

Quality Assurance in VET: Hungary

This document provides an overview of quality assurance in VET in the respective country. It covers information on VET systems and how quality assurance takes place, which organisations are responsible for VET policy and any recent developments in VET policy.

VET system and quality assurance

1. Overview of the VET system

VET is available from the age of 14 (or 15), offering several options.

A five-year technological programme (Technikum) combining general subjects and sectoral basic education (common contents of vocational training affiliated to the same economic sector) in grades 9 and 10 and vocational specialisation in grades 11 to 13. Learners acquire the upper secondary school leaving certificate (EQF level 4) giving access to higher education, and a technician diploma (EQF level 5).

A three-year vocational school (Szakképző Iskola, ISCED 353) programme provides general and vocational (sectoral foundation) education in grade 9, followed by vocational specialisation (grades 10 and 11). Learners acquire an EQF level 4 vocational qualification entitling holders to perform an occupation. Graduates may enrol in a two-year follow up programme in a Technikum to obtain the secondary school leaving certificate.

At the end of the ninth grade, there is interoperability between the two VET tracks, without any aptitude test. Skills acquired during the sectoral foundation year(s) are assessed before moving on to specialised vocational training. General upper secondary graduates may enrol in any of the two VET tracks, without general subjects, to acquire a vocational qualification in two years.

A two-to-four-year special vocational school programme for SEN learners (Szakiskola ISCED 252, 352, 353) provides VET based on special framework curricula issued by the Minister for Education to acquire a partial (EQF level 2) or full (EQF level 3) vocational qualification.

Holders of the secondary school leaving certificate may enrol in post-secondary (ISCED 454) programmes in Technikum and higher VET programmes (ISCED 554) in higher education institutions. In both programmes, learners acquire an EQF level 5 VET qualification in two years and may transfer credits to a Bachelor (BA/BSc) programme in the same field.

Work-based learning is delivered in school-settings or through a practical training placement in companies. In contrast to the phasing out of apprenticeship contracts, as of 2020/21, learners may conclude vocational employment contracts to follow both, (specialised



Overview of the VET system and how quality assurance takes place

vocational) theory and practice in companies. After completion of lower secondary, those unsure of which pathway to follow can enrol in a one-year (optional) orientation programme (ISCED 294, EQF 2). Learners unable to finish lower secondary by the age of 16 can enrol in a basic competences' development programme (Dobbantó, ISCED 242), followed by a catch-up programme delivered in school workshops (Műhelyiskola programme, ISCED 254) to acquire the primary school leaving certificate attesting completion of lower secondary and/or an EQF level 2 or 3 partial qualification. The formal system is centrally governed. VET schools are affiliated to VET centres.

Adults may acquire up to two vocational qualifications free of charge in formal, school-based VET programmes.¹

2. How quality assurance takes place

In Hungary, quality assurance and quality improvement of VET has always been in the focus of the VET development policy. Since 2000 there has been a systematic quality assurance and quality improvement activity in formal VET (IVET) with the aim of better serving the demands/needs of the labour market/economy, improving the quality, attractiveness and effectiveness of VET and transferring VET institutions into learning organisations.

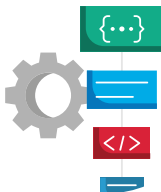
In the last few years, as part of the comprehensive reform of the Hungarian VET system as a whole and following the complete detachment of the VET system from public education, from the 2020/2021 school year onwards, Hungary has introduced changes to quality assurance, which has been strongly influenced by the EQAVET Framework. Objectives and measures outlined in the strategy for the renewal of the VET system in Hungary (VET 4.0 Strategy, adopted by the Government on 28 March 2019) as well as the relevant provisions of the new VET Act (of 19 November 2019) and its Implementing Regulation (of 7 February 2020) are aimed at improving the quality management system of VET and included the implementation of a standardised quality management system (QMS) based on the EQAVET Framework.²

This national quality management system for formal VET institutions was designed and developed in the second half of 2021, and the institutions had to elaborate their own QMS description by law before 31 August 2022.


Simultaneously changes to quality assurance have been introduced also in the adult training / CVET system. The new legal regulatory environment of adult training (amended Act LXXVII of 2013 on Adult Training and its Implementing Regulation of 7 February 2020) refers also to quality assurance mechanisms of adult training providers,

¹ <https://www.cedefop.europa.eu/en/tools/vet-in-europe/systems/hungary-u2>

² https://www.oecd.org/education/education-at-a-glance/EAG2019_CN_HUN.pdf

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| | <p>which include the establishment and operation of a QMS specified in the legislation and corresponding to the (principles of the) EQAVET Framework.</p> |
|  <p>System-level QA arrangements</p> | <p>1. IVET</p> <p>The comprehensive quality management system (QMS) of formal VET institutions consists of the following elements:</p> <ul style="list-style-type: none"> • Quality policy: it contains the institution’s mission and vision, strategic goals, quality objectives, and defines the organisational framework of the QMS. • Self-evaluation: the Self-evaluation Guidebook, published on 8th February 2022 by the minister responsible for VET, contains 21 detailed EQAVET-based evaluation criteria against which institutions evaluate all the areas of their activities and the results achieved, 24 indicators to be compulsory measured, 11 processes to be compulsory regulated, the measuring tools of partner satisfaction surveys, and a proposal for the process and methodology of self-evaluation. • VET teacher-trainer evaluation: the performance of VET teachers and trainers is evaluated by the head of the VET institution based on the methodology proposed by the minister.³ • External evaluation: the Guidebook to be published by the minister responsible for VET will contain the same set of evaluation criteria as applied to self-evaluation, and a description of the procedure and the methodology of external evaluation. External evaluation of VET institutions is required by law every four years and will be carried out by the Innovative Training Support Centre Plc. It is used to assess the work of the VET institution and its head. The plan is that the external evaluation of formal VET institutions will start as from 1 September 2024. <p>The set of criteria and measuring tools to be applied for self-evaluation, external evaluation and teacher-trainer evaluation incorporate the EQAVET indicative descriptors and the relevant EQAVET indicators.</p> <p>For VET institutions, in order to prepare their QMS description by the statutory deadline, i.e., by 31 August 2022, professional documents, methodological guide(line)s have been elaborated centrally by the sectoral governance and published by the minister responsible for VET. The in-service training programmes “Quality management in VET institutions” and “Performance assessment and evaluation in practice” constitute another important element of the technical assistance and professional support provided for the institutions. All formal VET institutions belonging to the 41 VET centres were trained in both subjects.</p> <p>2. Adult training/CVET</p> |

³ <https://epale.ec.europa.eu/is/node/153587>

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| | <p>The quality assurance mechanisms of adult training/CVET have three main dimensions: licensing of the adult training activity, establishment of QMS of the adult training providers and the external evaluation of the QMS.</p> <ul style="list-style-type: none"> • Training providers have to apply for a licence that specifies the courses they are entitled to offer. The license is awarded for an indefinite period by the Pest County Government Office, based on the opinion of an expert committee. • Compulsory requirement for issuing the licence is that adult training providers set up and operate their own QMS defined in the relevant legislation. The QMS guarantees – through the everyday activity, the related self-evaluation and by providing publicity – the continuous professional self-development, the continuous improvement of training, assets and human resources where improvements are based on publicly available data and feedback. <p>The adult training QMS also makes provision for the external review of adult training / CVET providers at least once in every four years. External evaluation examines if the adult training provider performs its training activity in accordance with the quality management system. The methodology and the tools to be used in the course of external evaluation should be adapted to the EQAVET Framework.⁴</p> |
|  <p>Provider-level QA arrangements</p> | <p>1. IVET</p> <ul style="list-style-type: none"> • In the frame of the new QMS, formal VET institutions are required to carry out VET teacher-trainer performance evaluation by the heads of the institutions every three years against the criteria developed on the basis of job evaluation and the EQAVET Framework. The first three from the ten evaluation areas concern the evaluation of the given job and the other seven evaluation areas evaluate the professional competences and the performance of the VET teachers and trainers, each on a six-point scale. The teachers and trainers are entitled to see the results of their evaluation and consult the head of the institution about them. • In 2022 this performance evaluation system has been extended to institutional leaders (i.e., the deputy heads and the head of the institution). Evaluation of the deputy heads is again the responsibility of the head of the VET institution while the heads (directors) are to be evaluated by the maintainer (e.g., VET centre). Currently the institutions are conducting the next evaluation round by the deadline of 30 April 2023. • Regulate the processes included in the VET institution’s process model in three process areas (Leadership-management, Education-teaching-training, Support functions and providing |

⁴ <https://www.cedefop.europa.eu/en/tools/vet-in-europe/systems/hungary-u2>

resources), test / pilot the process regulations, and implement the processes until 31 August 2023.

- Conduct the comprehensive institutional self-evaluation, including the self-evaluation of the institution and its head every two years by using the set of evaluation criteria, which is based on the EQAVET indicative descriptors on provider level.

The first institutional self-evaluation cycle started on 1 September 2022 and should be completed by the institutions by 31 August 2024.

In the course of self-evaluation the institutions assess and evaluate the achievement of their strategic goals and quality objectives, the operation of the regulated processes, the VET indicators to be collected on an annual basis, the developments in digital readiness and environmental sustainability of the institution, the functioning of the VET teacher-trainer evaluation system, survey the needs and satisfaction of relevant partners (learners, parents, teachers and trainers, dual training providers, companies employing graduates), identify strengths and areas for improvement and develop action plans to ensure improvements are made.

Currently the institutions are in the process of collecting the relevant information and data (indicators, partner surveys) to be used later in the course of the self-evaluation exercise according to the timetable set by them.


2. Adult training/CVET


The adult training/CVET providers must elaborate eight procedures within their QMS and define quality indicators connected to each of these eight procedures to evaluate the achievement of the targets assigned to the indicators. In case the target value is not achieved, the adult training provider shall implement corrective actions or change the target.

One of these eight procedures is the document describing the procedure for self-evaluation of the adult training activity.


Similar to formal VET institutions, adult training/CVET providers are also required to carry out self-evaluations, but they are free to define the frequency, the execution and methods used, which are not regulated by legislation. Self-evaluations include the evaluation of the adult training activity, the competences and work of the trainers, the achievement of the adult training provider's objectives and targets, the perceptions of adult learners, and are to be followed by corrective actions.⁵

⁵ <https://op.europa.eu/en/publication-detail/-/publication/205aa0ac-460d-11e9-a8ed-01aa75ed71a1/language-en>

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|  <p>Which organisation(s) are responsible for VET policy?</p> | <p>The Ministry for Culture and Innovation is responsible for the central governance of VET and adult learning as of 2019 this includes vocational qualification curricula in higher education.</p> <p>Coordination and policy implementation is ensured by the National Office for VET and Adult Learning and (since 2019) by the Innovative Training Support Centre Plc.</p> <p>Social partners shape VET policy through participation in advisory bodies. The VET Innovation Council (a discussion forum for education and training providers, chambers, employers and trade unions) and sector skills councils shape proposals for aligning VET programmes and qualifications with labour market needs. The Chamber of Commerce and Industry is responsible for the registration and attestation of apprenticeship placements.⁶</p> |
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|  <p>Priority areas for QA in your country</p> | <p>Currently our priority is to get the national quality management system for formal VET institutions implemented in full, i.e., integrated into everyday work, practice of the VET institutions. Furthermore, our priority is to provide continued professional support to the institutions to implement and operate their QMS. Recently for this purpose a full-scale concept has been drawn up by the Innovative Training Support Centre Plc. The measures planned and partly launched (e.g., reviewing the institutions' QMS descriptions from a professional point of view) serve as the preparation for developing the procedures and methodology of the external evaluation of the VET institutions' quality management system.</p> |
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Specific projects in the country (optional)

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|  <p>Please provide a short description of recent projects or initiatives in the field of QA in VET that you would like to</p> | <p>The recent EQAVET project 2021-2023 sets out to take concrete initiatives to implement and further develop the EQAVET Framework and also to inform and mobilise a wide range of stakeholders. The national expert network and the stakeholder group as a joint activity will provide an updated description of the national quality assurance arrangements based on the EQAVET Framework by analysing and harmonising current legal background, system operation and internal processes. EQAVET Framework-based self-evaluation as a complementary and effective means of quality assurance will be supported by a series of training events backed up by updated training materials (including digital readiness), to allow the target group to measure success and identify areas for improvement. The project will be engaged in EU level peer review activities and develop a nationally adapted EQAVET Framework fit for use on provider and system level for both IVET and CVET.</p> |
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⁶ <https://www.cedefop.europa.eu/en/tools/vet-in-europe/systems/hungary-u2>

highlight for your country



Which organisation(s) are responsible for the project / initiative

The National Office of Vocational Education and Training and Adult Learning (*Nemzeti Szakképzési és Felnőttképzési Hivatal*) is appointed by the Ministry for Culture and Innovation (previously called the Ministry for Innovation and Technology) as the national EQAVET Reference Point, as such it is responsible for the realisation of the project.

Use of EQAVET labels

Do you use an EQAVET label or seal to certify VET providers in your country?

No

Yes