



Enhanced support for quality digital higher education

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MAB - Hungarian Accreditation Committee



Ensuring Quality Digital Higher Education in Hungary

The Path to Modernisation



Győr, 29 March 2023



QUALITY CODE

ACCREDITED HEIs

responsible for their **OWN QA** by

- managing the academic standards,
- apply the ESG standards,
- exercise PDCA.

MAB : external QA and QE



MAB for SAFEGARDING QA

- **EXTERNAL** reviews (audit in progress) of HEIs
- Clear, **quality-focused** policy
- Clear **academic standards**
- **Guidance** on standards and quality

QUALITY CODE DIGITAL HE

CHALLENGES for HEIs

Digital QA in

- Management
- Programme design
- Teaching and learning
- Support (competence, training, technology, etc.)
- Development

MAB provides external QA

OPTIONS for MAB

**TO DEVELOP REGULAR
ADVISING**

(resource question)

**TO PROVIDE
GUIDELINES**

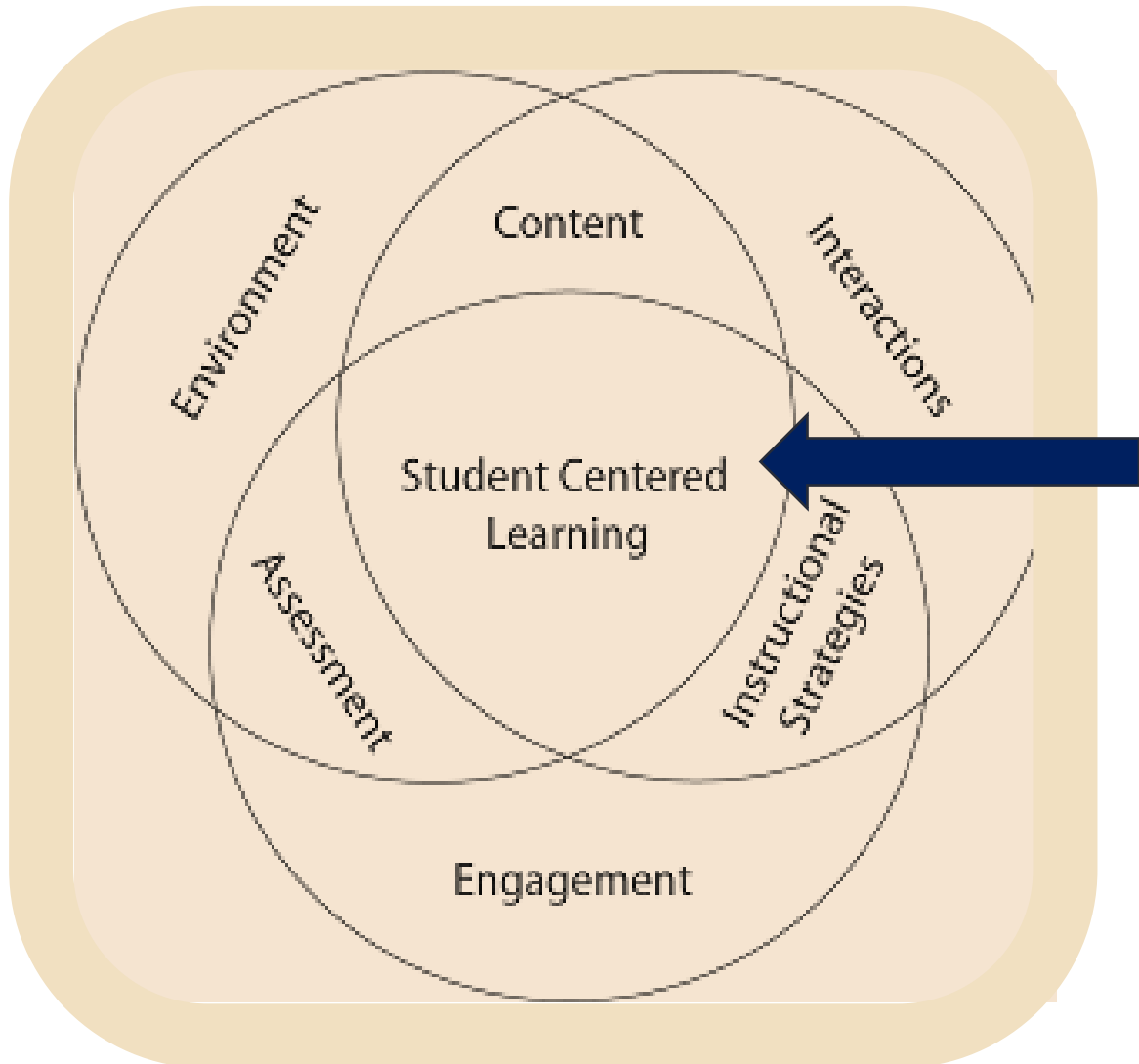
(HEI: design own DIGI-ED profile)

TO STRENGTHEN QE

to support HEIs:

- **Good Practices Guide**
- **Enhanced Standards**
- **Digital QA**
- **Digital QE**

WHAT THE EUROPEAN STANDARDS MEAN



PERFORM AND SUPPORT DIGITAL TRANSFORMATION

TRANSFORMATION FRAMEWORKS



MICROSOFT EDUCATION TRANSFORMATION
FRAMEWORK FOR HIGHER EDUCATION.

SOURCE: <https://tinyurl.com/y5tskf49>



GOOGLE EDUCATION TRANSFORMATION
FRAMEWORK FOR HIGHER EDUCATION

SOURCE: <https://tinyurl.com/edsabvmu>

Organization elements



Customers

Students, alumni, communities, government, industry, and partners



Core business practices

- Curriculum and learning lifecycle
- Student lifecycle
- Support and engagement services
- Research lifecycle
- Research and commercialization



Channels

In-person, telephone, email, text and web chat, websites, mobile apps, digital signage, social media, and contact centers



Advanced data and analytics

- Visualization and insights
- Scenario planning and modelling
- Master data management
- Governance



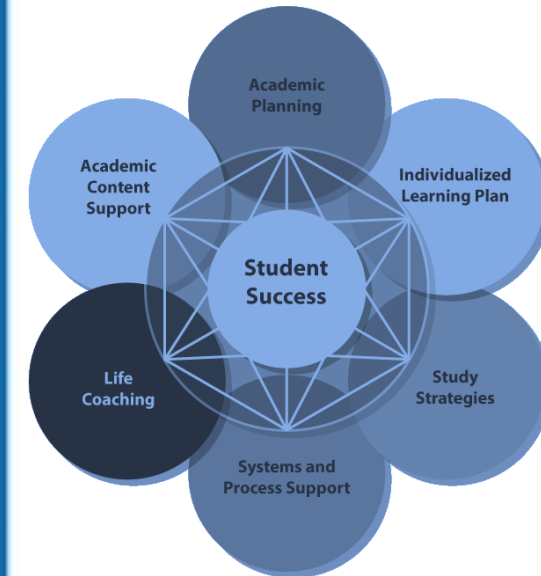
Enterprise strategy

Strategic ambition, planning and measures



Enabling business practices

- Enterprise technology
- Enterprise operations



KPMG CONNECTED ENTERPRISE FOR HIGHER EDUCATION

SOURCE: <https://tinyurl.com/yt3rbbam>



OECD RECOMMENDATIONS

3 AREAS, 9 RECOMMENDATIONS

- **Area 1: Modernization of regulation and external quality assurance to increase flexibility, innovation and digitalization**
 - adoption of **REnewED** quality standards as a basis for government policymaking,
 - revision of the existing regulation on study formats.
 - give institutions greater flexibility to develop innovative (and digital) study programmes including micro-credentials.
- **Area 2:-Reorientation of accreditation processes** to strengthen institutional responsibility for quality.
 - **REFINE** the existing accreditation processes for higher education,
 - move from an ex-ante (or input-oriented) to an ex-post (or process and output-oriented) accreditation system,
- **Area 3: Strengthening institutional supports** for the quality enhancement of digital teaching and learning.
 - provide HEI's staff additional supports and incentives,
 - enhance HEI's responsibilities for quality,
 - capitalize on the opportunities,
 - offer revised regulatory framework to expand study flexibility and digital delivery

MAB ANSWERS



AREA 1

Modernisation of regulation and external QA to increase flexibility and innovation

- ✓ **Renewed quality standards** as a basis for government policymaking,

IN PROGRESS, EXTENDED ESG

- ✓ **Revision** of existing regulations on study formats,

IN PROGRESS

- ✓ **Greater flexibility** to develop innovative (and digital) study programmes including micro-credentials.

LEGISLATIVE OBSTACLES REMOVED

AREA 2

Refine accreditation processes to strengthen institutional responsibility for quality

- ✓ refine the existing accreditation processes for higher education,
- ✓ move from an ex-ante (or input-oriented) to an ex-post (or process and output-oriented) accreditation system.

IA THEMATIC ANALYSIS FINISHED
RRF CONFERENCE ON 9 MARCH, 2023
INTEGRATED IA+PA PILOTS IN 2023
IN PROGRESS

IMPLEMENTATION IN 2024
ALL LEGISLATIVE OBSTACLES SHOULD BE REMOVED

Recommendation for programmes in general

Option 1

Allow programmes in all study modalities, with *no 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 too much flexibility and learner choice?

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 *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

Recommendation for programmes in general

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, each programme requires *ex-ante* evaluation by MAB and licensing by t 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 3-5 yrs)

Advantages

- ❑ Reduced workload for MAB, the OH and HEIs,
- ❑ simple *ex-ante* **CHECK & REGISTER,**
- ❑ Flexibility for programme innovation. e.g., **MICRO-CREDENTIALS,**
- ❑ Increased incentives at HEIs to take responsibility for developing a true QA culture,
- ❑ Institutional accountability through **INTEGRATED IA & *ex-post* PA**

RRF-2.1.1-21

**A FELSŐOKTATÁSI KÉPZÉSEK
ÁGAZATI MODERNIZÁCIÓJA**

**SECTORAL MODERNIZATION OF
HIGHER EDUCATION STUDIES**

DEVELOPMENT OF STUDY FIELD (SF) & PROGRAMME (P) ASSESSMENT & ACCREDITATION

PROGRAMME ACCREDITATION

INSTITUTIONAL
ACCREDITATION (IA)

DOCTORAL
PROGRAMMES'
ACCREDITATION (DPA)

Thematic analysis

- On IA: finished by 31/12/22
- On PA: in progress

AIM and PROGRESS

LAUNCH

EX-ANTE

EX-POST

COMPLEX
BACHELOR: MAB
MASTER: HEI
MAB

Simpler

SELF-INITIATED EX-ANTE MASTER
ALL STUDY PROGRAMMES IN INTEGRATED IA
(UNDER DEVELOPMENT)

NEW since 01/01/2023

(Act on National Higher Education)

- self-accreditation right for master studies
- only for accredited HEIs
- only if bachelor is provided for the study area

OECD RECOMMENDATIONS

for developing a Hungarian Self-Assessment Tool for digital HE

Option 1 – Higher education institutions select an existing self-assessment and QA framework most appropriate to their context

Advantages

- ❑ Already many frameworks available
- ❑ Relatively quick to implement as no delay in developing a new framework
- ❑ Institutions can choose the QA framework most appropriate to their context

Disadvantages

- ❑ **Little or no consideration of the Hungarian context**
- ❑ Few existing frameworks align to ESGs
- ❑ Associated with considerable time and knowledge

Option 2 – Revised institutional self-assessment and QA framework to align with the ESG indicators

Advantages

- ❑ **Opportunity to align with ESG** and Revised national quality standards/indicators
- ❑ **Ensures the use of consistent indicators** across all Hungarian HEI
- ❑ **Enables national benchmarking,** sharing, networking and capacity development

RISK: Institutional autonomy depends on the self-assessment framework designed around indicators

OPTION: MAB GUIDELINES

MAPPING DIGITAL “REQUIREMENTS” TO ESG



Policy for Quality Assurance

- Policies for quality assurance (ESG 1.1)



Teaching, Learning and Assessment

- Design and approval of programmes (ESG 1.2)
- Student-centred learning, teaching and assessment (ESG 1.3)
- Learning resources and student support (ESG 1.6)



Learning Resources and Infrastructure

- **Student-centred learning, teaching and assessment (ESG 1.3)**
- Student admission, progression, recognition and certification (ESG 1.4)
- Learning resources and student support (ESG 1.6)



Support for Instructors and Students

- **Student-centred teaching and assessment (ESG 1.3)**
- **Teaching staff (methods, materials, competencies, etc.) (ESG 1.5)**
- Learning resources and student support (ESG 1.6)



Feedback, Review and Performance Monitoring

- Programme design, approval, monitoring and review (ESG 1.2 and 1.9)
- Information management (ESG 1.7)
- Public information (ESG 1.8)
- Cyclical external quality assurance (ESG 1.10)

NATIONAL FORUM OF THE ACTORS IS NEEDED

Licensing, administration,
admissions, information,
graduate tracking

Interests of HEIs'
leadership

Ministry of Culture and
Innovation (KIM)

International mobility and
cooperation programmes, staff
professional development



OKTATÁSI
HIVATAL



Magyar Rektori Konferencia



TEMPUS PUBLIC FOUNDATION

Students' interests



HEIs

Digital higher education



DOKTORANDUSZOK
ORSZÁGOS
SZÖVETSÉGE



HÖÖK



digitális jólét
program

DKF

Excellence in Science and Art

Business interests

National Research and
Education Network (NREN)

BOARD OF PHD and
DLA Education



HUNGARIAN
ACADEMY
OF SCIENCES

MAA
HUNGARIAN
ACADEMY
OF ARTS



HUNGARIAN
CHAMBER
OF COMMERCE
AND INDUSTRY



Hungarian Doctoral Council

DIGITAL HE

AIMS, DEFINITIONS, TYPES?



CAUTION
WORK
IN PROGRESS

HEI for

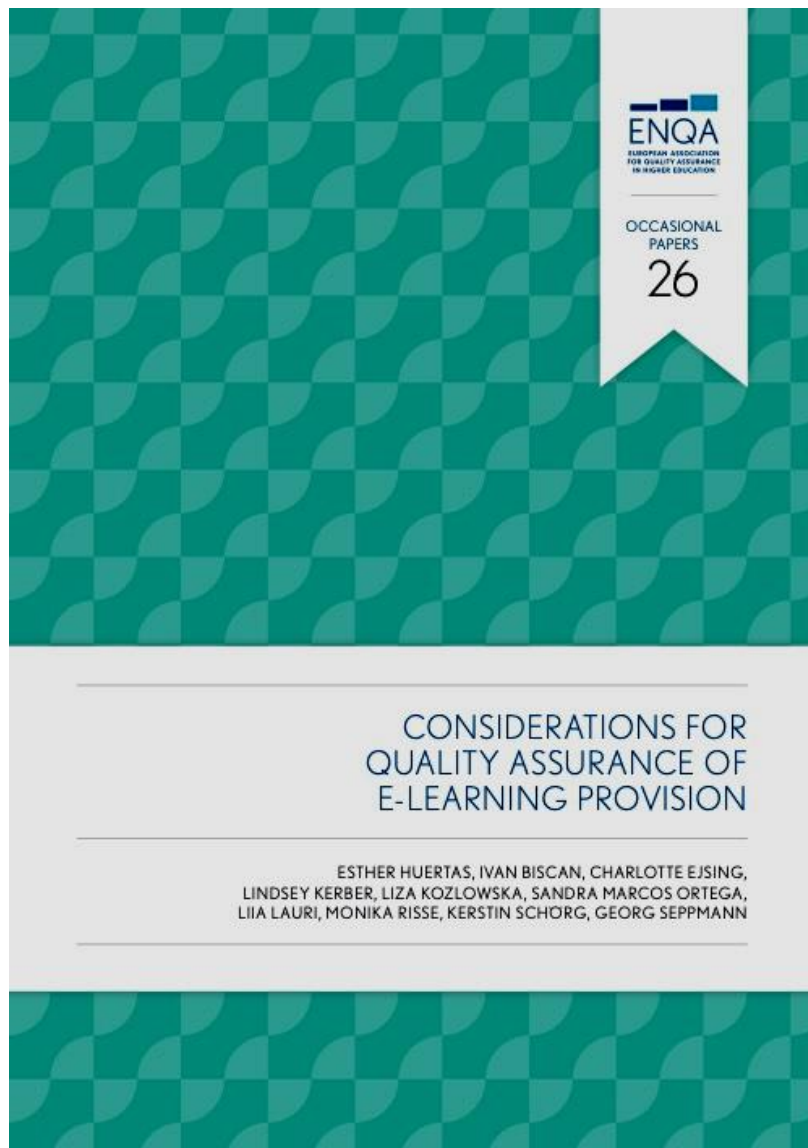
- existing programmes (curriculum self-revision) *see Act on National HE*
- self-launching and ex-ante evaluation (MA, MSc only)

MAB for

- Ex-ante: BA/BSc and Master on request
- Ex-post: all programmes

CHANGING TRENDS IN THE EHEA





<https://www.enqa.eu/wp-content/uploads/Considerations-for-QA-of-e-learning-provision.pdf>



TOWARDS THE DIGITAL BADGE

TAKE HOME MESSAGE

BE AWARE OF THE CHANGING NATURE
OF QUALITY ASSESSMENT AND ENHANCEMENT

Acknowledgement

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THANK YOU!
ITS TIME FOR Q &A!