



## Introduction

This report has been drafted by the EQAVET National Reference Point of Hungary and describes the main quality assurance arrangements in vocational education and training.

## SECTION A - DESCRIPTION OF QUALITY ASSURANCE ARRANGEMENTS

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### 1. Initial VET (IVET)

#### Introduction

Vocational training within the school system is intended as vocational training carried out in the framework of public education in vocational training schools as defined in the Act on National Public Education and Act on Vocational Training, where the participants have legal student status at the vocational training school.

In Hungary the institutions of initial vocational education and training (IVET) are part of the upper secondary education (ISCED 3). Typically, they provide education and training for pupils aged 14-18, usually covering grades 9-12, and are of two different types:

1. Vocational training schools (ISCED 353) which provide 3-year programmes of general education and VET, with a high proportion of practical training (dual model) in grades 9-11. Following the completion of vocation training, students are awarded state-approved vocational qualifications, all listed in the National Qualifications Register.
2. Secondary vocational education and training schools (ISCED 344 / 354) provide 4- year programmes of VET (theory and practice in a specific vocational field) parallel to general education in grades 9-12.

They also prepare students for the secondary school leaving examination. The examination consists of four general subjects that are the same as the subjects of the general secondary school leaving examination, and one vocational subject. With the school leaving examination certificate of the secondary vocational school students may enter higher education. However, the certificate in itself does not provide a vocational qualification. Completion of grade 12 entitles students to continue their studies in a vocational post-secondary (non-tertiary) programme

starting in grade 13 for the vocational examination listed in the National Qualifications Register (NQR).

### 1.1 Quality assurance arrangements at system level in IVET

- National Framework for quality assurance in initial VET – who is in charge of what?
  - The Ministry for National Economy – central government body – is responsible for regulating the provisions of IVET, but it shares responsibility with other ministries that require VET, such as Health, Tourism and the Ministry for National Resources for defining framework curricula and learning outcomes. Since July 1, 2015 the Ministry has become the owner / maintainer of approx. 500 vocational schools.
  - The National Office of Vocational Education and Training and Adult Learning (NOVETAL, Hungarian name and abbreviation Nemzeti Szakképzési és Felnőttképzési Hivatal, NSZFH) is the background institution of the Ministry responsible for development, coordination, research, information and counselling with regard to IVET (and also CVET/Adult Learning). NOVETAL focuses on improving the quality of VET (and Adult Learning). NOVETAL elaborates professional concepts, development plans and guidelines, conducts professional evaluations and coordinates the assessment-evaluation and quality assurance activities of the centres, among other responsibilities. Since 2006 NOVETAL and its predecessors have been fulfilling the role of the Quality Assurance National Reference Point for VET (EQAVET NRP) appointed by the ministry governing VET.
  - The Educational Authority is involved in national examinations, surveys, and quality assurance activities (development, implementation and operation of the newly introduced school inspection system and the related self-assessment system).
  - The Hungarian Chamber of Commerce and Industry has gained a strong position in VET in line with policy priorities of recent years. Besides playing a major role in the development of the professional and examination requirements of NQR qualifications, the organisation of vocational examinations, quality assurance functions related to school-based IVET (monitoring apprenticeship and other forms of practical training) etc., the Chamber also plays an increasingly important role in the development of the new dual training system (i.e. school-based and company-based) and in increasing the number of student contracts.
  - The industry representatives are always consulted, their opinion and suggestions are asked for and taken into consideration (mainly through the Hungarian Chamber of

Commerce and Industry). For example, the delegates of social partners played an important role in developing and reviewing the VERs.

- Statutory stakeholder involvement in quality assurance in initial VET systems/requirements for evaluation and review

The Hungarian quality assurance system in education and training has been primarily self-assessment based. Self-assessment has been stipulated by law. Comprehensive education and VET specific self-assessment models have been developed against which the schools have been evaluating all the areas of their activities and the results achieved.

After 2011, some important changes (new approach and legislation) were introduced. The Educational Authority was assigned the task of developing the TÁMOP 3.1.8 social renewal operation fund project entitled “Comprehensive quality improvement in the general education” the renewed evaluation framework of general education including the standards and procedures of the external evaluation (pedagogical/professional inspection) system and the related self-evaluation system.

The pedagogical / professional inspection evaluates the professional work of the schools based on the evaluation of the

- teachers’ work compared to general pedagogical concepts,
- school leaders’ work compared to general pedagogical and management concepts,
- attainment of the objectives / targets set by the school,
- results of self-assessment, and thus provides support to the continuous professional development / improvement of the school.

External evaluation and self-evaluation are closely linked as the standards examine the same areas at all three (teacher, school leader and school) levels, focus on the same expectations and use the same methods and tools. Areas that are outstanding (strengths) and those that need improvement will be identified, by evaluating the achievement of the general, centrally defined quality standards interpreted by the schools themselves for their specific context.

The evaluated teachers, school leaders and schools use the results of either external evaluation or self-evaluation to prepare a development / improvement / action plan for the following period. This supports that the primary aim of the evaluations is to improve quality.

- Identification of training needs

The Institute for Economic and Enterprise Research operated by the Hungarian Chamber of Commerce and Industry (MKIK GVI) provides empirically and theoretically substantiated knowledge and analysis of the economic and social processes that influence the actual situation and perspectives of the Hungarian economy and Hungarian companies. Since 2006 they have been making surveys annually to identify and analyse the development of the supply and demand (labour market opportunities) of recent graduates of VET

schools. In the course of the survey, more than one thousand companies and SMEs are contacted with the aim of learning their qualification / training needs and demands. The analysis is prepared annually and provides longer term prognosis than the short and mid-term prognosis prepared by the employment centre.

The 19 County Development and Training Committees (CDTC, Hungarian name and abbreviation Megyei Fejlesztési és Képzési Bizottság, MFKB), established by law, play an increasingly important role in establishing a demand-driven VET system and also in the county level coordination of VET development activities. CDTCs help to align labour market needs and the development of both school-based VET and VET outside the school system by using labour market information, employment and employability data, the short-term prognosis of the county employment centre and research conducted by MKIK GVI.

The 5 member CDTCs are dominated by representatives of the economy, they consist of the representatives of the county level branches of the national employers' and employees' organisations, the local chambers of commerce and industry.

The CDTCs make recommendations for the county list of vocations / qualifications in short supply, the appropriate shares of student enrolment (the quotas will be published in a ministerial decree) and also concerning the distribution of the development funds / subsidy among the institutions / qualifications in the county.

The efficiency and effectiveness of the CDTC decisions is reviewed and evaluated through annual measurements.

NOVETAL decides the number of classes and groups to be launched by the Centres and also defines their vocational profile and the number of students to be enrolled.

- Who can deliver VET and under what conditions – accreditation or other requirements on VET providers

Quality assurance of work-based training is the duty of the Hungarian Chamber of Commerce and Industry defined by the law.

The previous two-level monitoring system of the Chamber, with an initial / in-year inspection and a more thorough process of 'accreditation' as a precondition for the reimbursement of training costs, has been replaced recently by "initial" and "midway" (in-process) inspections.

The initial inspection aims to confirm that the company is in fact capable of providing training in terms of human resources, material conditions and the required educational documents. Public funding is linked to quality standards in as much as only companies accredited by the Chamber can conclude training contracts and deduct training costs or get them reimbursed. (The objective of the midway inspection is to check if legal regulations are still observed as well as to ensure the standard of training.

## Certification – assessment and validation of learning (system level)

Qualifications in Hungary are awarded based on final assessment at the end of a training programme, i.e. the vocational (final qualification) examination. The examination process is totally separate from the process of training provision. The conditions and the entire process of the vocational examination are highly regulated by legislation.

The changes affected also the vocational examination system: a complex vocational examination was introduced which measures the theoretical and practical knowledge, skills and abilities of students participating in vocational training within the school system, and is necessary for obtaining a vocational qualification defined in the NQR, certifying the knowledge that is necessary for carrying out the activities listed in the task profile of the vocational qualification in question, aimed at issuing the certificate specified by law.

The admission criterion to the complex exam in the school-based VET is the successful completion of the training period attested to by the annual school certificate.

The complex vocational examination assesses through a unified procedure the extent to which the student satisfies the vocational requirements prescribed in the vocational and examination requirements during the specialized theoretical and practical training in accordance with the framework curriculum of vocational training. The tasks of the oral and the written activities (tests) of the exams are developed centrally, according to the VERs, and approved by the minister responsible for the qualification. The practical tasks are designed and defined by the organiser of the exam, and approved by the examination committee.

The complex vocational examinations shall be held based on the vocational and examination requirements and in accordance with the provisions of the rules of vocational examinations.

Vocational qualifications and certificates testifying such qualifications may only be issued to examinees who met all the requirements listed in the vocational and examination requirements during the complex vocational examination. The complex vocational examination is a state examination, which shall be held in the presence of a vocational examination committee – independent professional body with four members. The chair of the committee is appointed by the minister (or the Hungarian Chamber of Commerce and Industry) responsible for the vocational qualification. The other members of the examination committee are nominated by the HCCI and the training institution. The qualifications criteria of the chairs and members of the independent examination committee are defined by law.

- Certification assessment and validation of learning system level/monitoring, inspection and use of indicators  
In the process of aligning the already existing VET QA system with EQAVET and establishing an integrated approach to quality

management in the Hungarian VET sector as a whole (comprising school-based VET, CVET, adult VET and higher level VET), as part of the Common Quality Management Framework for VET (in Hungarian Egységes Szakképzési Minőségirányítási Keretrendszer, ESZMK) the Common system / set of VET indicators was developed. These indicators – which include also the EQAVET indicators – have been incorporated into (the criteria on the Results side of) the Common VET Self-assessment Model (ESZÖM).

The indicators are grouped in three groups:

- Key indicators that are mandatory to measure and present in the self-assessment document. They include the relevant EQAVET indicators.
- Recommended key indicators and
- Benchmarking indicators that are recommended for measuring.

The VET providers develop and implement their own indicator systems based on these indicators which also include specific institutional indicators and indicators related to improvements. In order to ensure that the institutions interpret, measure and calculate the indicators in the same way, an Interpretation and Calculation Guide to the indicators was elaborated.

As mentioned above, quality assurance (monitoring and inspection) of work-based training is the duty of the Hungarian Chamber of Commerce and Industry defined by the law. The primary objective of the in process, midway inspection is to assess and maintain the efficacy and quality of the practical training. In the case of companies involved in work-based training it checks if their training activity and the training conditions still meet the legal regulations as well as serving as a tool for the monitoring of the work of those companies where problems were detected.

- How is the quality assurance implementation monitored?

The continuous external evaluation / inspection evaluating each school every five years – if it became operational full-scale – can be a good tool for monitoring quality assurance implementation. It is statutory for each teacher, school leader and school. The external evaluation relies on the internal (self-) evaluation of schools.

The fields of school evaluation are:

1. Educational processes
2. Students' personal and social development
3. Management and administration of students' results
4. Institutional knowledge sharing, communication and professional relations
5. School partnerships, networking
6. School resources and climate
7. Achievement of the objectives of the National Core Curriculum and of the school programme

Following the school external evaluation, within 45 days of closure the school leader has to prepare a 5-year development / improvement / action plan in which he/she sets the tasks for the development / improvement of the professional work of the school. The efficiency of the implementation of these tasks will be re-measured and re-evaluated in the course of the next pedagogical/professional inspection.

## **1.2 Quality assurance arrangements at provider level in IVET**

- Planning at VET provider level (including identification of training needs)  
The planning processes of the vocational centres / schools include e.g. strategic planning, annual planning and the planning of improvement actions.

The processes of elaborating strategic (long-term), mid-term and short-term plans, related to the operation of the centre / school, are for example financial planning (e.g. elaboration of investment plans, annual budget), planning related to annual operation (e.g. elaboration of annual work plans, timetables), planning of human resources (e.g. elaboration of staff training plans), planning of pedagogical processes (e.g. planning extracurricular activities). The quality assurance criteria related to these planning processes aim at defining how planning takes place, e.g. what are the steps (to be) taken, when the planning takes place, who is involved and which forums are used, how well-established the planning is (e.g. on what objectives and evaluation results is it built), which institutional regulatory document(s) contain the procedure(s) of planning etc.

The quality assurance criteria related to the planning process of individual improvement actions aim at defining who may take part in the planning of improvements, what kind of information is taken into account, do the improvement / action plans contain all the elements which are required for implementation (e.g. objective, tasks, responsible person, deadline, method, milestones) etc.

Identification of training needs at VET provider level:

In general, there is no systematic data collection at provider level. In the case of the qualifications / training programmes supported from the state budget there are quotas (enrolment ratios) of the vocational qualification programmes defined on the basis of the results provided by the system level research projects and the decisions of the MFKB and declared on annual basis in the relevant piece of legislation, the ministerial decree. The VET schools providing such qualifications use these quotas in their decisions.

- Requirements for monitoring and review (self-assessment)  
As described above, public education institutions (to which VET schools also belong) need to carry out continuous quality improvement actions, based on institutional self-assessment, with the aim of providing services that are in line with social and local stakeholder needs. Moreover, institutions are required to identify key partners and regularly assess their needs and satisfaction. On the basis of the results of

assessments, institutions need to define their objectives for developing their services, education and training provision further. They prepare and implement action plans, and as a next step, they evaluate the implementation of these plans and use the evaluation results for the purpose of continuous improvement.

In the newly introduced system, schools must carry out a comprehensive institution-wide self-evaluation (which includes also the self-assessment of teachers and the school leader) once in every five years. Following the self-assessment exercise, the teacher and the school leader prepare and implement their own self-development plan.

- Certification, assessment and validation of learners

In Hungary there is a unified, standardised, centrally regulated and controlled vocational examination system of state-recognised NQR vocational qualifications in place. For a more detailed description of the vocational examination system see IVET - system level.

In vocational training within the school system vocational training schools may organise complex vocational examinations without any specific permission for those with student status at the school in question, in the vocational qualifications taught by the vocational training school.

- Stakeholder involvement

There are quite a number of actors – stakeholders from inside and outside the vocational school – who have different roles in QA activities at VET provider level. They either take part in the QA, self-assessment activities or provide feedback on certain aspects of the school's operation and work. Some of them (e.g. management, staff) participate in both roles.

Some examples are:

- School management (headmaster and other members of leadership) promote the QA processes and support them by allocating the time, expertise and resources required. They also take part in the implementation of QA processes, e.g. data collection, providing training and feedback, designing and implementing improvement actions etc. At least one of them represents the school management in the Quality Improvement Team or Self-assessment Team.
- Staff (teaching staff and other staff) participate in data collection, providing feedback and suggestions for improvement, designing and implementing improvement actions but also in (self-)evaluating their own work, performance.
- Learners usually take part in surveys and provide feedback, but sometimes they also participate in implementing improvement actions (e.g. student focus groups working on improving the information flow and the internal order within the school and also on the elaboration of the rules of student assessment).
- Other stakeholders such as parents, school owners and practical training sites, including enterprises participate in surveys and express their perception regarding the certain aspects of the VET school's activity.



## 2. Continuous VET (CVET)

### Introduction

The objective of adult training is to facilitate and support people living in Hungary to meet the requirements and challenges of economic, cultural and technological development, effectively join the world of work, be successful in their life, and improve their quality of life.

The Act LXXVII of 2013 on Adult Training defines adult training activities as training provided for natural persons outside the school system (i.e. participants of training do not have student status neither according to the Act on General Education nor to the Act on Higher Education).

The State wishes to control only those adult training activities for which they take professional or financial responsibility. These are:

- a) vocational training in pursuit of a qualification defined in the VET Act and recognized by the State (qualifications listed in the National Qualifications Register);
- b) other supported vocational training outside the scope of item a);
- c) general foreign language training and other supported foreign language training
- d) other supported training outside the scope of items a)–c).

The policy framework in Hungary does not make a clear distinction between CVET and adult learning. So, in the Hungarian context, CVET is most often used as a synonym for adult training.

CVET is provided by private as well as public institutions (including private training companies, public and higher education institutions, NGOs and employers providing in-company training). The entry into force of the new Act on Adult Training marked a new chapter in the regulation of adult training, which, while retaining certain elements of the previous regulation, is built upon new principles and therefore remodels the practical implementation, the actors, contributors and other aspects of adult training. The information provided under 3.1 and 3.2 below is relevant to the adult training activity as stated in point a) (see above).

### 2.1 Quality assurance arrangements at system level in CVET

- National Framework for quality assurance in CVET – who is in charge of what?
  - The Ministry for National Economy (Hungarian name and abbreviation Nemzetgazdasági Minisztérium, NGM)
    - Defines the professional directions of adult training and adult training development, defines and elaborates adult training development policies and legislation related to adult training.

- Defines the quality assurance framework for adult training.
  - Decides on proposals for quality assurance systems meeting the requirements of the quality assurance framework for adult training.
  - Decides on an organisation's eligibility to carry out the external evaluation of quality assurance systems applied by institutions - adult training providers. (6 organisations have received such entitlement to date.)
- The National Office of Vocational Education and Training and Adult Learning (NOVETAL, Hungarian name and abbreviation Nemzeti Szakképzési és Felnőttképzési Hivatal, NSZFH)
    - Issues licenses for the provision of adult training activity through administrative procedure. Keeps electronic records of all adult training institutions that possess such a license.
    - Carries out the official inspection of institutions - adult training providers through administrative procedure.
    - Manages the statistical data supply of adult training providers for every licensed training programme as well as Statistical Data Collection Program (according to OSAP).
    - Coordinates at national level the adult training activities of the VET centres, and certain central governmental programmes.
  - Adult Training Expert Committee (ATEC, Hungarian name and abbreviation Felnőttképzési Szakértői Bizottság, FSZB)
    - Considers requests and investigates whether the submitted quality assurance system meets the requirements of the QA framework for adult training, and as such can / may be proposed to the minister for approval. Actually ATEC selects the quality assurance systems which are applicable in adult training institutions and submits its proposal(s) to the minister.

Hungarian Chamber of Commerce and Industry (HCCI, Hungarian name and abbreviation Magyar Kereskedelmi és Iparkamara, MKIK). Similar to school-based VET, the role of MKIK has grown significantly in the field of adult training as well.

- In the course of registering adult training programme requirements it classifies these adult training program requirements according to the occupational fields of the NQR, and determines and assigns the level of programme requirements according to the Hungarian Qualifications Framework, which is linked to the European Qualifications Framework.
- Carries out the tasks related to licensing the programme expert activity, keeps electronic records of the persons who are authorised to carry out program expert activities in the field of adult training.
- Participates in the inspection of adult training institutions through the involvement of the adult training program experts.
- In case of NQR trainings it takes part in the inspection of the practical part of the training.

- Statutory stakeholder involvement in quality assurance in CVET systems  
N/A
  
- Requirements for evaluation and review  
By implementing the below detailed principles of the QA Framework, the institution–adult training provider ensures that its QA system
  - a) reflects its management focus on the enhancement of the quality of the training,
  - b) enhances the continuous improvement of training conditions,
  - c) is based on self-assessment,
  - d) reflects an attitude striving for the continuous development of human resources and encourages the continuous professional development and self-learning of the trainers in favour of the quality improvement of the training,
  - e) promotes that both the changes related to the training activities and the improvement of the services are based on facts, figures and feedback.
  
- Identification of training needs  
The County Development and Training Committees (CDTC, Hungarian name and abbreviation Megyei Fejlesztési és Képzési Bizottság, MFKB) makes a proposal for VET training which leads to qualifications that can be acquired outside the school system and are recognised by the State and at the same time can be eligible for adult training support in accordance with the provisions of the Act on Adult Training. The County Development and Education Committee makes a proposal for eligible qualifications outside of the school system, but acknowledged by the state, in accordance with the Law on Adult Education. For more details, see also IVET.
  
- Who can deliver VET and under what conditions – accreditation or other requirements on CVET providers  
Adult training licensing procedure.  
Adult training activities may be carried out in the possession of an official license. Licenses are issued at the request of the adult training institutions, separately for each training programme, by the duly authorised Office (NSZFH). A license may be issued if the institution of adult training
  - a) is in possession of i. a training programme with content specified in the Adult Training Act and developed for the training listed in the license application, having been previously approved by an adult training expert or adult training programme expert; ii. personnel and material conditions determined in the Government Decree and required for the implementation of the training listed in the license application; iii. a quality assurance system is in compliance with the relevant ministerial decree in line with the quality assurance framework of the Ministerial Decision, iv. conditions required for the operation of an adult training information system, v. conditions required for the operation of a customer service and complaint management system,
  - b) defines verifiable from content point of view and quantifiable, measurable quality objectives,

- c) has a proof of financial security stated in the relevant Government Decree, and
  - d) includes education and/or training activities in its statutory declaration, operating license or in the register of private entrepreneurs.
- Certification – assessment and validation of learning (system level)  
In Hungary there is a unified, standardised, centrally regulated and controlled vocational examination system of state-recognised NQR vocational qualifications in place. For the more detailed description of the vocational examination system see IVET system level.

The complex vocational examination measures the theoretical and practical knowledge, skills and abilities of adults participating in vocational training outside of the school system, necessary for obtaining a vocational qualification defined in the NQR, certifying the knowledge that is necessary for carrying out the activities listed in the task profile of the vocational qualification in question, aimed at issuing the certificate specified by law. The admission criterion to the complex exam in VET outside the school system (CVET) is the certificate proving the successful completion of a set of module exams.

- Monitoring, inspection and use of indicators

Official supervision:

Licensed institutions of adult training undergo official inspection at least once every two years by NOVETAL with the involvement of an expert committee. The inspection investigates whether the institution of adult training operates under a valid license, and whether it carries out the adult training activity in accordance with the conditions stipulated in the Act on Adult Training and its implementing regulations.

The objective of the official supervision is the professional control of the adult training institutions and provision of support to them in identifying, solving/improving and eliminating possible problems or inadequate practices. In case of infringement of the law, and improperly executed activities, the goal is to eliminate the mistakes immediately (with an applied deadline). Infringements are sanctioned according to severity.

External evaluation:

Institutions of adult training/CVET are obliged to conduct an external evaluation (monitoring) of their activities – in accordance with their quality assurance systems – at least once every two years. External evaluation may only be carried out by authorised legal entities that possess a quality assurance system, which meets the criteria of the quality assurance framework for adult training, and was approved by the competent Minister.

External evaluation has two primary objectives:

- to support the adult training institution in developing their ability of continuous improvement, and

– to provide a qualified evaluation about the operation of the quality assurance system (to validate the results of self-evaluation, to reinforce the directions of development/improvement etc.).

Following the external evaluation an action plan has to be elaborated containing proposals for the actual work to be done in order to facilitate the convergence between the institution's strategic and quality aims and the objective and factual characteristics of the operation of the institution.

The institution is obliged to publicise the evaluation and the proposed measures on its homepage, or in the absence of that, through the usual channels.

#### Indicators

The authority makes public annually the following data – aggregated nationally and broken down by types of training – from the central electronic register:

- a) starting number of training participants,
- b) number of participants joining during the training,
- c) number of drop-outs,
- d) number of participants admitted to the exam,
- e) number of participants taking the exam,
- f) number of participants successfully completing the exam,
- g) in case of NQR exams the average examination results of the participants,
- h) results of the participant satisfaction survey.

- Requirements CVET providers have to comply with (if not described in 1<sup>st</sup> section)

N/A

## 2.2 Quality assurance arrangements at provider level in CVET

- Planning at CVET provider level (including identification of training needs)

The QA Framework for Adult Training contains the following compulsory elements in relation to the strategic and operative planning:

- a) the Quality Policy document which includes
  - i. the institutional quality (assurance) strategy,
  - ii. the responsibilities of organisational units and of employees of the institution in the field of QA,
  - iii. the method used to involve the training participants into the implementation of the QA measures,
  - iv. the method used in the course of the implementation, the monitoring and the review of the quality policy.
- b) the QA document related to the training programmes which includes amongst others the procedure for planning and content review of the training programmes and the learning materials.

The training programme – the basis of the adult training activity. It is a fundamental cornerstone of the adult training activities pursued in accordance with the Act on Adult Training that the licensed institution

pursues a training programme that complies with the content elements defined in the legislation and has been previously evaluated by an adult training expert or an adult training program expert. Adult training may only be organised on the basis of the training programme.

The training programme is of paramount importance, since this is the only professional regulatory/prescriptive document that serves as the basis for the concrete delivery of the training activity.

In the case of NQR trainings the basis of the training programme is the vocational and examination requirements issued by the Minister responsible for vocational training in the form of a ministerial decree, and the government decrees containing the task and competence profile of the requirement modules. In case the training can also be launched within the school system, the provisions of the framework curriculum of the vocational qualification in question should also be taken into account.

- Requirements for monitoring and review (self-assessment)

Setting and reviewing quality objectives:

Institutions of adult training have to define quality objectives and targets for each training and support them with justification in the following manner:

- a) in case of NQR qualifications, the average of the annual examination results broken down by qualifications,
- b) in case of NQR trainings the estimated drop-out rate of the trainings taking place in the year of the submission of the request for license (reference year) and to be finished in the year following the reference year, and the trainings to be implemented in the year following the reference year,
- c) target set for the average result of the participants' satisfaction survey of the trainings planned for the year following the reference year.

Self-evaluation:

Since the quality assurance system of the adult training institution – similar to EQAVET – is based on self-evaluation, the institution has to define the frequency of self-evaluation, which is not regulated by legislation. Institutions are free to choose also the execution and the methods used, there are no legal requirements in this regard either.

Self-evaluation has to be a systematic activity, and it has to be conducted at regular intervals. It is advisable to do it annually, but at least once every two years – and be produce a self-evaluation report. The self-evaluation provides feedback about the satisfaction of training participants and other shareholders, the demands of the labour market and the effectiveness of the competence development.

It is practical to base the self-evaluation on the results of the external evaluation because the self-evaluation may be suitable for further analysis of the facts revealed by the external evaluation, and their background.

- Certification, assessment and validation of learners

In Hungary there is a unified, standardised, centrally regulated and controlled vocational examination system of state-recognised NQR vocational qualifications in place. For the more detailed description of the vocational examination system see IVET and CVET - system level.

In VET outside the school system complex, vocational examinations may be organised by institutions that have received an examination organisation permit based on an authorisation procedure conducted by the government office that authorises the organisation of complex vocational examinations.

In VET outside the school system, the training institution may organise the module closing exam only when the student applying for the module closing exam took part in the training to obtain the VET qualification in the particular training institution.

- Stakeholder involvement

- Feedback received from partners
- Adults taking part in the training
- Satisfaction survey of adults participating in the training: at the end of the training they can express their opinion using a standardised questionnaire, how satisfied they were with, for example, the training, the teachers and trainers and the organisation of the education-training.
- Employers that employ the former training participants and other organisations on the labour market
- Perception of the employers and other labour market organisations on the training programmes and the utilisation of the acquired skills/competences at the workplace/on the labour market.
- Members of the vocational examination committee
- Opinion and evaluation from the members of the vocational examination committee about the training programs, the level of professionalism and competencies of the adult participants having successfully completed the training.
- Other partners
- Questionnaire-based surveys conducted among social (partner) organisations and chambers.
- Institutions use the information received from the analysis of the survey results when defining the annual quality objectives/targets and to improve the quality of the training.

References:

- Act CLXXXVII of 2011 on VET
- Act LXXVII of 2013 on Adult Training
- Decree 58/2013 (XII. 13.) NGM of the Minister for National Economy on the quality assurance framework for adult training and on the members, tasks and detailed rules of operation of the Adult Training Expert Committee
- Government Decree 393/2013 (XI. 12.) on the detailed rules of the licensing procedure and requirements pertaining to the provision of adult training, the maintaining of records on institutions

- engaging in adult training and the inspection of adult training institutions
- Handbook on adult training, MKIK, 2014
- Publication “Vocational Education and Training in Hungary” 2014, published by NSZFH

## **SECTION B - INTERACTION BETWEEN NATIONAL QUALITY ASSURANCE AND EQAVET**

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### - National Reference Point – Introduction

The EQAVET NRP has been operating under the International Relations and NRPs Unit in National Office of Vocational Education and Training and Adult Learning (NOVETAL, Hungarian abbreviation NSZFH), a government agency established by the Ministry for National Economy which is responsible for VET and adult learning policy in Hungary. NOVETAL's mission is to support the implementation of the government's VET and AL policy.

The Hungarian NRP fulfils several tasks that are suggested by the EQAVET Recommendation such as:

- active involvement and participation in, and providing active support for the implementation of the work programme of the EQAVET Network;
- keeping a wide range of stakeholders informed about the activities of the EQAVET Network;
- providing information on regular basis to the European Commission, the EQAVET Secretariat and the members of the EQAVET Network about the national developments;
- taking concrete initiatives to promote the further development of the EQAVET Framework in both the national and European context;
- ensuring that information is disseminated to stakeholders effectively;
- keeping contact and cooperating with the NRPs of other Member States;
- keeping contact with other professional organisations and working groups (such as EUROPASS, EQF, ECVET, EPALE, Refernet etc.).

The International Relations and NRPs Unit operates more NRPs in relation to other European VET tools, such as EUROPASS Certificate Supplement, EUROGUIDANCE, ECVET. This helps to create better synergies among these tools and ensures that the information and experience gained in operating the other reference points will be utilised in order to harmonize their operation.

### - National approach to enhance quality assurance

The national approach aimed at improving VET quality assurance systems, at national level comprising the Hungarian VET sector as a whole (both IVET and CVET, i.e. integrating existing QA methods into a common framework, while making best use of the EQAVET Framework), was devised and developed within the New Hungary Development Plan Social Development Operative Programme



2.2.1. entitled “Improving the quality and content of training”. During 2009-2011, a Common Quality Management Framework Study and Handbook were prepared and some 60 experts (mentors) and 1,100 institutions were trained in line with the new EQAVET requirements. As a result, by 2011, the Common Quality Management Framework (ESZMK) covering the whole VET sector had been established and a practically focused and ‘ready-to-use’ new concept and methodology developed. It is important to note that the ESZMK is not a completely new concept, but rather builds on previous QA models.

The establishment of the Common Quality Management Framework for VET was an important cornerstone in the development of the VET quality assurance system in Hungary. The established Framework consists of 2 main elements: 1. Quality Policy, and 2. Quality Management System. The ESZMK Quality Management System has 4 component parts:

1. A common process model for school-based VET and CVET/adult training.
2. A system of surveying partners’ needs and satisfaction.
3. A common VET Self-assessment Model (ESZÖM).
4. A common system / set of VET indicators related to the Common VET Quality Management Framework (ESZMK).

However, as outlined in section A/1m in Hungary currently both IVET and CVET are going through considerable changes. Though the Common Quality Management Framework has strong potentials for complementing these recent developments, its content should be reconsidered, revised and adapted accordingly.

- Influence of EQAVET on national developments of quality assurance  
EQAVET (and the previous European Common QA Framework, CQAF) has had considerable impact on the development of the Hungarian IVET and CVET quality assurance system. Since 2005 Hungary has taken an active part in the work of the EQAVET Network and was among the first member states to fully harmonise its VET QA system with the European Recommendation. Most importantly, the EQAVET Framework has had an agenda-setting influence in Hungary. This means that national stakeholders and experts involved have made good use of the European-level Recommendation in the alignment process. The most prominent example for the agenda-setting power of EQAVET is the national Common QM Framework for VET (developed by 2011) that fully integrates the various elements (quality criteria, indicative descriptors, indicators) suggested by the EQAVET Recommendation; at the same time, it creates a link with existing national quality criteria, indicators and self-assessment models. (For more information on this issue see also Section A/1. above – The role of EQAVET.)