WHY AND HOW TO CHANGE THE PROGRAMME ACCREDITATION SYSTEM IN HUNGARY?

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**National Roundtable on Policy Options for Hungary
to Assure the Quality of Digital Higher Education
Budapest, 4 October 2022**
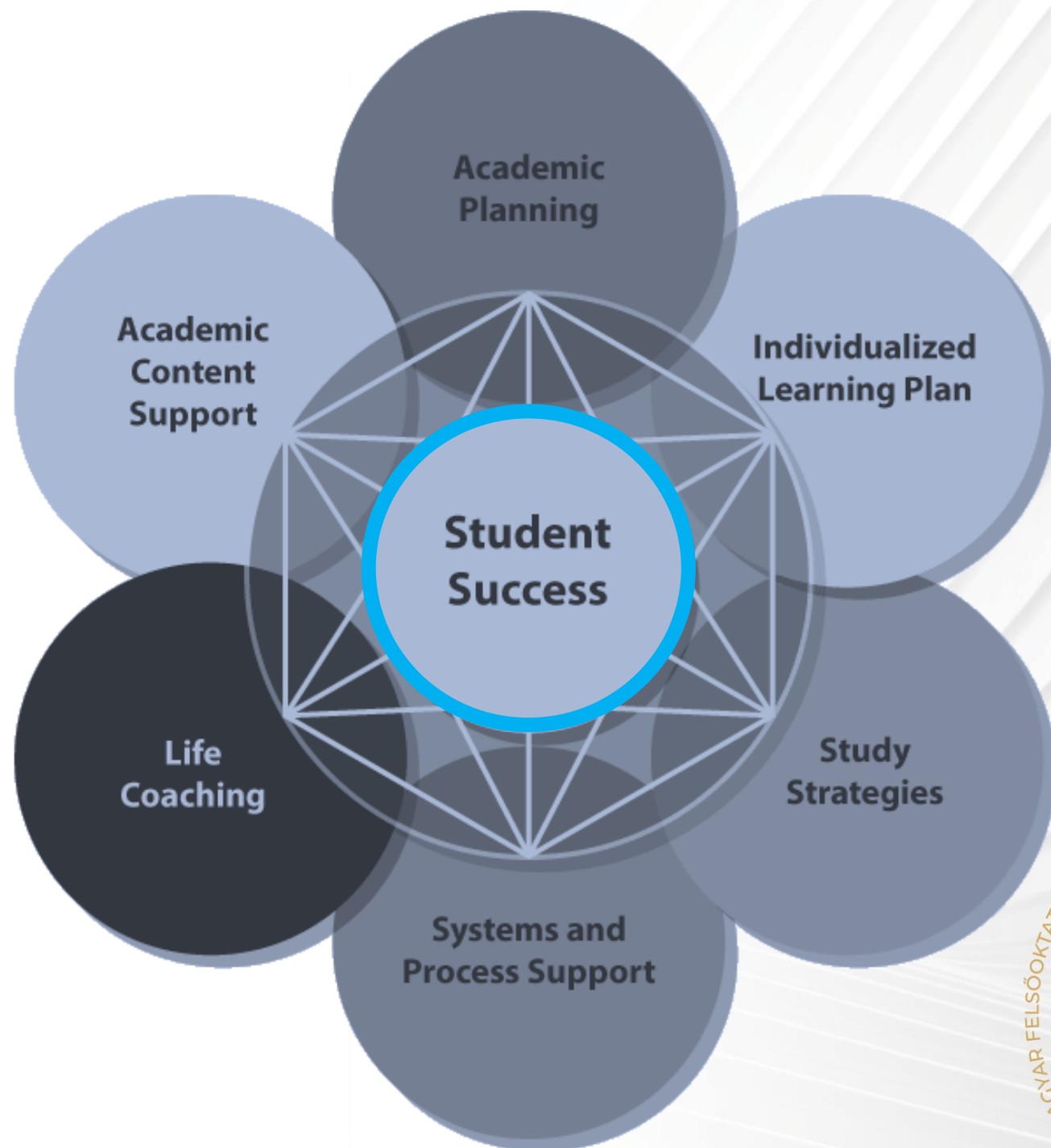
PROCEDURES

ESG 2015 compliance

- **IA   pilot 2017 / intro 2018**
- **DPA   pilot 2019 / intro 2019**

- **Foreign experts recruited**

- **Ex-ante under renewal**
- **Ex-post in preparation** (RRF_HU Project)

- **Renewed: 2019-2020 Refined: 2022**

- **Foreign experts involved**

FOCUS

OBSTACLES

ACTUAL ED CONTENT & OUTCOME REQUIREMENTS

- STRONG TRADITIONS & DISCIPLINARY APPROACH
- LACK OF TRANSVERSAL SKILLS (ISCED LEVELS, ED AREA)
- NO FOCUS ON PROFESSION & JOB (see UP- & RESKILLING)
- NO MATCH WITH THE ESCO* és ISCO** SYSTEMS
- LACK OF TRANSPARENT REQUIREMENTS (HORIZONTAL, VERTICAL)

* European Classification of Skills, Competences and Occupations
** International Standard Classification of Occupations

POSSIBLE MODEL FOR ESG+ (INTEGRATED DIGITAL) WFME BME 2020 Standards

1. Mission and values	2. Curriculum	3. Assessment	4. Students
5. Academic staff	6. Educational resources	7. Quality assurance	8. Governance and administration

wfme

What OECD proposes?

Recommendation 1

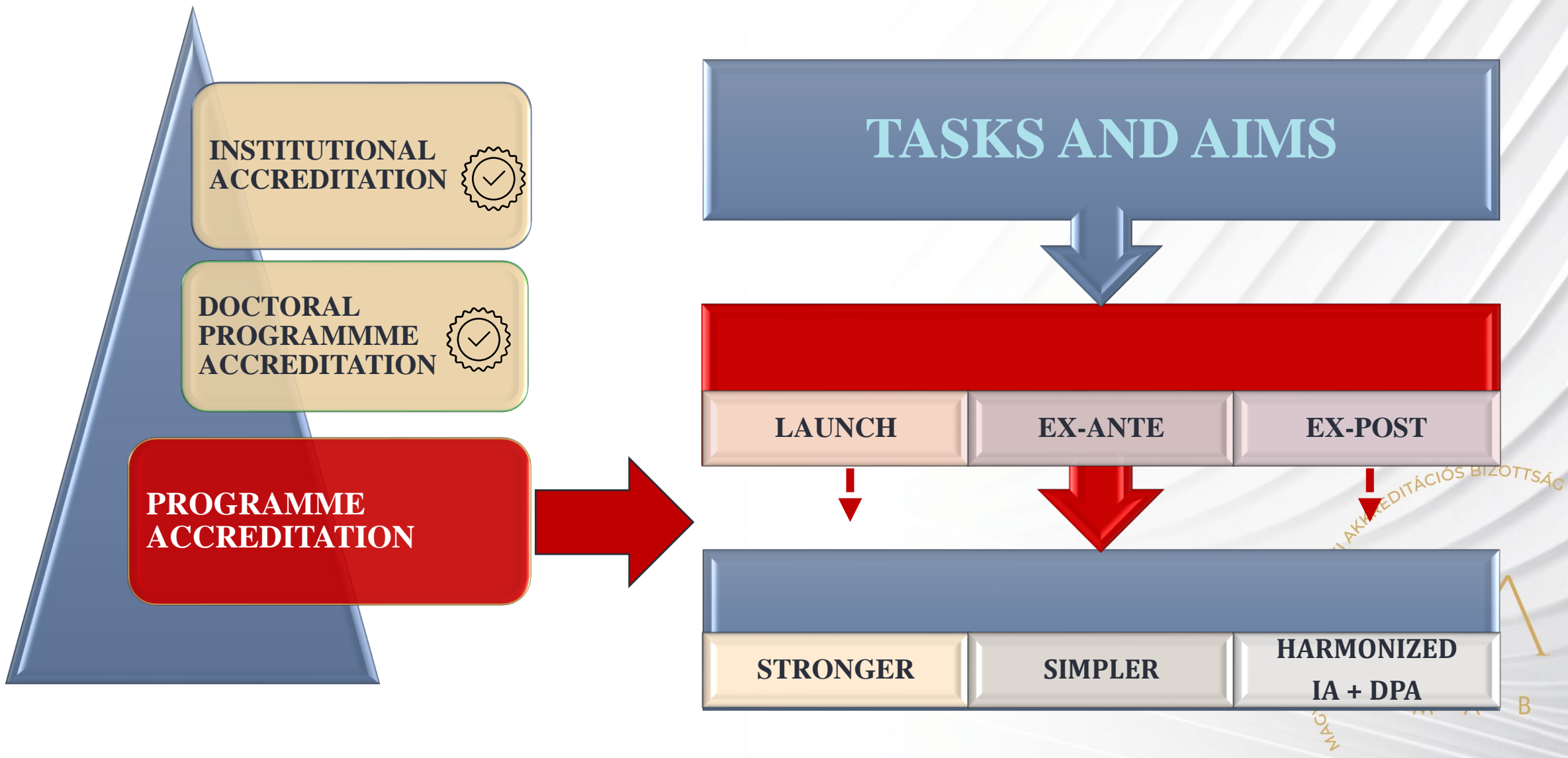| **Option 1 – Allow programmes in all study modalities, with *no limitations* on study intensity** | **Option 2 – Allow programmes in all study modalities, with *some limitations* on study intensity** |

Allow institutions to offer programmes in all study modalities (fully online, hybrid, blended), with _no limitations_ on study intensity – students are free to decide on their study intensity (e.g., North American model).

> **Advantages**
> - ❑ Greater institutional autonomy
> - ❑ Programme innovation (e.g., micro-credentials)
> - ❑ Instructional innovation
> - ❑ Greater learner flexibility

> **Potential drawbacks**
> - ❑ How to mitigate the risk of study delays as a result of "unstructured learning" due to potentially to too much flexibility and learner choice?

Allow institutions to offer programmes in all study modalities (fully online, hybrid, blended), with _some limitations_ on study intensity (e.g., two programme intensities: full-time and part-time).

> **Advantages**
> - ❑ **Greater institutional autonomy**
> - ❑ Programme innovation (e.g., micro-credentials)
> - ❑ Instructional innovation
> - ❑ Greater learner flexibility
> - ❑ Mitigate risk of study delays

CHANGES IN EXISTING LEGISLATION IN PREPARATION PROCEDURES' RENEWAL & DEVELOPMENT IN PROGRESS

INSTITUTIONAL ACCREDITATION

DOCTORAL PROGRAMMME ACCREDITATION

PROGRAMME ACCREDITATION

TASKS AND AIMS

| LAUNCH | EX-ANTE | EX-POST |

| STRONGER | SIMPLER | HARMONIZED IA + DPA |

What OECD recommends?

AGREED, SAME GOALS
SET IN THE
RRF_HU PROJECT

Recommendation 3

Option 2 – Introduce simple *ex-ante* registration and cyclical *ex-post* programme review

Recommendation 4

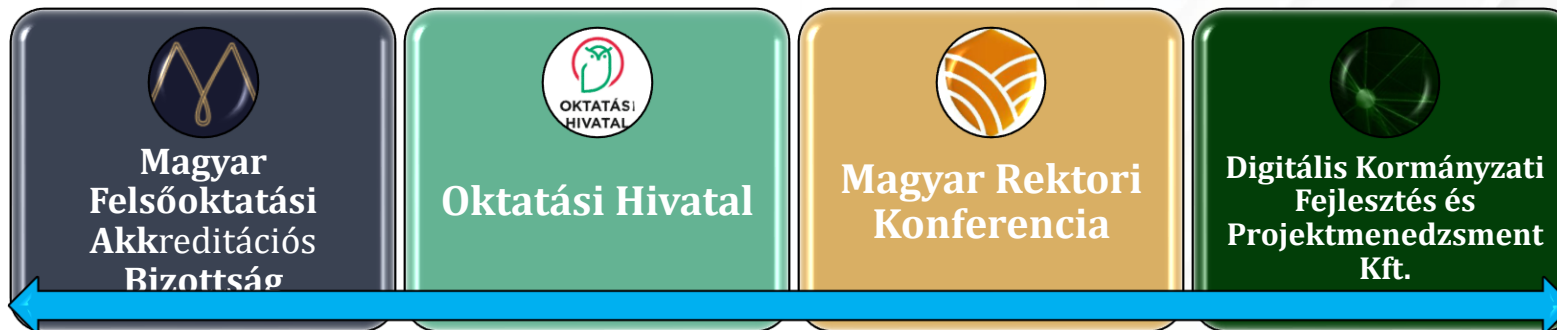Option 2 – Responsibility for ex-post programme review is *shared* between institutions and MAB

Recommendation 5

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

QA & QE challenges 2022-2024

RRF_HU PROJECT: MODERNIZATION OF HIGHER EDUCATION IN HUNGARY

Magyar Felsőoktatási Akkreditációs Bizottság	Oktatási Hivatal	Magyar Rektori Konferencia	Digitális Kormányzati Fejlesztés és Projektmenedzsment Kft.

➢ **MAB AS DEVELOPER**
- QA SYSTEM WITH FLEXIBLE AND TAILORED ESG PROCEDURES AND FULL PROGRAMME ACCREDITATION
- RECOMMENDATIONS FOR LEGISLATIVE CHANGES (ACADEMIC FREEDOM, AUTONOMY, ETC)

➢ **MAB AS USER**
- SUPPORT OF LEARNING OUTCOME BASED PROGRAM STRUCTURE

➢ **MAB AS IMPLEMENTING PARTNER**

TAKE HOME MESSAGE

BE AWARE OF THE CHANGING FACE OF QUALITY ASSESSMENT AND ENHANCEMENT!