
Trends and Challenges in Hungarian Higher Education Quality Assurance

Hungarian Accreditation Committee

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HAC Strategy 2017-2018

- New President after resignation of former one
- Immediate actions needed because

- Delay in implementation of ESG 2015
- Completion of third cycle of institutional accreditation – opportunity to introduce new approach
- New legal mandate to contribute to HEI licensing by Educational Authority

HAC Strategy 2017-2018

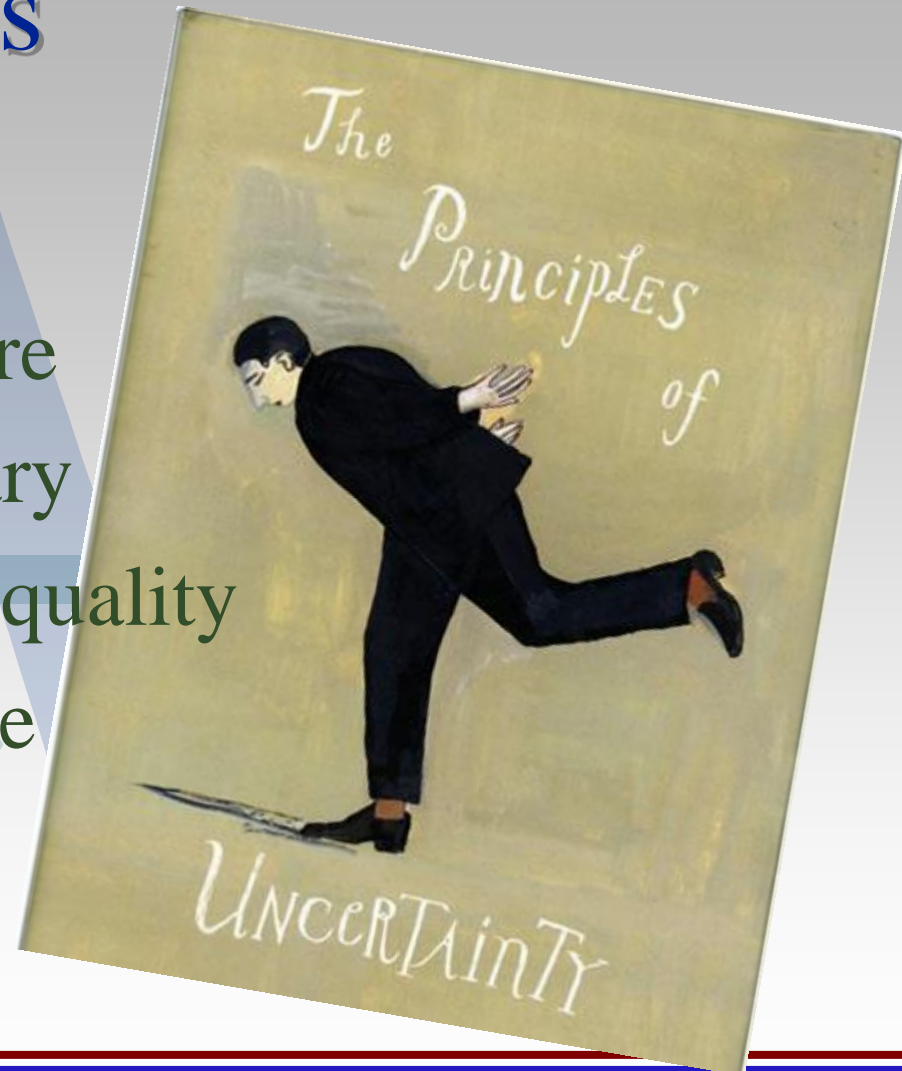
– Immediate actions needed because

- International Advisory Board recommendations
 - that HAC broaden its concept of what constitutes quality,
 - To focus on quality enhancement,
 - Look at quality in holistic way to include student life-cycle, governance and managerial aspects
 - Focus on overarching educational objectives aligned with student competencies
 - Tailor to maturity of individual institutions' internal QA (institutional accreditation or audit)

– Government HE strategy emphasizes QA

Strategy Principles

- HAC responsibility as driver for quality culture
- Institutions hold primary responsibility for their quality
- Recognize and promote institutional diversity

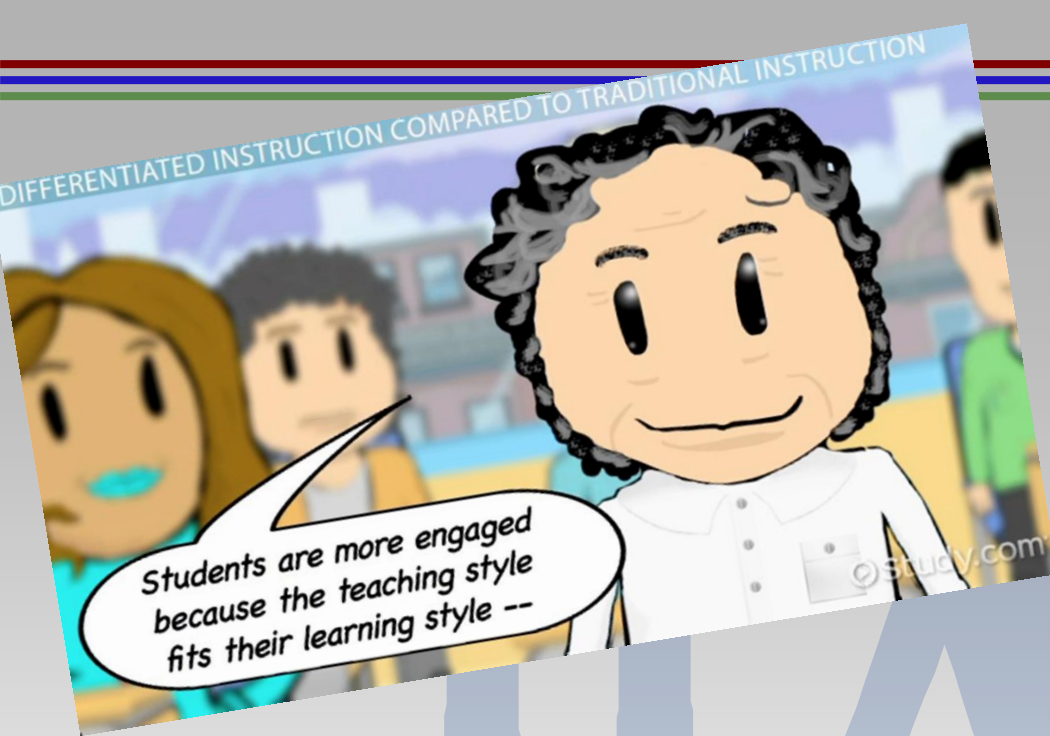


Strategy Cornerstones

- Determining the tasks needed to further develop the quality assurance system in Hungarian higher education;
- Re-evaluation of the HAC's operations and role;
- Introducing a new approach in how the HAC carries out its work;
- Updating the methodology;
- Inviting an external review of HAC in accordance with the ESG 2015;
- Renewing cooperation and partnerships within the Hungarian and international higher education structure

New Criteria

- Working Group established: criteria and methodology for institutional accreditation in compliance with ESG 2015
- Pilot implementation in 2017
- Focus on processes
- Input criteria
 - teaching and learning processes, program design, talent support, teacher-student relations, student evaluations, actions to raise attainment levels of underperforming incoming students, attrition rate analyses, etc.
- Output aspects
 - attainable and attained educational achievements and competences, career placements of students, employer feedback, research output, etc.



New Criteria

- Consider different learning paths and methods

- Independent learning
- Electronically accessible teaching material
- Various modes of delivery
- Encourage student participation

Methodology

- Support ongoing quality enhancement at HEIs and programs
- Random sampling and spot checking to be explored
- Include evaluation not only of permanent academic staff but guest lecturers etc.
- Consider type of institution and education
 - Universities
 - Colleges
 - Universities of applied science
 - Dual vocational training
 - Practical placement sites

Tailored approaches

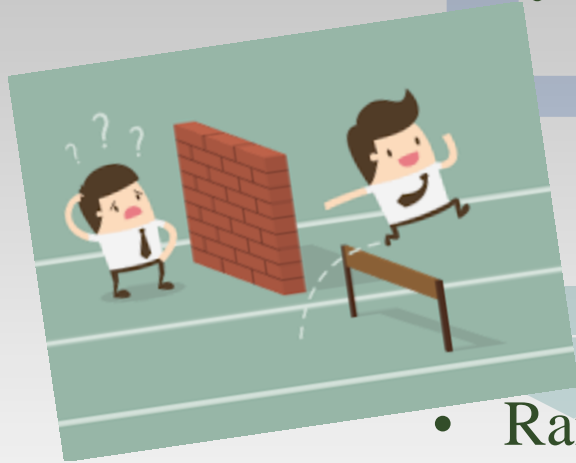
- HAC will consider and promote institutional profiles
- Maturity of institutional QA based on previous accreditation
- Successfully accredited → audit
- If monitored → reaccreditation
- If denied accreditation → full accreditation
- Program accreditation → to explore risk-based
- Possibly random site visits

Doctoral Schools

- In focus at HAC
- Evaluation of
 - Core teaching staff and PhD supervisors
 - Training programs
- New rating procedures to promote synergy between EHEA and ERA
- Evaluations in English with foreign experts

Challenges

- Change conception about HAC to view as expert organization for advise on QA
 - Workshops, thematic analyses, discussion forums
 - Increased staff training and expert training
 - Build up gender equality at HAC and institutions
 - Raise sensitivity toward social inclusion and teaching for students with special needs
- Increased invitation of foreign experts in evaluations and evaluation procedures in English



Internal actions

- New staff, increased language proficiency
- Restructured internal working processes
- Additional financial resources
- New standing committee structure
- New IT system

Thank you

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