

Substantive Changes

Register Committee

13 – 14 March 2025

1. Basic information

Report received on:	2024-12-17
Agency registered until:	2028-10-31
Last external review report:	12/2023
Absented themselves from decision-making:	
Attachments:	1. Substantive Change Report, 2024-12-17

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Date 2025-03-14
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1. The Register Committee considered the Substantive Change Report of 2024-12-17.
2. The Register Committee took note of organisational and governance changes in MAB, as well as revisions of five QA procedures:
 - Initial evaluation of doctoral schools
 - Accreditation of doctoral schools in 5-year cycles
 - Initial evaluation of bachelor programmes
 - Initial evaluation of VET programmes
 - Initial evaluation of master programmes

Changes to existing quality assurance activities

3. **Based on the information provided in the Substantive Change Report, the Register Committee had no significant concerns that the ESG are complied with in the case of revised external QA procedures.**
4. **However, the Committee expects that MAB's next renewal of registration will analyse whether the revised standards cover all aspects of ESG in practice (ESG 2.1) and how do the updated expert review panel selection rules impact the work of the expert panels (ESG 2.4).**

Organisational and governance change

5. The Register Committee noted that the amended Higher Education Act revised the structure of the MAB Board.
6. **The Register Committee had no prima facie concerns about these changes and it expects that the next external purpose of MAB will analyse in more detail the impact on agency's independence (ESG 3.3).**
7. The Register Committee also noted that the amended Organizational and Operational Rules of the agency replace the previous committee structure with thematic colleges, which are responsible for prescribing the external QA methodology and tools in a specific area, overseeing MAB's external QA activities and conducting training of expert review panels.

8. The Register Committee took note of these changes and expects that the next external review of MAB analyses how this change impacts the work of the expert review panels and their responsibility for the external review (ESG 2.4), how it impacts the finalisation of the external review reports (ESG 2.6) and whether there are any implications for the consistency of MAB decision-making (ESG 2.5).

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EQAR Substantive Change Report

Agency #1	Hungarian Accreditation Committee - MAB
Agency acronym	MAB
Expiry date #1	31/12/2028
Contact #1	Péter Levente Lakatos
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Other organisations?	No
A. Has the organisational identity of the registered agency changed?	No
B. Has the organisational structure changed?	Yes
Description	<p>Introducing a new, more effective collegial structure</p> <p>MAB has recognized the need to adjust its organizational structure to fulfil its task more effectively. A simpler and more efficient collegiate structure was needed to replace the previous large number of decision-preparatory committees with profiles that did not follow either the fields of training (15) or the Frascati discipline classification.</p> <p>On 11 July 2024, MAB's international Strategic Planning Board supported the proposed ideas for restructuring and modernizing the agencies' organizational structure.</p> <p>On 6 September 2024, MAB's Board adopted amendments to the agency's Organizational and Operational Rules under Decision 2024/4/VII. These amendments replace the previous</p>

committee structure with colleges and permit the agency to establish ad hoc and permanent working groups to support the decision-making process.

To fulfil its responsibilities, the agency operates the following colleges:

College of University Professorship (ETK) – responsible for evaluating university professorship applications, excluding applications in the field of theology.

College of Theology (HTK) – Responsible for the agency's procedures regarding higher education institutions running theological program ecclesiastical studies.

College of Education and Training (KK) – responsible for the agency's procedures related to educational programmes, except for theology programmes.

College of Accreditation (AK) –...

... responsible for the accreditation processes for both national and international higher education institutions, excluding theological institutions and theology-related doctoral programmes.

College of Doctoral Accreditation (DOK) – responsible for the agency's ESG-based accreditation procedures concerning doctoral schools.

New composition of the MAB Board supporting organizational independence

On 28 October 2024, the latest amendment to the Higher Education Act CCIV of 2011 was published. Section 22 of the amendment Act distinguishes between MAB and the MAB Board and regulates delegation rights to the Board as follows: six members are delegated by the minister responsible for the higher education; one each by the Hungarian Academy of Sciences, Hungarian Academy of Arts, Hungarian Rectors' Conference, HUN-REN Hungarian Research Network, National Conference of Students' Unions, and the Association of Hungarian PhD and DLA Students; two each by ecclesiastical legal persons maintaining higher education institutions, and the Hungarian Chamber of Commerce and Industry; and four by public trust funds responsible for higher education institutions.

Under the amendment, the number of delegates from the ministry decreases (from nine to six), while the number of delegates from higher education institutions (additional four positions) and the Chamber of Commerce increases (from one to two), strengthening labour market representation. Additionally, the range of nominating bodies is...

... expanded, with public trust funds responsible for higher education institutions now included among the nominators. Finally, research representation has broadened as the HUN-REN Hungarian Research Network now holds nominating rights alongside the Hungarian Academy of Sciences, which previously held this right exclusively. The amendment extended the term of the Board's mandate from six to maximum nine years. In conclusion, it can be

stated that these changes strengthen the agency's organizational independence.

C. Changes in EQA activities

2. Substantive changes carried out to one or several existing external QA activities (e.g. changes to their methodology, criteria or procedures)

Description new/changed

Simplifying programme launching

The latest amendment to the Higher Education Act CCIV of 2011 also regulates MAB's activities concerning the launch of educational programmes. Section 20, paragraph [1] states that in the procedures related to the authorization of the operation of higher education institutions and community based higher education centres, as well as the five-yearly review of their operating authorizations, and in cases involving the establishment of doctoral schools, or the launch of a bachelor's, master's, or tertiary vocational program, it is the responsibility of the higher education institution to obtain MAB's expert opinion.

Through this change, the procedure for launching a new educational programme has been significantly shortened, as it is no longer the Educational Authority's responsibility to request the MAB's expert opinion on the programme to be launched. From now on, this will be the responsibility of the higher education institution.

2. Changed EQA activity

1	Initial evaluation of doctoral schools
2	Accreditation of doctoral schools in 5 year cycles
3	Initial evaluation of bachelor programmes
4	Initial evaluation of VET programmes

ESG 2.1

Considering the initial evaluation of study programs, the MAB has developed a new form, which higher education institutions can use to submit their applications. The questions are more thoroughly developed, presented in a user-friendly format, and clearly indicate to the institutions what information needs to be provided during the submission process.

The agency requires more than just data from the Higher Education Institutions. The received information can be also used in case of institutional accreditation procedure. With the updated questionnaire, MAB covers ESG standards 1.1-1.10.

In the attachment you will find the translated questionnaire under name training operation processes.

ESG 2.2

The aim of the legislative amendment is to make MAB's program evaluation process faster, more efficient, and simpler. The simplified form, along with the revised, user-friendly design and phrasing, all serve to achieve these goals.

The prepared procedural rules and regulations for MAB's different activities are reviewed by the colleges. External experts and stakeholders are included among the members of the colleges. Feedback is collected at the end of each doctoral school accreditation procedure with the aim of incorporating it into MAB's quality assurance processes. A new procedural framework has also been developed for the doctoral school accreditation process. The translated process flowchart can be found under the name Process

sheets of establishment of doctoral schools and Monitoring system of doctoral schools in the attachments.

ESG 2.3

1

not applicable

ESG 2.4

MAB has set a clear criteria system for the selection. You will find the summary of criteria selection regarding MAB experts in the attachment under name criteria system of expert selection

In addition to the regular training sessions for experts conducted so far, the MAB Board has decided to introduce a unified training system starting in 2025.

ESG 2.5

The role of the colleges is to ensure the coherence of the MAB accreditation criteria system and methodology. They support MAB's work by maintaining consistency in procedures and acting as the content and methodological stewards of the Hungarian accreditation system in line with the ESG. **Based on this mission, the colleges' primary task is the continuous development of the Hungarian adaptation of the ESG standards. Their task is to provide methodology, tools, training, and professional oversight tailored to the diverse range of higher education institutions for both the experts participating in the procedures and the entire Hungarian higher education system.**

2.2. In the course of the decision-preparation process, the colleges review and discuss the reports and evaluations prepared by the evaluators. Based on these, they prepare a reasoned decision proposal for the Board. In

every procedure, their proposal is developed with due consideration of the standards and guidelines outlined in the ESG document.

2.3. the responsibilities of the colleges include the development and annual review of procedural documents (Guidelines, Evaluation Sheets, Templates, Support Materials), as well as updating them as necessary. The colleges are also responsible for monitoring procedural processes and formulating development proposals (administrative and operational).

2.4. The colleges prepare evaluations, analyses, and reports in a format suitable for publication based on the activities outlined in sections, 2.2, and 2.3, in accordance with ESG 2015 Standard 3.4, with particular attention to the analysis of reports and comparative analyses.

ESG 2.6

1

The publication method has not changed.

D. Activity outside the scope of the ESG

No

File #1

[Kpzsrkels_folyamatai-Training_operation_processes.pdf \(34 KB\)](#)

File #2

[criteria_system_of_expert_selection.pdf \(83 KB\)](#)

File #3

[Establishment_of_Doctoral_Schools.pdf \(80 KB\)](#)

File #4

[Monitoring_system_of_Doctoral_Schools.pdf \(72 KB\)](#)

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