

Translations for the MAB self-assessment report 2022

Footnote 7: Annex 1 of Act CCIV of 2011 on National Higher Education

State-accredited universities of Hungary

	A	B	C
1	I. UNIVERSITIES		
2		I/A. State universities	
3			Budapest University of Technology and Economics, Budapest
4			Eötvös Loránd University, Budapest
5			Franz Liszt Academy of Music, Budapest
6			Hungarian University of Fine Arts, Budapest
7			National University of Public Service, Budapest
8		I/B. Non-state universities	
9			Andrássy University Budapest, Budapest
10			University of Veterinary Medicine, Budapest
11			Corvinus University of Budapest, Budapest
12			University of Debrecen
13			Debrecen Reformed Theological University, Debrecen
14			Eszterházy Károly University, Eger
15			Lutheran Theological University. Budapest
16			Károli Gáspár University of Reformed Church, Budapest
17			Central European University, Budapest
18			Hungarian University of Agriculture and Life Sciences, Gödöllő
19			Hungarian Dance Academy, Budapest

20		University of Physical Education, Budapest
21		University of Miskolc, Miskolc
22		Moholy-Nagy University of Art and Design, Budapest
23		Óbuda University, Budapest
24		Budapest University of Jewish Studies, Budapest
25		University of Pannonia, Veszprém
26		Pázmány Péter Catholic University, Budapest
27		University of Pécs, Pécs
28		Semmelweis University, Budapest
29		University of Sopron, Sopron
30		Széchenyi István University, Győr
31		University of Szeged, Szeged
32		University of Theatre and Film Arts, Budapest
33	II. NON-STATE UNIVERSITIES OF APPLIED SCIENCES	
34		Budapest Business School, Budapest
35		Budapest Metropolitan University, Budapest
36		University of Dunaújváros, Dunaújváros
37		Edutus University, Tatabánya
38		Gál Ferenc University, Szeged
39		Kodolányi János University, Székesfehérvár
40		Milton Friedman University, Budapest
41		John von Neumann University, Kecskemét
42		University of Nyíregyháza, Nyíregyháza

43		University of Tokaj, Sárospatak
44	III. COLLEGES	
45	III/A. State colleges	
46		Eötvös József College, Baja
47	III/B. Non-state colleges	
48		The Gate of Dharma Buddhist College, Budapest
49		Adventist Theological College, Pécel
50		Apor Vilmos Catholic College, Vác
51		Baptist Theological Academy, Budapest
52		Bhaktivedanta Theological College, Budapest
53		Győri Theological College, Győr
54		Budapest Contemporary Dance Academy, Budapest
55		Theological College of Eger, Eger
56		Theological College of Esztergom, Esztergom
57		Gábor Dénes College, Budapest
58		IBS International Business School, Budapest
59		Pápa Theological Academy of the Reformed Church, Pápa
60		Theological College of Pécs, Pécs
61		Pentecostal Theological College, Budapest
62		Sapientia School of Theology, Budapest
63		Sárospatak Theological Academy of the Reformed Church, Sárospatak
64		Sola Scriptura Theological College, Biatorbágy
65		St Athanasius Greek Catholic Theological Institute, Nyíregyháza

66		Szent Bernát Theological College, Zirc
67		Szent Pál Academy, Budapest
68		Tomori Pál College, Budapest
69		Archiepiscopal Theological College of Veszprém, Veszprém
70		Wekerle Business School, Budapest
71		John Wesley Theological College, Budapest

Footnote 16: Hungarian Higher Education Planning Board

The Higher Education Planning Board, which belongs to the minister responsible for higher education, provides suggestions and advice on higher education development-related issues. The Board gives an opinion on whether the inclusion of the academic programme in the list of higher education qualifications is justified from a labour market and employment point of view.

Members of the Higher Education Planning Board:

The mandate of the member of the Board has expired and the delegation of new members is in progress.

The secretarial duties of the Higher Education Planning Board are performed by the Department of Authorisation and Register of the Educational Authority. Requests of programme establishment in higher education institutions are to be submitted via office gates (in case of temporary absence or malfunction of the service it should be posted in one original copy to the address 1363 Budapest, post office box 19.) or in electronic form sent to ftt@oh.gov.hu email address.

Footnote 17: Government Decree 121/2013 (IV. 26.) on the Educational Authority, Articles 3 (d) and 16

Article 3 The Government shall designate the Educational Authority

d) the body responsible for the operation of the Higher Education Information System (hereinafter referred to as "FIR")

Article 16 (1) The Authority shall, as the body keeping the register of higher education institutions pursuant to Articles 67, 68, 76-78 and 96 of the National Act on Higher Education, perform the registration tasks related to the operation of Hungarian and foreign higher education institutions and those participating in the provision of public services, as well as professional bodies, and shall conduct the procedures.

(2) The Authority shall conduct the central higher education admission procedure.

(3) The Authority shall authorise the production and distribution of diploma and diploma supplement forms pursuant to Section 68(3) of the National Higher Education Act.

(4)

(5) The Authority, as the body responsible for the registration of the conditions for the Hungarian State scholarship, shall perform the tasks related to the registration of the conditions for the Hungarian State (part) scholarship.

(6) The Authority shall conduct official inspections and shall participate in the legality control procedure of non-state higher education institutions and – with the exception provided for in Article 76(6) of the National Higher Education Act - foreign higher education institutions and – upon the decision of the Minister responsible for higher education – of the activities falling within the scope of the basic activities of higher education provided for in Article 65(1) and Article 66(1) of the National Higher Education Act.

(7) The Authority shall participate in the implementation of the student competency assessment ordered by the Minister responsible for higher education pursuant to Article 64(2)(e) and Article 64(3)(b) of the National Higher Education Act.

Footnote 20: Act CCIV of 2011 on National Higher Education, Article 67 (3(a, c, e)), (4)

Article 67 (3) The Educational Authority shall proceed in matters relating to

- a) the authorisation of the operation of higher education institutions and community based higher education centres, as well as the five-yearly review of their operating authorisations,
- b)
- c) the launch of programmes,
- d)
- e) the establishment of doctoral schools and launching doctoral training, as well as launching a doctoral school in a new discipline,

Article 67 (4) In the procedures specified in points (a) and (e) of paragraph (3), and in the case of the launch of bachelor's and master's programmes and higher education vocational training in accordance with point (c) of paragraph (3), the Educational Authority shall obtain the opinion of MAB. The education authority is bound by the MAB's expert opinion in the case of the establishment of a master's degree course in the procedure under paragraph 3(c) and in the procedure under paragraph 3(e).

Footnote 23: Information on the National Union of Students in Hungary (HÖOK)

HÖOK - About us

The National Union of Students in Hungary (HÖOK) is a nationwide representative organisation of student councils of Hungarian higher education institutions (HEIs) based on democracy. Its members are student councils functioning in the country's state and state-accredited non-state higher education institutions.

To ensure the comprehensive development of Hungarian higher education, HÖOK performs higher education and youth political tasks which cannot be solved at institutional and regional level. HÖOK also feels responsibility for Hungarian students across the border and helps to promote the interests of Hungarian students at national and international levels, paying special attention to members of the European Union.

In the above-mentioned areas, it initiates legislation and delivers opinion on draft legislations and organises professional lectures and debate sessions. It also helps and promotes the flow of information between its members.

Its members are represented countrywide and at international forums. It cooperates with other national and international organisations of higher education and youth representation of interest.

Footnote 24: Information on the Association of Hungarian PhD and DLA Candidates (DOSZ)

DOSZ (Association of Hungarian PhD and DLA Candidates) represents the interests of doctoral students in different higher educational, political and social forums since 1994. In 2012, the formerly Union underwent a comprehensive change of its organizational form. Article 63 of Act CCIV of 2011 on National Higher Education provided for the elevation of the National Association of Doctoral Students to the status of a public body and established doctoral student councils in the 28 higher education institutions running doctoral programmes. The association participates in the work of the Higher Education Roundtable, the Hungarian Rectors' Conference, the Hungarian Accreditation Committee and the Hungarian Doctoral Council (non-exhaustive list). It maintains an active relationship with the following: Hungarian Academy of Sciences, higher education trade-unions, National Union of Students in Hungary and national and cross-border higher education and research institutions.

Besides advocacy related tasks the association performs other important and mentionable tasks. In 2013, the establishment of the system of scientific departments began. In these departments the Hungarian and the cross-border PhD and DLA students can perform activities according to scientific area and branch classifications to achieve organisational and peer success. Today, DOSZ has 20 scientific departments and around 500 young researchers available to society and science. Within the departments, members can be part of scientific and professional networking events and research in a young, active and ambitious environment.

DOSZ takes an important role in the organisation of science as well. They have been organizing the "world meeting" of young Hungarian researchers for almost two decades now, an international, scientific conference called the Spring Wind Conference, intended to provide possibility for PhD

candidates from all fields of research to present the summary of their research activity, has become unique among other conferences.

Students starting their studies in doctoral programmes are of high importance to DOSZ that is why a summer camp is organised every year where they get to know the organisation and the possible opportunities offered by the programme. To deepen the understanding of their rights and responsibilities legal aid service is available. In the last few years, at the event called „Milestone” the members of scientific departments could hold annual assessments and exchange experiences and opinions.

The organization is actively engaged in tender activities and is constantly looking for new opportunities. An important role of DOSZ as a mediator to serve as a connection point between young people in the academic sphere and in the competitive and public sectors. The association is open to all opportunities of cooperation and welcomes the application of all partners from relevant fields. The association has started to expand its social and economic relationships by representing modern, up-to-date science. It plays an important role in the work of international doctoral students’ organisation, aiming to provide further reinforcement.

The mission of DOSZ, as a socially integrated organisation, is to provide information about the opportunities they have, support their work, and form a consciously growing community dedicated to science.

Footnote 26: Mission statement of the Dual Training Council

It is safe to say that Hungarian higher education is one of the most successful among the sectors of the national economy. Therefore, we think it is not an in-depth reform but a „speed of change” what is needed to further development in higher education. We aim to create a higher education which fulfils the demands of the labour market in a high-quality manner and is able to respond to global challenges through students, teachers and institutions having rising competences of international level. To enhance the competitiveness of higher education the strengthening of the dual training program is an important step.

Dual training is a form of training in practise demanding academic programmes, in which practical trainings at professionally qualified organizations increase students' professional competencies, corporate operating knowledge and help their corporate socialization by their curricular content, structure and increased number of hours to be spent in qualified partner organizations. Dual training is an alternative form of education in higher education aiming to satisfy the socio-economic demands which benefits all relevant participants in society.

In accordance with the expectations of employers, the introduction of dual training creates a flexible form of education which can respond the requirements and changes of the labour market in a short period of time. During the programme students acquire such work experience, abilities and skills putting them in a deliberately advantageous position at employers. The cooperation of higher education institutions with the partner organisation and its specialists providing the practical training enables more efficient and higher-level training. Lastly, given the shorter social burden of dual training, it can also suit better the society's expectations of the higher education system. Moreover, it is not a negligible aspect that the costs of training are shared between the state and the economic sector.

The mission of the Dual Training Council is to contribute to the formation of a quality and performance based higher education through quality assurance.

The Dual Training Council, based on law authorization, develops the assessment criteria for the curriculum of bachelor's and master's degree programmes adapted to its output requirements. Furthermore, it develops the assessment criteria regarding quality of the organisation and the specialist of the organisation participating in the training programme. The compliance with requirements mentioned above enables the given educational department defined in the National Higher Education Fundamental Law to launch its own bachelor's and master's degree programmes in a dual training form registered in the Educational Authority. In response to the request of either the minister or the Educational Authority, the Council provides an expert's opinion, prepares analyses and conducts research serving as the base of education policy decisions.

The Council regarding the launching of the programmes shares the collective opinion by its representatives. The aim of Dual Training Council is to extend the variety of training programmes and to increase the number of participants to provide more dual programmes with interesting and rich practical trainings in higher education.

Footnote 33: Act CCIV of 2011 on National Higher Education, Article 67 (4b)

Article 67 (4b) In the procedures under point e) of paragraph (3) and, in cases involving the launch of a bachelor, master or tertiary vocational programme, the procedure carried out under point c) of paragraph (3), the higher education institution may propose an expert other than the one specified in paragraph (4), provided that it is a full member of the European Association for Quality Assurance in Higher Education and is registered in the European Quality Assurance Register for Higher Education. In such case, the Educational Authority shall invite the organisation proposed by the higher education institution, and not the MAB, to provide an expert opinion, in accordance with the requirements set out in paragraph (4), with the stipulation that a person who has already participated in the procedure as an expert shall not be involved in the provision of another expert opinion by the same organisation under the same procedure, in respect of the same person or subject-matter.

Footnote 58: Act CCIV of 2011 on National Higher Education, Article 78 (7)

Article 78 (7) In the case of joint training, the organisation acting in accordance with paragraph (6) shall give its opinion taking into account the European Approach for Quality Assurance of Joint Programmes in addition to paragraph (4a) of Article 67.

Footnote 68: Act CCIV of 2011 on National Higher Education, Article 70 (1a)

Article 70 (1a) MAB shall be a legal person. MAB shall be established upon entry into the official register maintained by the Educational Authority in the framework of the Higher Education Information System, its seat shall be in Budapest, and its president shall be empowered to represent it. MAB shall be a public benefit organisation without its public benefit status being registered. The founding charter of the MAB shall be issued by the Minister.

Footnote 101: 12/2013 (II. 12.) EMMI Decree on the fees for administrative services related to the operation of the system of higher education and state-recognised language examinations and the fees for administrative services, Annex 1 B

Expert fees payable to the Hungarian Accreditation Committee in the procedures of higher education authorities

	A	B	C
1	Name of the procedure	Rate of expert fee payable	
2		in first instance proceedings	in review committee proceedings and in appeal proceedings
3	Expert fee payable to the Hungarian Accreditation Committee in the case of registration of the establishment of a doctoral school with regard to its involvement pursuant to the National Higher Education Act	464 650 Ft	256 600 Ft
4	Expert fee payable to the Hungarian Accreditation Committee in other proceedings initiated on request	302 600 Ft	256 600 Ft

Footnote 111: Decree 65/2021 (29.XII.) of the Ministry of Innovation and Technology on the list of qualifications and the establishment of new qualifications in higher education, Article 4 (4)

Article 4 (4):

§ 4 (1) If the Minister has given his or her prior approval, the higher education institution initiating the inclusion of a higher education vocational education and qualification, bachelor's and master's degree programme and qualification in the higher education qualifications register shall submit the establishment document to the Educational Authority.

(2) ...

(3) ...

(4) The establishment document shall include

- (a) the Minister's prior approval for the initiation of the procedure;
- (b) the programme and outcome requirements of the bachelor's or master's degree programme, developed in accordance with the qualification level descriptions of the Hungarian Qualification Framework;
- (c) a proposal for the qualification of the programme according to the field of education;
- (d) the justification for the establishment of the bachelor's or master's degree programme, in particular
 - (da) the social and labour market justification for the establishment of the programme, taking into account the national and regional labour market and economic needs for qualifications, the short-term forecast of the demand for specialists and expected employment trends,
 - db) possible international commitments and science policy or cultural and educational policy aspects,
 - dc) international trends in higher education qualifications, a description of current practice, the research underpinning the establishment, cooperation with economic organisations and institutions in this area, and the direction of international educational cooperation,
 - (dd) the justification for the classification of the qualification at the level of the Hungarian Qualification Framework, taking into account the different levels of qualification, the structure of qualifications and qualifications giving access to jobs, occupations and activities,
 - (de) the opinion of professional organisations and employers and of the Minister concerned with employment at sectoral level,
- (e) in the case of the establishment of a bachelor's degree programme, the position of the Hungarian Rectors' Conference on the modification of the structure of the field of education,
- f) the opinion of the Hungarian Accreditation Committee pursuant to Article 5(1),
- g) the opinion of the Higher Education Planning Board pursuant to Article 5(3),
- h) a certified extract of the decision of the Senate of the higher education institution – made pursuant to Article 12(3)(e)(ea) and (h)(hf) of the National Higher Education Act – on the programme and outcome requirements of the bachelor's degree, master's degree or higher educational vocational training programme, if the initiator of the establishment is a higher education institution.

Footnote 112: Government Decree 19/2012 of 22 February 2012 on certain aspects of quality assessment and improvement in higher education, Article 26 (c)

Article 26 (c):

MAB, at the request of a higher education institution, including a foreign higher education institution, shall prepare an assessment of the higher education institution, its quality assurance system, and its registered programmes.

Footnote 113: Act CCIV of 2011 on National Higher Education, Article 76 (5a)

Article 76 (5a):

A foreign higher education institution with an operating licence is registered with the Educational Authority. The operating licence must be reviewed by the Educational Authority at least every five years. The Education Authority shall revoke the decision on the operating licence if the foreign higher education institution or the course subsequently fails to meet the conditions set out in points (a) to (c) of paragraph 1 and paragraph 2.