Hungarian Accreditation Committee
MAB

Structure, operation, processes and directions of further developments

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HUNGARIAN ACCREDITATION COMMITTEE MAB

- **date of establishment:** 1993
- **legal background:** Act LXXX of 1993 on HE
- **legal status:** public benefit organization, a legal entity, without court registration
- **MAB employees:** 20
- **expert pool:** 1800

- **international organizational relationships:**
  Member of CEENQA and ENQA, listed in EQAR, recognized by WFME
INTERNATIONAL COOPERATIONS

- EQAR database development – DEQAR CONNECT project
- WFME accreditation
- MICROBOL project
- Increasing number of bilateral agreements
- V4 presidency – V4 Quality Assurance Forum
- International communication and sharing knowledge on QA (Hungarian Accreditation Review)
- MAB webinar series
MAIN ACTIVITIES OF MAB

- Institutional accreditation
- Accreditation of doctoral schools
- Evaluation of university professorship applications
- Programme evaluation
- Programme establishment

ESG 2015
Institutional accreditation process

Maximum length of the procedure (18 months)
Accreditation decisions on higher education institutions in 2021

- Full-term accreditation with written information: 40%
- Full-term accreditation with monitoring procedure: 30%
- Reduced-term, 3-year accreditation: 20%
- Full-term accreditation: 10%
DIGITALIZATION
MAB's Digital transformation

- Staff began to work from home (3+2+2)
- Online trainings, workshops and conferences (national, international)
- Online signing ceremony of Memorandum of Understanding(s)
- Full technical support to experts
- Fully online procedures
- Renewed IT system, online software, tools and equipment

MAB published an overview about its operation during the lockdowns within ENQA’s #QAfromHome initiative.
TSI PROGRAMME
Technical Support Instrument programme

- EU TSI project (2021-2022)
- financed by the European Committee

DG-reform
- MIT (Ministry for Innovation and Technology) – MAB – OECD consortium
RRF PROJECT

• Consortium leader: MAB

• Partners:
  • Educational Authority
  • Hungarian Rectors’ Conference
  • Digital Governance Development and Project management Ltd. – DKTF

In focus:
• Modernization of HE courses (Structural reforms & renewal the system of programme evaluation)
CURRENT DEVELOPMENTS

• Development of an international network of experts

• Staff exchange

• Development of stakeholder involvement in the work of the MAB at all levels
  consider ways to involve different stakeholders more in evaluation in order to rise independence of reviewers

• More in depth communication with stakeholders

• MAB’s internationalization strategy development
Launched in 2020

The 4th issue of the Hungarian Accreditation Review will be published in June

Published both in Hungarian and English

THE NEXT 20 YEARS

Interview with Maria Kelo, Director of ENQA

As an expert in EU affairs and especially related to European Higher Education Area (EHEA), how do you see the state of the European higher education system today, and who are the most important players?

I would say that what is probably true worldwide, is also true in Europe: e-learning and other flex

facilitators of (national) level di

plogue, promoters of good prac

tics having an increasing support

to. This has become very evident

in the past year, when agencies

supported institutions by provid

in, submitting guidance, and

facilitating exchanges in the

sector in the turbulent times of

uncertainty.

CREATING TRANSPARENCY

Colin Tück works at EQAR since its establishment in 2008. The independent organization in charge of establishing and managing a register of quality assurance agencies founded by the E4 group (ENQA, ESU, Eja, EURASHE) during the Bologna Process. EQAR launched the Database of External Quality Assurance Results (DEQAR) in 2018.

HAR: How would you describe the difference between EQAR and DEQAR?

CT: EQAR is the register of agencies. DEQAR is the database of institutions and programmes. DEQAR is very directly linked to the EQAR registration so agencies can only upload their reports to DEQAR if they are registered.

HAR: What is EQAR’s mission?

CT: Our mission is creating transparency and through that, enhancing trust in higher education systems.

HAR: In DEQAR, there are more than 60,000 reports from 3000 institutions. This is about half of all the higher education institutions in Europe?

CT: It’s probably more than 50% of all EU countries. In the European Higher Education Area, it would be difficult to know exactly how many institutions there are altogether. But it is correct: about 3000 institutions and the number of quality assurance agencies and institutions is slowly reaching the 70,000 mark. Even if it sounds -
Thank you for your attention!

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