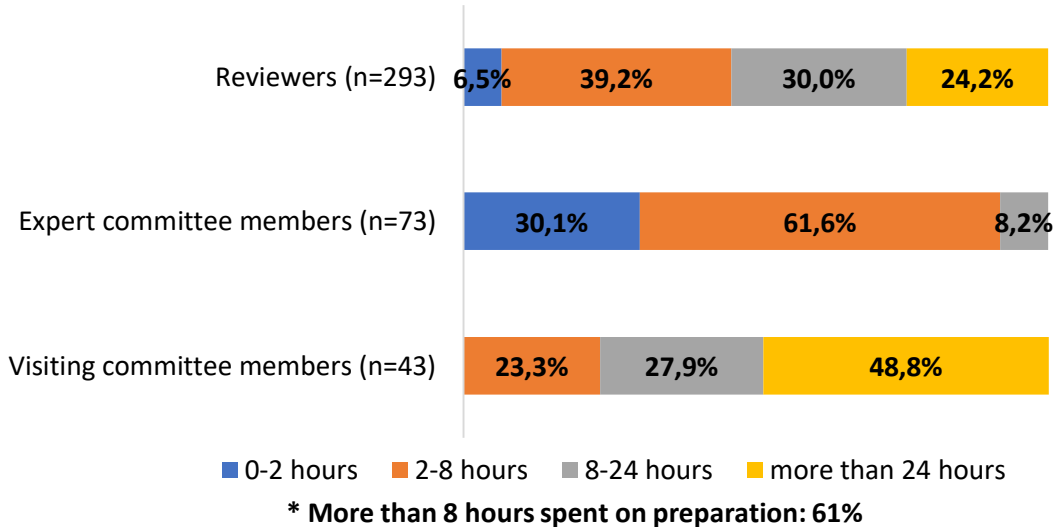


„Please indicate on a scale from 1 to 10 your satisfaction with the communication and contact between the...” (1-not satisfied at all, 10-fully satisfied)

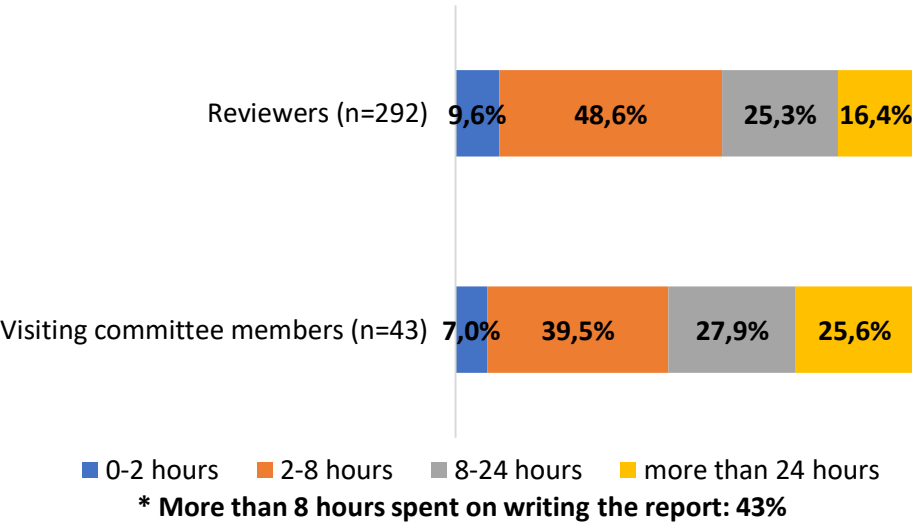


HAC expert respondents' perception is that the workload is high (61% prepare for and 43% write reports for more than 8 hours) and the commission fees are not appropriate (71%)

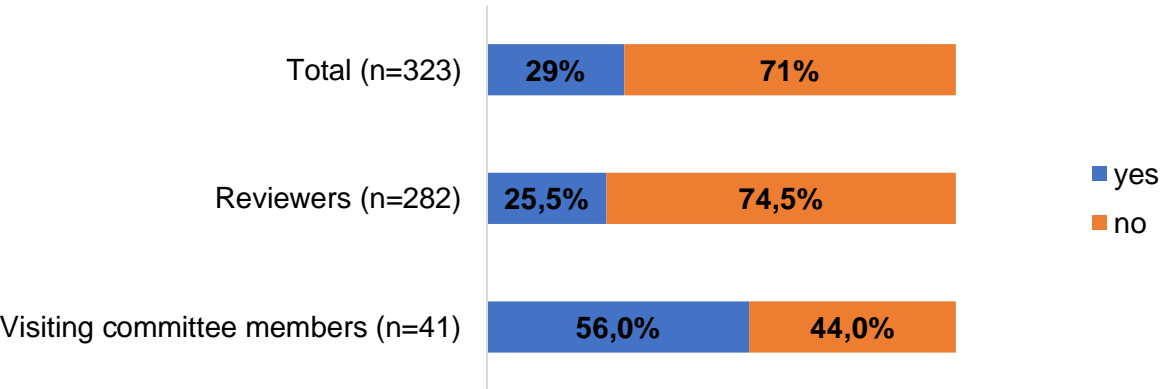
On average, how much time do you spend on preparing for the procedure/meeting/review?



On average, how much time do you spend on writing the report?

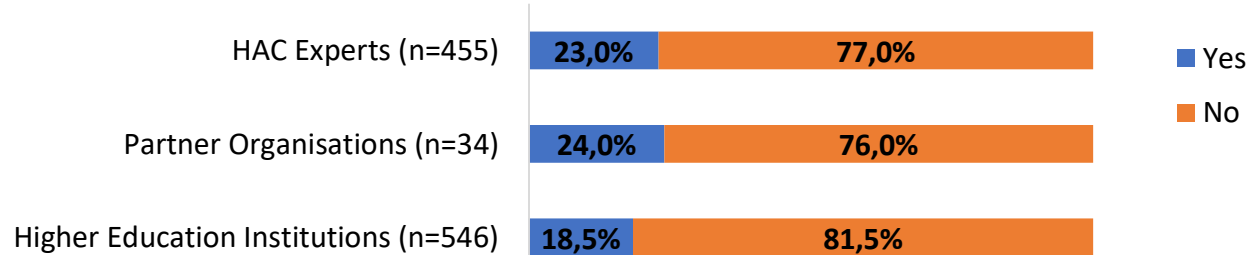


Do you consider the commission fee to be appropriate?

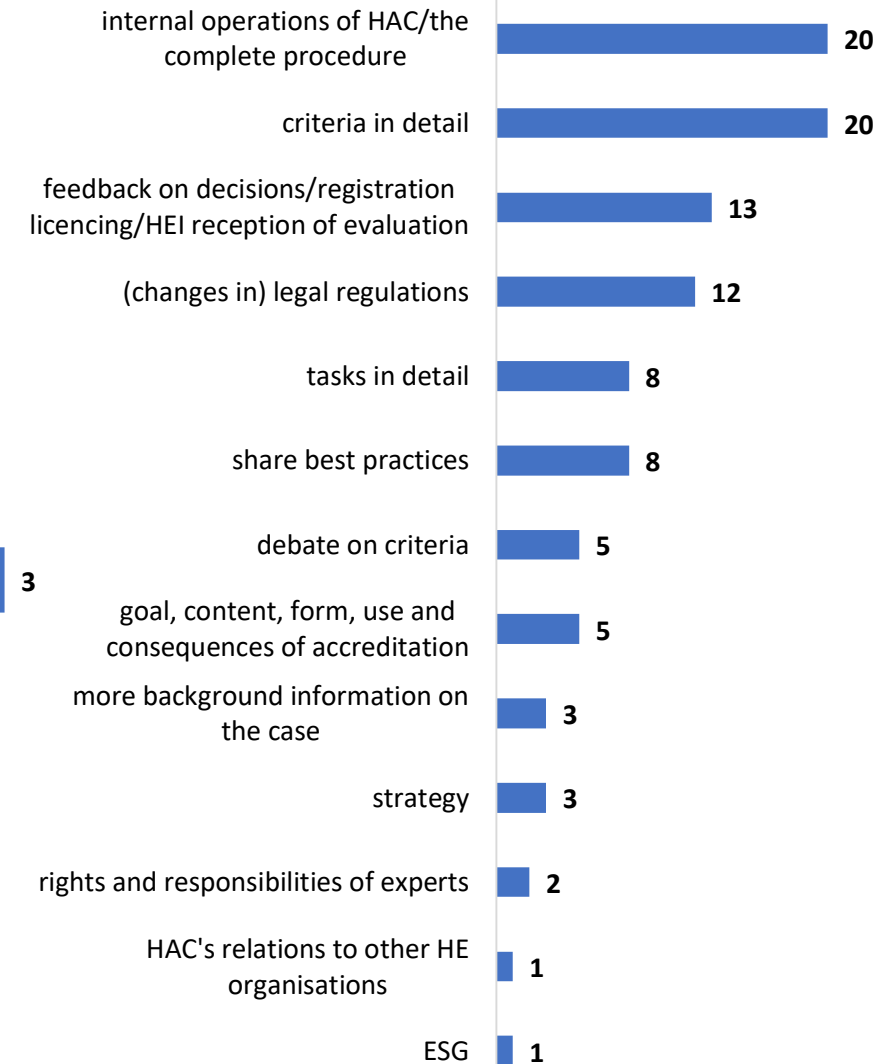


Less than 25% of respondents indicated missing information, primarily on criteria of evaluation

Is there any information you are missing connected to your relationship with the HAC?

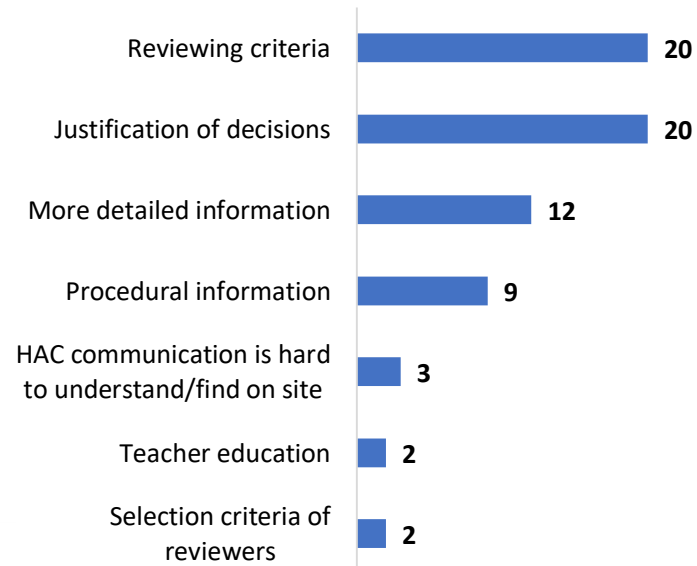


HAC Experts

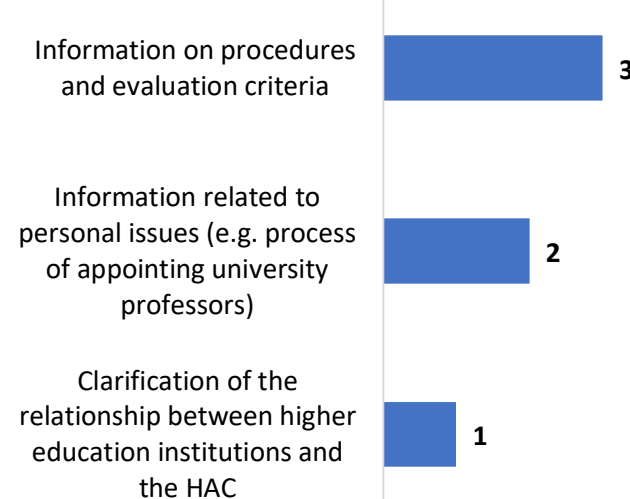


What information have you been missing?

Higher Education Institutions



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