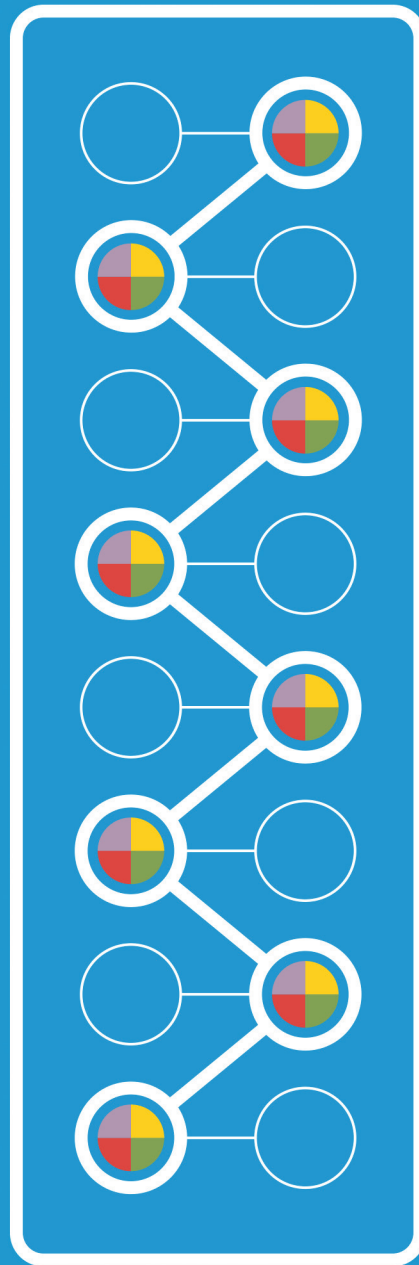


Referencing and Self-certification Report of the Hungarian Qualifications Framework to the EQF and to the QF-EHEA



EQF National Coordination Point, Educational Authority
January 2015



REFERENCING AND SELF-CERTIFICATION REPORT OF THE HUNGARIAN QUALIFICATIONS FRAMEWORK TO THE EQF AND TO THE QF EHEA

PUBLISHED BY THE EDUCATIONAL AUTHORITY,
HUNGARIAN NATIONAL COORDINATION POINT,
BUDAPEST 2015

CONTRIBUTORS:

András Derényi, Zoltán Loboda, Kinga Szebeni,
György Szent-Léleky, Erzsébet Szlamka, Judit Ütő-Visi et al.

The report is based on a longer version containing the research results written for the Hungarian Government. We hereby acknowledge the work of all the experts involved in the projects:

Ildikó Balassa, Gábor Bay, Antal Bókay, Beatrix Borza, László Bruckner,
Ágnes Einhorn, Iván Falus, Anikó Fehérvári, Zsolt Fekete, Erzsébet Golnhofer,
Anna Imre, Beáta Kotschy, Dezső Mándics, Ildikó Modla-Görgényi,
Gabriella Madarász-Reisinger, Ágnes Narancsik, Beáta Orosz, Péter Pajkossy,
Erika Pataki-Nagy, Katalin Rádli, Gabriella Sallai, Mariann Schiller, László Soós,
Csilla Stéger, József Temesi, Éva Tót, Ágnes Vámos, Pál Veres, László Zachár et al.

EDITED BY:

Erzsébet Szlamka
1st edition

ISBN 978-615-80018-2-3



TABLE OF CONTENTS

I.	Introduction	6
II.	The Hungarian Educational and Qualifications System.....	7
II.1.	System of Education	7
II.1.	Second Chance Programmes and Adult Education Programmes.....	9
II.2.	Education of Children and Students With Special Education Needs	9
III.	The Hungarian Qualifications Framework (HuQF)	12
III.1.	History of HuQF Development	12
III.2.	Policy Visions; Main Aims and Functions	14
III.3.	Structure of Responsibilities, Legal Background	15
III.4.	Types of qualifications	17
III.5.	Learning Outcomes Approach.....	21
III.6.	The Grid and the Referencing.....	23
III.6.1	Design of the HuQF	23
III.6.2	Referencing HuQF levels to EQF levels.....	25
III.7.	Linking Qualifications.....	29
III.7.1	Ensuring Harmony between Subsectors	29
III.7.2	Linking Educational Qualifications in GE.....	30
III.7.3	Linking VET qualifications.....	34
III.7.4	Linking qualifications in HE.....	37
III.8.	Involvement of social stakeholders	43
III.9.	Quality assurance.....	44
III.9.1	Quality assurance system in general and vocational education.....	44
III.9.2	Quality assurance system in adult education	46
III.9.3	Quality assurance system in higher education	49
III.10.	Validation of Prior Learning (VPL).....	57
III.11.	Sustainability and Management.....	59
IV.	Responding to the Referencing Criteria.....	61
V.	The Qualifications Framework for Higher Education	69
V.1.	Verification of the Criteria.....	70
V.2.	Verification of the Procedures	73

VI. Annexes	75
VI.1. Illustration nr. 12. Levels of the NVQR.....	75
VI.2. Illustration 13. Trade groups in VET	76
VI.3. Illustration 14. Modification of the NVQR - the process.....	77
VI.4. Illustration 15. Process of vocational examination	78
VI.5. Illustration 16. Processes in adult training	79
VI.6. Illustration 17. Licensing adult training programmes.....	80
VI.7. Quality assurance in higher education	81
VI.7.1. Illustration nr. 18. Quality assurance in higher education (higher VET, BA/BSc, MA/MSc).....	81
VI.7.1. Illustration nr. 19. Actors in the process of higher education quality assurance	82
VI.8. HAC's membership in ENQA	83
VI.9. Examples on linking qualifications.....	84
VI.9.1. Results of linking VET qualifications.....	84
VI.9.2. Results of linking educational qualifications in GE.....	87
VI.9.3. Results of linking selected qualifications in HE.....	87
VI.10. Further explanation of the descriptor category of attitude	90
VI.11. Opinion of bodies responsible for quality assurance	91
VI.11.1. Excerpt from the opinion of the National Labour Office (November 2014).....	91
VI.11.2. Excerpt from the opinion of the Hungarian Accreditation Committee (November 2014)	92
VI.11.3. Excerpt from the opinion of the Hungarian Institute for Educational Research and Development (November 2014)	93
VI.11.4. Excerpt from the opinion of the Hungarian Chamber of Industry and Commerce (November 2014).....	93
VI.11.5. Excerpt from the opinion of the Educational Authority (November 2014).....	94
VI.12. Opinion of the international experts	95
VI.12.1. Ms Ewa Chmielecka	95
VI.12.2. Ms Ildikó Pathóová.....	97
VI.12.3. Mr Patrick Werquin	99
VI.13. Interministerial Task Force: List of members	104
VI.14. Glossary	105
VI.15. The grid of the Hungarian Qualifications Framework.....	109
VI.16. Qualifications on HuQF levels	115
VI.17. List of illustrations.....	116
VI.17. List of abbreviations	117

I. INTRODUCTION

The development of the Hungarian Qualifications Framework (HuQF) has been a long process starting from 2005. By this report Hungary is aiming at performing the tasks of the first milestone of the European Qualifications Framework (EQF) referencing process so that the implementation phase can start.

The report introduces the design of the framework with its descriptor categories, shows the history of development and the structure of responsibilities both in the developmental and in the future (implementation, maintenance) phase, the results of comparison between EQF and HuQF levels, the methodology of linking qualifications to HuQF levels, the main quality assurance measures and gives information on the involvement of social stakeholders as well. The report is supplemented with several annexes to support the better understanding, transparency and mutual trust by the inclusion of a glossary, examples on linking and descriptor categories, opinion written by the leaders of bodies responsible for quality assurance, illustrations showing processes in vocational and higher education, opinions of the international experts involved and the grid of the Hungarian Qualifications Framework. For those interested, further background materials are available on www.oktatas.hu/LLL/HuQF.

The challenge of meeting different target groups' needs resulted in compiling two reports:

1. A comprehensive report in Hungarian and English mostly for Hungarian stakeholders: since several reforms took place in the last couple of years, this document gives more details on recent changes (differences between the former and the current regulation) in a much more legal jargon.
2. An abridged version written in English summarises the main points of the long report, concentrating less on the details of differences between the former laws and those in effect, rather focusing on the referencing and self-certification criteria, on concepts understandable for Hungarians but needing an explanation for other Member States' experts.

Our aim with this report is twofold: on the one hand, by linking qualifications to HuQF levels, the report provides a feedback on the shortcomings of the Hungarian qualifications system, thereby giving an input for improvement; on the other hand, by showing not only the implementation but also the development process, we hope that trust in the Hungarian qualifications system will be strengthened in the European Union.

II. THE HUNGARIAN EDUCATIONAL AND QUALIFICATIONS SYSTEM

II.1. System of Education¹

Kindergarten education and care is provided for children between age 3 and entry into school. Pursuant to the new General Education Act, kindergartens may also admit children who will turn three within six months after the admission provided that available places remain after all children aged 3 are admitted in the district. Children aged 5 and above are obliged to attend kindergarten education 4 hours a day. However, since 1 September 2014, kindergarten is compulsory for children aged 3 and above, from which they may be exempted by the municipal clerk at the request of the parents (or one of the parents). Kindergartens offer both day care and an education programme.

Mandatory school age is between age 6 and 16. Children reaching age 6 until 31 August become school-age students on 1 September of the same year. The starting date may be postponed by no more than a year by the kindergarten staff, which determines whether the child is school ready. However, law allows for the children to go to school before the age of 6 if the parents request so and the child's development allows for it.

Primary education (ISCED 122 and 244) is provided in 8-grade single structure schools comprising primary (ISCED 100) and lower secondary education (ISCED 244). Primary education (ISCED 100) comprises grades 1 to 4, while lower secondary education (ISCED 244) comprises grades 5 to 8. However, upper-secondary schools are also allowed to offer secondary programmes comprising lower (ISCED 244) and upper secondary levels (ISCED 344/354), covering grades 5 to 12 or grades 7 to 12. The successful completion of grade 8 provides primary (educational) qualification. After completing primary school, students may continue their studies in an upper-secondary school: in general secondary schools, vocational secondary schools or vocational schools.

The entrance examinations to upper-secondary schools are centrally organised. Students who were not admitted to any upper-secondary school or who cannot finish grade 8 but are still school-age students may participate in a Bridge Programme which prepares them to continue studies in a vocational school. Bridge Programmes last one year.

General secondary school provides general education in usually 4 years, and prepares for the secondary school leaving examination. Its main goal is to prepare for the continuation of studies in higher education, but students may also continue to study in vocational education programmes requiring secondary school leaving certificate for entry. The secondary school leaving examination is a state examination, which is also part of the entrance examination to higher education institutions.

¹ Based on Eurypedia, see https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Hungary:Organisation_of_the_Education_System_and_of_its_Structure

Vocational secondary schools provide general, theoretical and practical education in grades 9 to 12 in a vocational field. They also prepare students for the secondary school leaving examination. Pursuant to the new General Education Act and the Vocational Training Act, 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 Vocational Qualifications Register (NVQR). Among post-secondary non-tertiary programmes (ISCED543/454) there are programmes that require a secondary school leaving examination and programmes that only require the completion of secondary vocational school. Preparation for the vocational examination usually lasts one year. The preparation is one year longer for those entering vocational education after the completion of general secondary school.

Vocational schools provide general and pre-vocational education in grades 9 and 10 and vocational training in grades 11 and 12. September 2012 was the last starting date for such vocational school programmes. Early vocational training pilot programmes were launched two years ago, providing vocational training from grade 9 for three years. From September 2013 only these vocational school programmes can be launched under the new Vocational Training Act.

The vocational qualifications are listed in the National Vocational Qualifications Register (NVQR)². The NVQR and the vocational examination criteria and regulations are regulated in a government decree.

The General Education Act and the Vocational Training Act jointly stipulate the acknowledgement and admission of studies for students following a non-traditional education path. These legal provisions improve system flexibility in upper-secondary education and allow for students to modify their career in all directions. For instance, students with a vocational qualification from a vocational school have the possibility to pursue studies in a vocational secondary school in a preparation programme to pass the secondary school leaving examination. At the same time, students with secondary school leaving examination from a general secondary school may obtain an NVQR vocational qualification in a programme prolonged by one year.

Universities and colleges offer a variety of tertiary programmes: Bachelor (ISCED 665) and Master (ISCED767) and in some faculties unified trainings (ISCED 766) are offered as well. [Single-cycle long programmes have been retained in some fields like medicine, architecture, law, veterinary science, forestry, and some programmes in art and music (and re-introduced in 2012 in teacher education programmes).] Programmes in higher vocational education and training (ISCED 554) do not provide a higher education degree but 30 to 120 of their ECTS credits can be recognised in relevant Bachelor programmes. The three-cycle system was introduced in most fields of higher education by 2009. Higher education programmes are either offered as full time or part time (evening or correspondence)

2 See the NVQR online: https://www.nive.hu/index.php?option=com_content&view=article&id=297

courses or as distance education. Besides tertiary vocational programmes, and Bachelor and Master programmes, higher education institutions also offer post-graduate specialisation courses. Doctoral programmes (Ph.D., DLA, ISCED 864) exist as full-time or part-time programmes. Post-graduate specialist courses are mostly part-time programmes. (For better understanding the formal system of Hungarian education and training, see the Illustration nr. 1 and to learn what types of qualifications have been linked to HuQF levels, see Chapter III.4 and Illustration nr. 5.)

II.1. Second Chance Programmes and Adult Education Programmes

Second chance programmes and adult education programmes are organised for those who dropped out of full-time education without a qualification.

One such programme introduced under the new General Education Act and Vocational Training Act is the Bridge Programme, which helps students who have not completed their lower secondary studies or performed so poorly that they were not admitted to upper-secondary education. These programmes offer targeted development with the aim of guiding students back to upper-secondary education.

Adult education programmes provide part-time education for adults who dropped out of lower secondary education or wish to acquire a higher level qualification than the one they have. Literacy programmes, aimed at obtaining lower secondary qualification and preparatory programmes for obtaining general secondary school, secondary vocational school or vocational school qualification are also organised. The latter prepare participants for secondary school leaving examination or vocational examination, and the participants will take the examination with the mainstream programme students on the same conditions.

II.2. Education of Children and Students With Special Education Needs

The education of children with special education needs is provided either in mainstream schools or special schools according to the nature of their special needs. It is a general principle to prefer the inclusive education of children with special education needs in order to enhance their social integration. However, inclusive education can only be successful in an inclusive environment and by developing the skills indispensable for integration. Therefore, there are several professional services for the assessment and treatment of learning difficulties: e.g. health care network of nurses which supports mothers from the birth of their children and helps to discover early grave health problems. Also, the expert and rehabilitation committees examining learning abilities analyse the health and circumstances of children in need from early childhood and decide whether the children need early development, placement in a special institution, one additional year in kindergarten education or other special educational care.

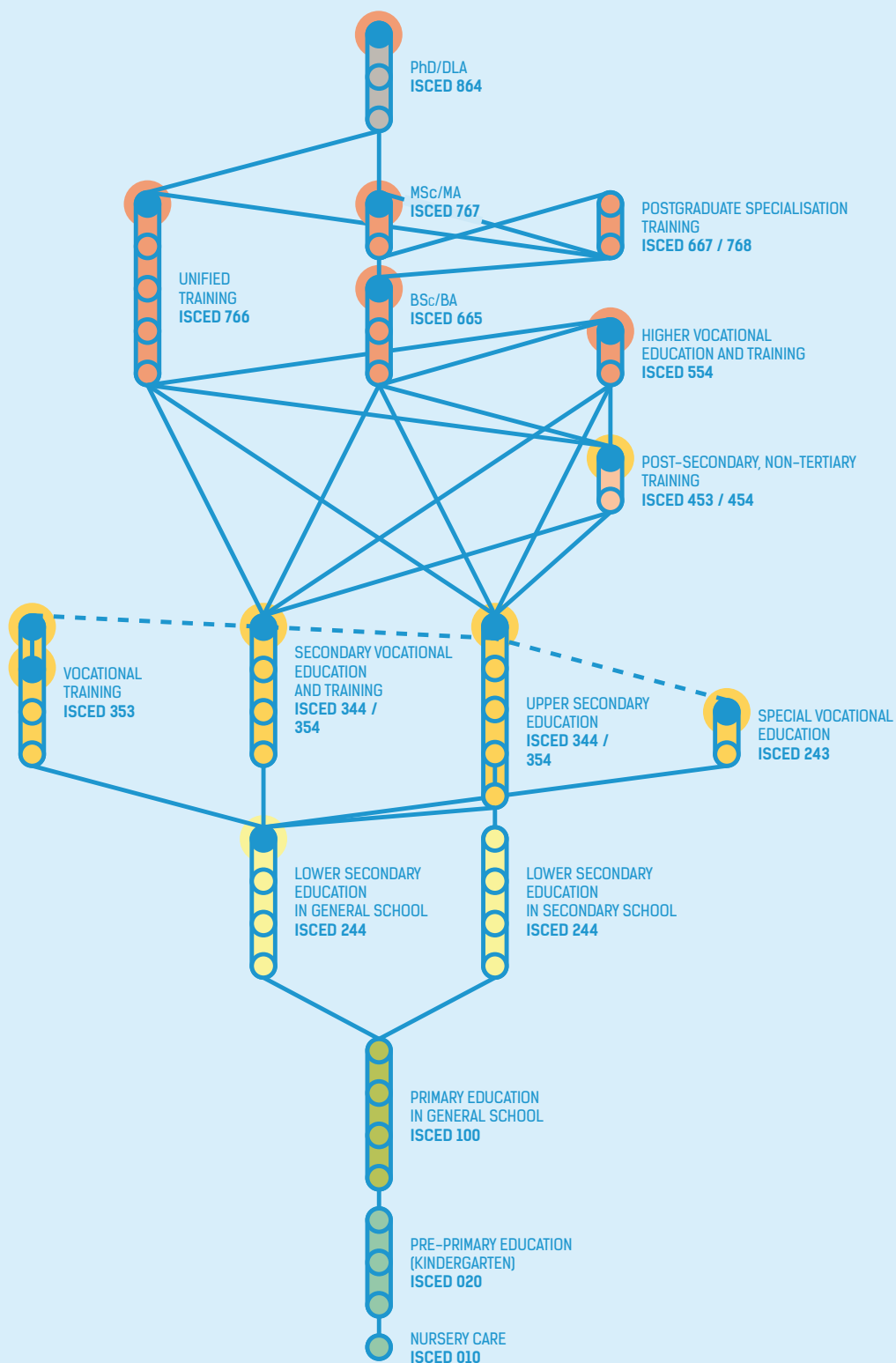
Children with sensory impairment and certain physical disabilities (e.g. spina bifida) require long-term special development indispensable for their successful integration. Special education institutions are set up for this purpose, which provide development adjusted to special needs and education suited to school requirements as day-schools or boarding schools. These include schools established for the blind and deaf or conductive pedagogical institutions. These institutions also serve as special education methodology centres providing in-service training courses for special needs teachers.

The development activities for children and young people with severe disabilities are provided at home or in the institution, as requested by the parent, and skills necessary for independent life are also taught.

Speech therapy services, experts of the educational counselling service, early development and care services, conductive pedagogical services, special physical education, school psychology and kindergarten psychology services are also offered for children/pupils with special education needs.

Professional service is provided in larger school districts to help children with special education needs educated in an integrated manner. Local or visiting specialists usually take care of the pupils in the school.

Formal education and training in Hungary



ISCED 2011

- LOWER SECONDARY EDUCATIONAL ATTAINMENT
- UPPER SECONDARY EDUCATIONAL ATTAINMENT
- HIGHER EDUCATIONAL ATTAINMENT

III. THE HUNGARIAN QUALIFICATIONS FRAMEWORK (HUQF)

III.1. History of HuQF Development

The development of the HuQF followed the Recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning: started in 2006, when a working group was set up for discussing possible methods of qualifications framework (QF) development. In 2008 a Social Renewal Operational Programme (SROP) project first introduced the idea of learning outcomes as well as the aims and principles of the qualifications frameworks. The first SROP project's aim was to develop the grid itself, in consultation with the social stakeholders. This work resulted in the acceptance of the grid.

The first phase was characterised by international events and their impacts on Hungarian thinking: the EU consultation on EQF in 2005 implied the involvement of several Hungarian stakeholders such as higher education and general education councils, chambers, trade unions, school managers, rectors etc. and resulted in a Hungarian position paper, discovering the benefits of a qualifications framework and learning outcomes approach. Shortly afterwards Budapest hosted a PLA on NQF (and learning outcomes) development in 2007, then a Presidency conference on EQF was organised in 2011. Both helped the spread of the idea amongst political decision makers.

In the second phase of development (2009-2011), an SROP project was launched to continue the social consultation and develop the grid of the Hungarian Qualifications Framework.

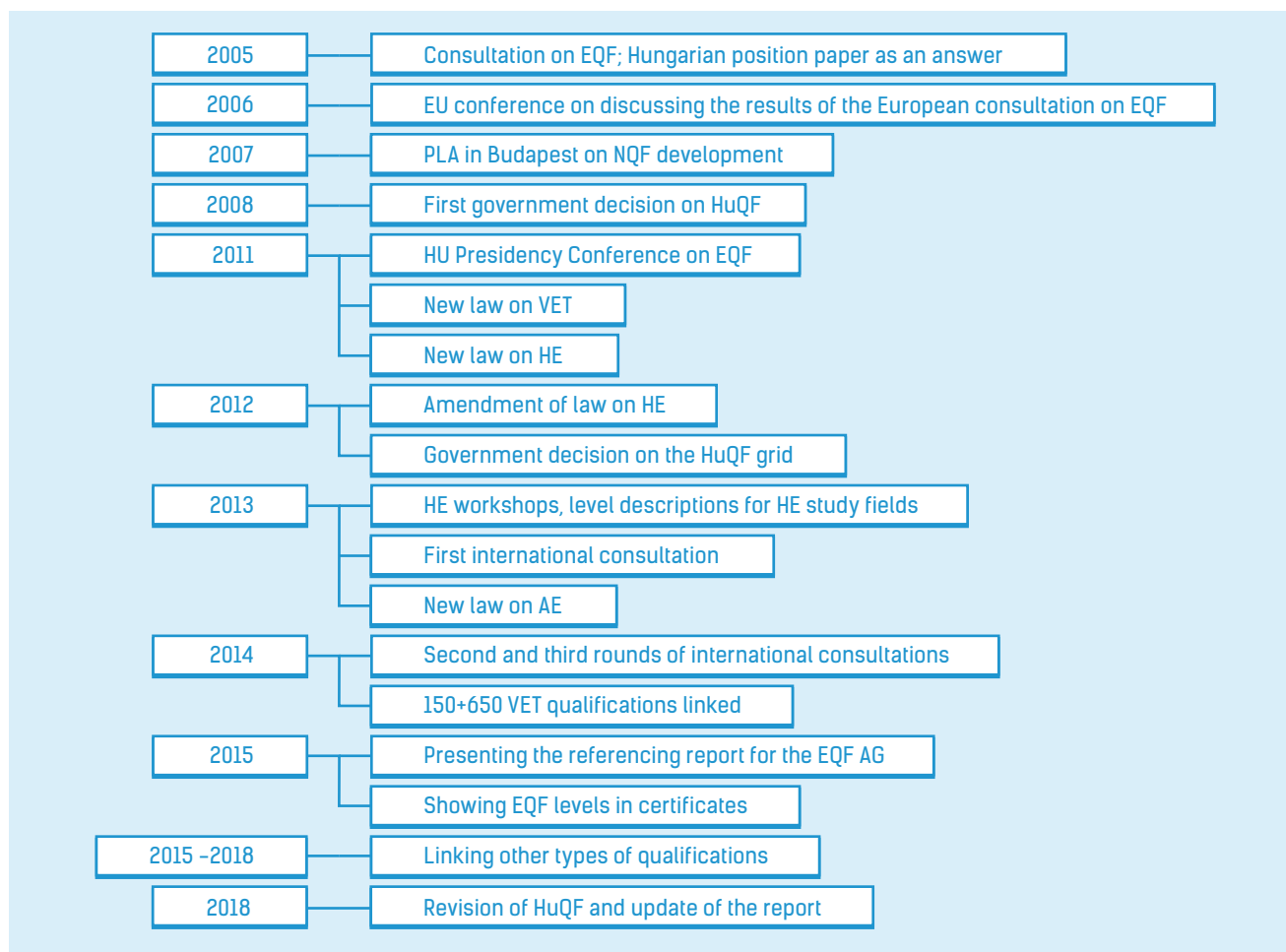
In the third phase of development (2012-2014), three SROP projects were launched, with the more detailed tasks of:

- Widening further the social consultation (than in the second phase);
- Familiarizing even more people with the learning outcomes approach (than in the second phase);
- Linking qualifications to HuQF levels;
- Channelling back the results of referencing framework levels and linking qualifications.

After the parliamentary elections in 2010, all the major educational laws changed; therefore, although the laws referred to a future qualifications framework, developments were suspended for a while so that the referencing and linking process may happen based on the new regulations. The years 2012-14 saw major developments: educational qualifications in general education (GE) were linked, a series of workshops were conducted for 8 months in the higher education (HE), thereby training stakeholders, developing linking methodology and outcome descriptions based on study fields, and qualifications of vocational education and training (VET), adult education (AE) and higher education (HE) were linked (see chapter III.7 on Linking qualifications).

International experts were involved in the first phase to show their experience to Hungarian social partners: we had the honour of listening to Ms Anna Murphy (National Qualifications Authority of Ireland), Mr Mike Coles (Consultant; senior researcher), Mr Eduard Staudecker (Federal Ministry for Education, Arts and Culture), Mr Mile Dzelalija (University of Split), Ms Riitta Pyykkö (Chair of the Finnish Higher Education Evaluation Council) in 2010 and then Ms Milada Stalker (National Institute of Technical and Vocational Education) and Mr Jan Meers (at that time: Ministry of Education and Training, Flemish Community of Belgium) in 2011. To fulfil the referencing requirements, we invited three experts for longer term in the second phase of development: Ms Ewa Chmielecka from Poland, Ms Ildikó Pathóová from Slovakia and Mr Patrick Werquin from France.

Illustration 2. **Main milestones of HuQF development**



III.2. Policy Visions; Main Aims and Functions

The aim of development of the Hungarian education and training system is to strengthen the competitiveness and social cohesion of Hungary. In order to achieve this, the system functions to serve lifelong learning need to be established. The developments for this shall:

- link the elements of the education and training system to one another,
- validate and recognise the learning outcomes of formal, non-formal and informal learning,
- provide a more flexible adaptation of education and training options to learning demands and needs;
- establish the conditions for customization, as well as independent and motivated learning,
- strengthen the individual's ability to decide on learning,
- strengthen the labour market and social relevance of education and training services,
- improve the international transparency and compatibility via QF.

The aim of establishment of the HuQF is to include the qualifications issued in Hungary at the end of the learning processes implemented at different levels and in different forms in a framework, to recognise the learning outcomes and competences acquired by non-formal and informal learning, and to strengthen the learning outcome-based requirements at each level that is compatible with the EQF.

Further aims of the elaboration of the Hungarian Qualifications Framework are to:

- include the regulative measures of the different sub-sectors of education and training related to qualifications in a uniform system, strengthen the outcome-based approach in regulating documents and thus help their harmonisation,
- include the qualifications issued outside of formal education and training in a uniform framework that is common with the qualifications issued in the formal system and thus promote the transparency and readability of qualifications and their relations,
- strengthen the quality assurance systems in education and training, and support their compliance,
- recognise the learning outcomes achieved in non-formal and informal settings,
- strengthen the coordination of policies within the education and training system, and the cooperation with social stakeholders,
- provide a more successful orientation for the establishment of new qualifications, for the revision of already existing qualifications, as well as for the design and elaboration of education and training programmes,
- support the more successful functioning of individual career choice, as well as career guidance and career counselling systems,
- provide systemized qualification information that is interpretable by the employers in a European context as well,
- strengthen education and training services in the labour market.

The introduction and operation of the qualifications framework improves:

- the transparency of the Hungarian education and training system,
- the compatibility between the education and training systems, as well as between the formal and non-formal learning pathways.

III.3. Structure of Responsibilities, Legal Background

So far, four government decisions dealt with the establishment of the Hungarian Qualifications Framework:

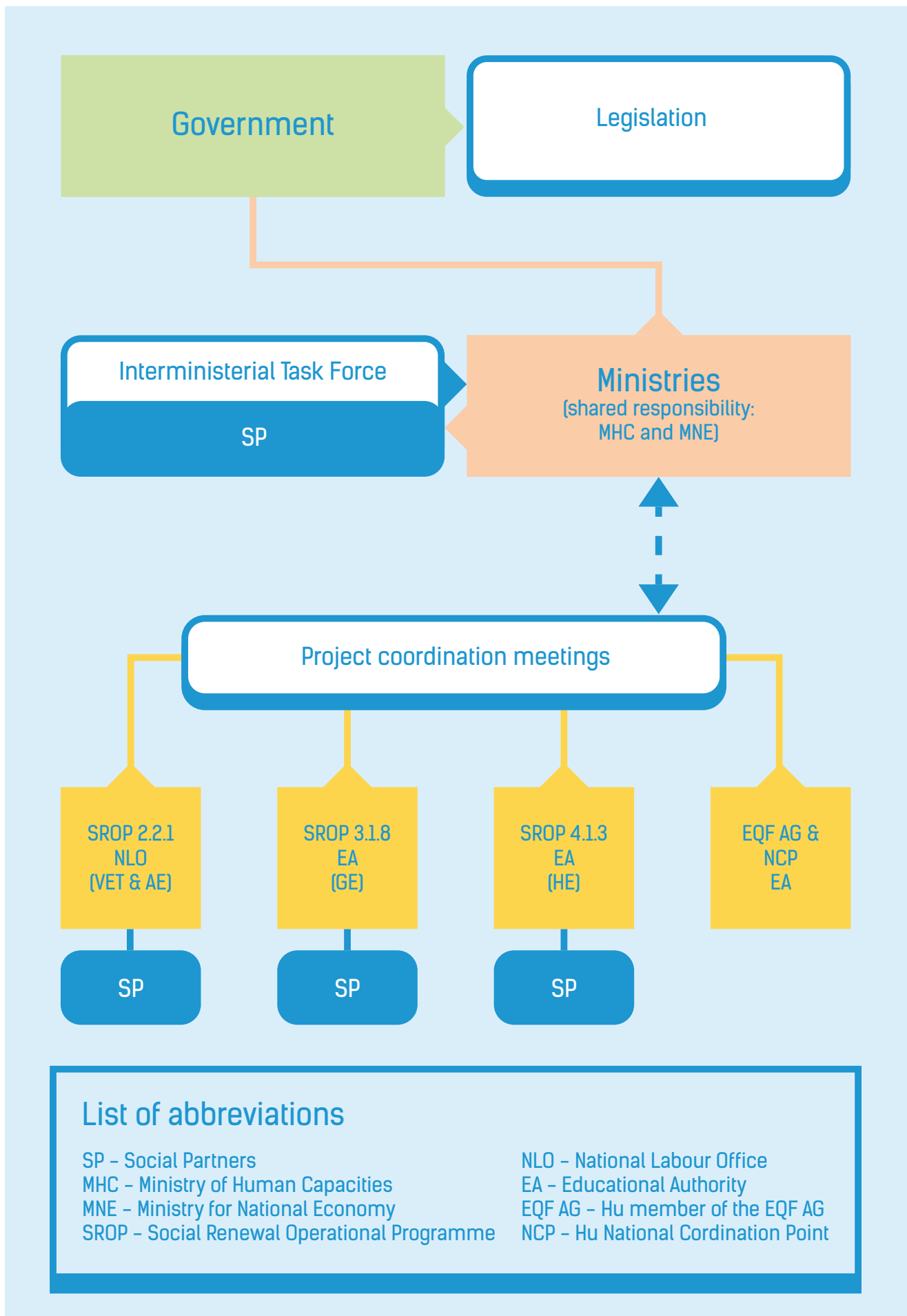
- Government Decision no. 2069/2008. (VI. 6.)
- Government Decision no. 1004/2011. (I.14.)
- Government Decision no. 1229/2012. (VII. 6.)
- Government Decision no. 1791/2013. (XI. 7.)

These measures gave instructions on the establishment of the Interministerial Task Force (see below), the tasks related to the introduction of the HuQF, launch of the SROP projects, the establishment and introduction of the HuQF (empty grid, not in use at this time, just the number of levels and the descriptor categories were accepted first) as well as accepted the principles of the qualifications frameworks and assigned the decision makers responsible for the process.

The development of the Hungarian Qualifications Framework has been carried out by three Social Renewal Operational Programme (SROP) projects: one responsible for general, one for higher, one for vocational and adult education. Therefore, the structure of responsibilities and the process of consultations had to be established in a way that information sharing, harmonisation of working methods and the methodology of linking between projects are ensured. The projects' key experts, the Hungarian National Coordination Point (NCP) and the European Qualifications Framework Advisory Group (EQF AG) member – as an operational task force – regularly met and discussed the upcoming issues, while those results agreed in this circle were forwarded to the Interministerial Task Force for further discussion, approval or suggestion on modification. The Interministerial Task Force was co-chaired by the Deputy State Secretary for Higher Education (Ministry of Human Capacities) and the Deputy State Secretary for Vocational Education and Training and Adult Learning (Ministry for National Economy). The group involved all relevant ministries, sectoral bodies, councils and many other stakeholders (see the list of members in Annex VI.13).

When this Task Force accepted a proposal (introduced by the operational task force, see Project coordination meetings on Illustration nr. 3), the drafting of the legal documents could continue – at this time within the frames of the two ministries having shared responsibility: Ministry of Human Capacities and Ministry for National Economy.

Illustration 3. **Structure of responsibilities**



III.4. Types of qualifications

In the first phase of development, only those qualifications recognized (and regulated) by the State are linked to QF levels, but the framework is open to linking the learning outcomes achieved in non-formal and informal setting in a later stage of development. The qualifications types available in Hungary are shown in the illustration nr. 5.

The Hungarian developers accepted the EQF definition of qualification, which is *“a formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to a given standard”*. However, there are some differences between subsectors: while in general education one can obtain a qualification proving rather a level of educational attainment not specific vocation or profession (based on other countries' solution, we refer to these as educational qualifications), in VET and AE vocational qualification is awarded, which in school-based VET also certify level of secondary educational attainment. Higher education provides the graduates both with a level of educational attainment and a vocational qualification. Since one of the HuQF's primary aims is to support lifelong learning, general educational qualifications have also been linked to the levels of the framework.

In general education, the primary educational qualification certifying the completion of the first 8 grades, the secondary educational qualification certifying the completion of secondary education and the secondary school leaving examination to be taken after the 12th grade and the two Bridge Programmes have been linked to HuQF levels.

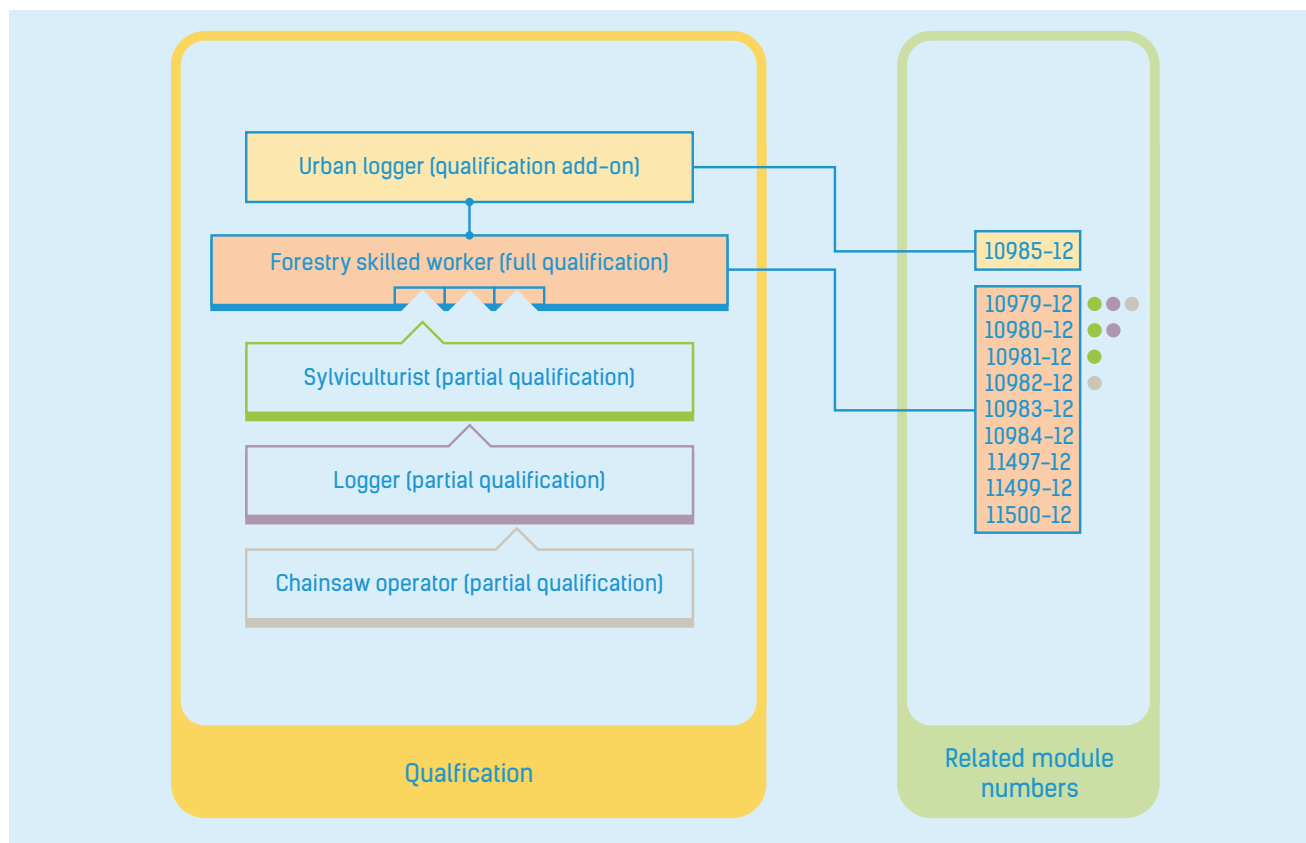
School-age students who have primary school qualification but have not been admitted to a secondary school may continue their studies in the Bridge I Programme upon the initiative of the primary school. The education organised in the Bridge I Programme complements the knowledge and competences required but missing for the continuation of studies by providing differentiated development paths building on individual abilities and needs. The education organised in the Bridge I Programme prepares the students for the acquisition of learning methods adjusted to their individual abilities and within the framework of the career orientation function introduces to the students the knowledge necessary to entering the labour market. Within the framework of the Bridge I Programme, students shall take entrance examination to a secondary school. Upon the completion of the programme, the organising school shall issue a certificate on the fulfilment of the study requirements.

If the school-age student does not have primary school qualification, in the school year in which (s)he turns fifteen, provided that (s)he has successfully completed six years in the primary school, the school shall initiate admission of the student to the Bridge II Programme. The education provided in the Bridge II Programme motivates individuals for learning and develops the skills required for the acquisition of certain professions set out by law; performs career orientation duties within the group of occupations and may prepare for the acquisition of partial vocational qualification. The Bridge II Programme shall close with a final examination, of which the organising school shall issue a certificate. The successful final examination certifies partial vocational qualification, proves the accomplishment of 8 years primary school by issuing a primary educational qualification certifying the completion of primary education and entitles the holder for continuing studies in a secondary school.

Regarding vocation qualifications, formal qualifications are either listed in National Vocational Qualifications Register (NVQR) or in separate statutory documents. Based on an extensive analysis of the Hungarian employment structure and job profiles between 2005 and 2008, the NVQR qualifications' profile and outcome requirements were adjusted to the needs of the labour market. As a result of the VET reform in 2011, new NVQR was published in 2012 listing the most important 641 vocational qualifications. As a basic rule, NVQR qualifications enable the individual to enter into a specific job listed in the National Register of Occupations (FEOR). The latest NVQR, issued in 2012, however, contains different types of qualifications regarding the relationship between the qualification and the occupation it prepares for. A great majority of NVQR qualifications corresponds to one occupation – either more complex occupations with a range of activities (e.g. Car Mechanics) or simple (Park Maintenance) or specific ones (Cashier and Foreign Currency Administrator) with only a few but clearly distinct tasks. However, some qualifications - mainly those programmes delivered on secondary level – aims to enable the individual to be competent in a wider scope of activities (Forestry and Wildlife Management Technician).

The NVQR distinguishes **partial qualifications** which cover only a limited number of modules, **(full) qualifications** which cover all modules of its partial qualifications and **add-on qualifications** containing additional module(s) built on a full qualification. As for quality assurance, in case of each type of NVQR qualifications the same rules apply: they are issued in the NVQR government order, competence requirement of the modules and rules for the conduct of examinations are also regulated by the government, whereas vocational and examination requirement and framework curricula are issued by the responsible minister. Where applies (i.e. for programmes in school-based VET), framework curricula are also published as ministerial orders. Partial qualifications prepare the holder of the partial qualification to the simpler occupations or to a narrower scope of tasks in an adequate time. Some of the lower level partial qualifications facilitate the return to education for those who had to suspend their learning for a while and thereby supports lifelong learning as well as fulfils the expectations of the labour market. Partial qualifications are primarily to be acquired outside formal education. In formal education these are to be acquired by students of the „Bridge I-II Programmes” in general education and by SEN students in special education programmes (adapted curricula) in VET. The **add-on qualification** is built upon a certain (full) qualification defined in the NVQR, usually having own modules qualifying the holder for delivering further scope(s) of activities. One add-on may be built on several qualifications. For better understanding, please see Illustration nr. 4.

Illustration 4. An example on the qualification types in VET and AE³



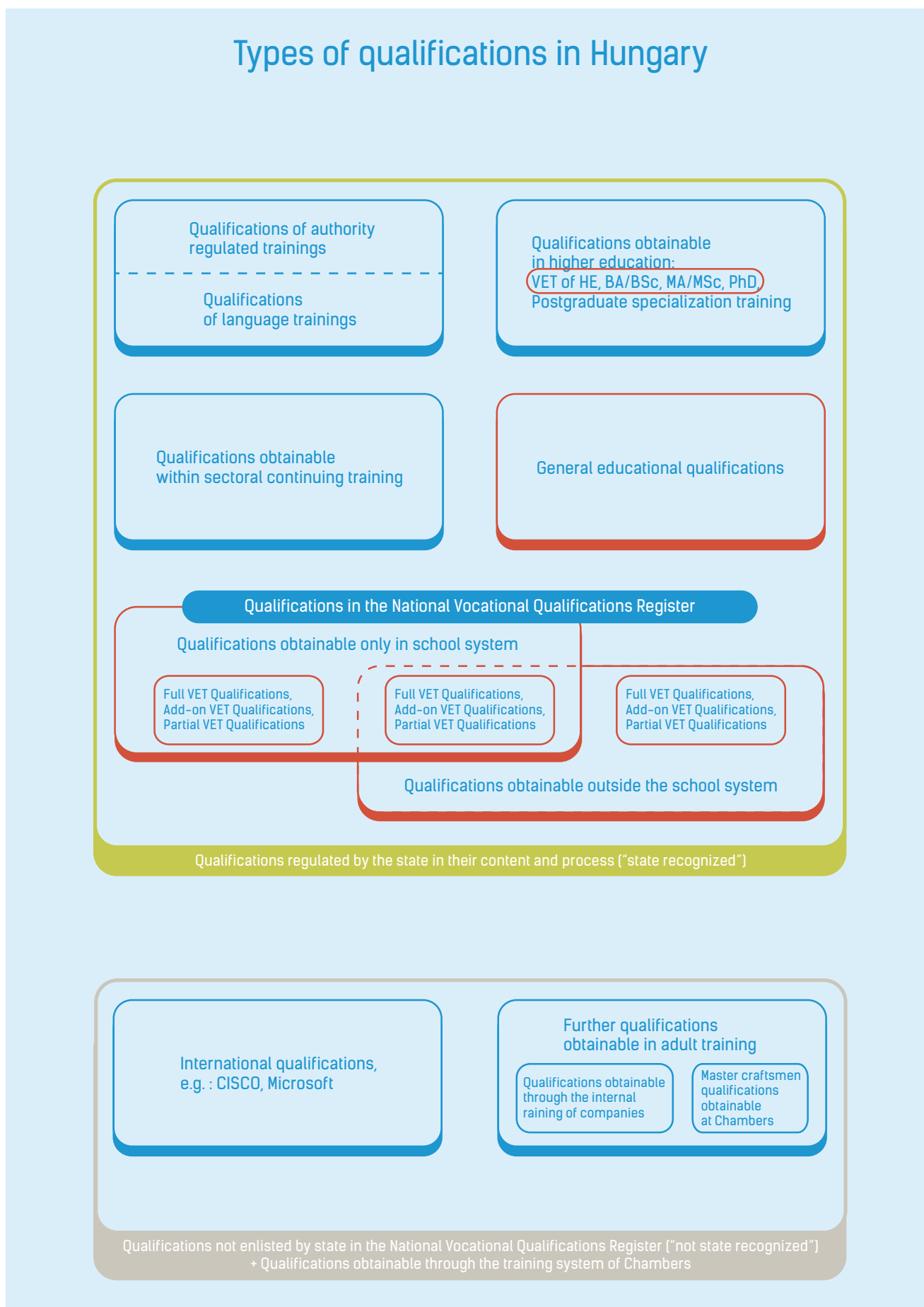
In addition to NVQR qualifications, other vocational qualifications are available in Hungary. Often related to the eligibility to enter into certain professions (also referred to as ‘regulated professions’), a large number of qualifications are regulated in different statutory documents by public authorities. Another group of qualifications are those awarded upon successful completion of the master craftsmen examination. Those in red frames have been linked to a HuQF level in this first phase of development include the higher vocational qualifications, the Bachelor, Master and PhD qualifications (awarded by HEIs). Postgraduate specialisation programmes (building on bachelor and master qualifications) and other (sectoral) further trainings are to be linked in a later stage of development.

Learning outcomes gained in non-formal settings, international qualifications, companies’ internal trainings are to be linked at a later stage of development as well as the validation of informal learning and its link to the HuQF.

³ The modules’ contents (in Hungarian) can be searched in the VET database: <http://site.nive.hu/orszagosmodulterkep/index.php?oldal=modul-kereses>

Illustration 5. **Types of qualifications in Hungary**

(Those in red frames have been linked to a HuQF level in this first phase of development.)



III.5. Learning Outcomes Approach

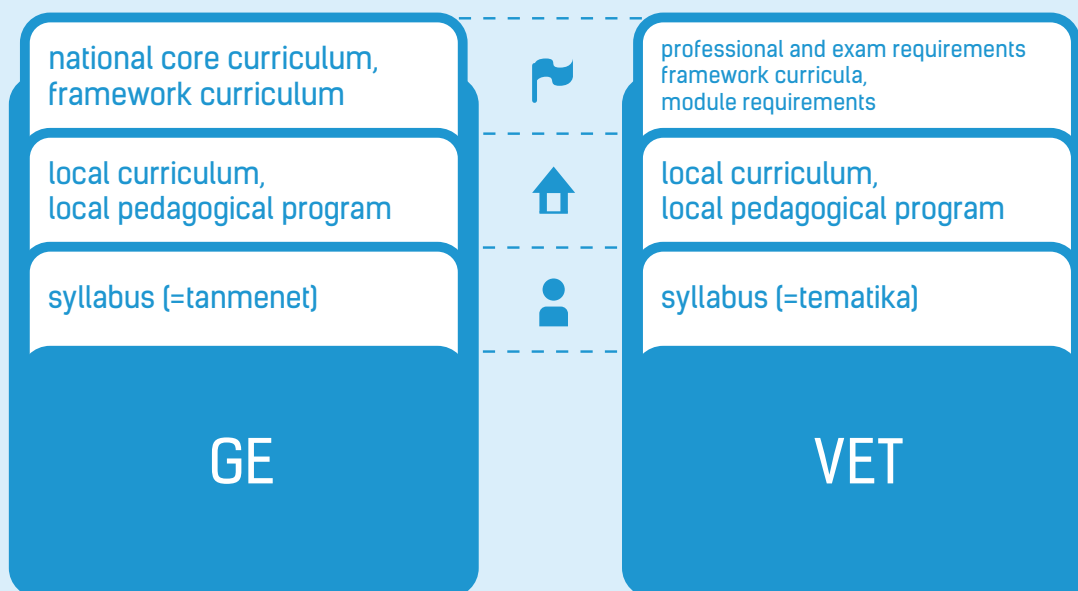
The system of *general education* in Hungary is strongly dominated by a curriculum-content based control. Within this, various approaches of the education policy had an impact on curriculum-content developments, which resulted in the inclusion of competence-based approach. The description of the learning-teaching process, the determination of the sequence of curriculum contents, as well as the wording of educational aims and tasks became a central element of state core curricula. Process control focussing on competence development is even more typical of the National Core Curricula of 2003 and 2006. The latest National Core Curriculum published in 2012 determines common cultural contents. Learning outcomes, i.e. requirements or conditions for progression as defined by general education were worded at the level of framework curricula and secondary school leaving examination requirements, published by the minister responsible for education in the regulatory documents. Secondary school leaving examination requirements are learning outcome-oriented. Learning outcomes, important from the aspect of linking to the levels of the Hungarian Qualifications Framework, can be found in these documents now as well.

In VET, learning outcomes achieved in formal education and training are assessed and validated against the Vocational and Examination Requirements. The Act on VET regulates that the Vocational and Examination Requirements should stipulate the recognisability of competences acquired either in school-based training, in non-formal learning, informal learning or during work (included in non-formal and informal learning). Requirements moreover should enlist cases, methods and conditions of exemption from exam activities where possible.

In *higher education* the regulation incorporated the use of the Dublin descriptors in 2005, and it started shifting the regulatory input and content elements being previously typical in the regulation of qualifications towards the outcome by reducing and extending the input and content elements and by introducing the outcome elements. The propagation of the concept and use of learning outcomes are in the initial phase. Based on research results, although the concept of learning outcomes is familiar, it still requires a lot of work to introduce the usage widely and it works better among the leading teaching staff being responsible for funding, launching and operating the degree programmes (appr. 20% of total academic staff of HE) than among other teaching staff and lecturers.

The regulation of teacher qualifications, however, happened in a good quality, with the use of a detailed method and learning outcomes, which was due to the fact that stakeholders had pedagogical expertise. As a result of this, more and more public professional materials appeared on the learning outcomes. Based on their international experience, in some degree programmes, some institutions initiated experimental programmes based on learning outcomes. However, the aspects of programme accreditation still mainly focus on input and process, and the “distances” between the programmes are analysed based on the standards and requirements determined on the basis of knowledge when a new qualification is established.

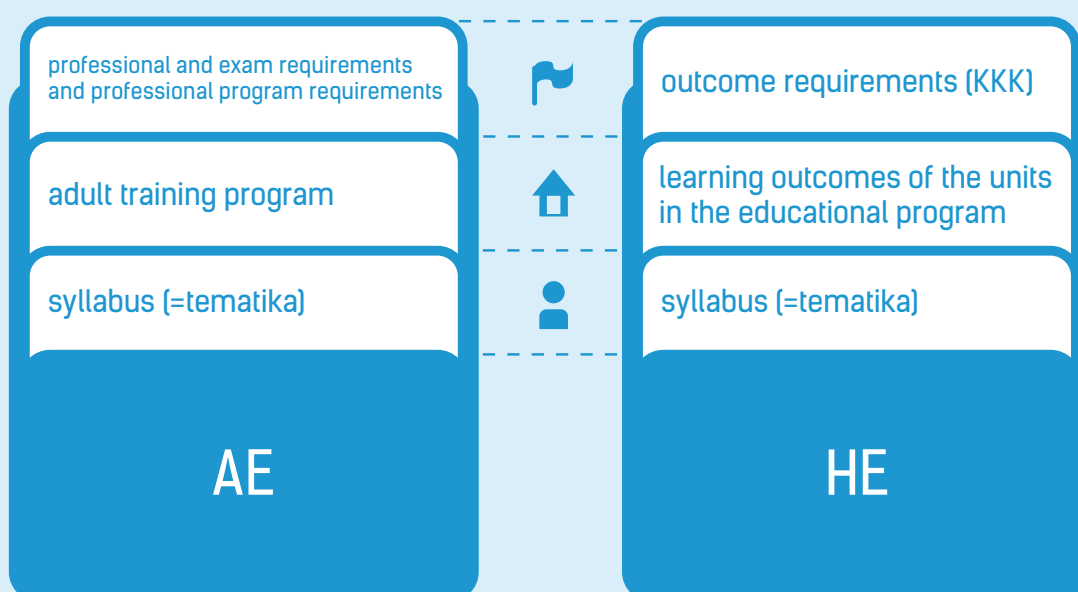
Learning outcomes in regulatory documents



 NATIONAL LEVEL

 INSTITUTIONAL LEVEL

 PEDAGOGICAL LEVEL



AE

HE

III.6. The Grid and the Referencing

III.6.1. DESIGN OF THE HUQF⁴

HuQF is featured as a competence-framework. Competence is generally defined in pedagogy and learning research as consisting of integrated pieces of knowledge, skills and attitudes. HuQF applies these elements and complements the descriptors with an element that features the situations in which competences are mobilized.

Knowledge

The descriptor categories of knowledge as well as skills were defined on the theoretical basis of cognitive science. From this approach, the knowledge descriptor in the HuQF can be described as declarative knowledge. The information and facts stored as declarative knowledge can be accessed consciously and explicitly. In terms of the HuQF, the following aspects may be used as starting points for describing the different levels of knowledge: depth of knowledge (the number of schemata possessed by the person), organisation of knowledge (the relations and the number of connections between the schemata), extension of knowledge (the size of the field of work covered by the schema system), flexibility (how flexibly the knowledge can be applied in different situations), plasticity (to what extent can the knowledge structure accept new information).

Skills

The concept of skills can be defined as the collection of three 'skill elements'. These skill elements are (1) motoric skills manifesting in actual acts, (2) domain-specific cognitive skills and (3) domain-general cognitive skills. The HuQF considers these skill elements as procedural type of knowledge: the information saved cannot be accessed deliberately or can be accessed only with difficulty. It cannot be recalled explicitly. Motoric skills are activities observable in actual acts during which a series of movements or the use of an object can be performed in an overlearned, automatic manner. Domain-specific cognitive skills are thinking activities specific to a given task or knowledge area. Such skills may be simple, automatically applied mental operations or strategies, or operations allowing the individual to effectively solve the complex problems of a given area. Domain-general cognitive skills can be applied in a wide range of thinking activities (e.g. analogical thinking).

In the case of HuQF, the following aspects may be used for describing the levels of skills: motoric skills, domain-general skills, domain-specific skills.

Attitude

Many definitions of competences include attitudes, such as beliefs, values, traits, and motives. People may have attitudes towards everything, including themselves, others, their own and external groups, objects,

⁴ See the HuQF Grid in Annex VI.15.

ideas, acts, actions, knowledge, issues, etc. For a long time, attitude was interpreted as a single-dimension concept, it was identified as the emotion (affect) related to the subject of the attitude, but nowadays the multi-dimensional approach is more general, according to which attitude consists of emotional (affective), cognitive and behavioural (conative) components. The emotional component expresses the emotional reactions towards the object; the cognitive element indicates how the individual judges the object, what kind of information they have about it, while the conative component refers to the behavioural intentions related to the object. The behaviour of the individual is influenced by many factors that are related to each other in different ways. In addition to the personal characteristics (attitudes, convictions etc.), external factors (imperative circumstances, characteristics of social situations) also apply. The attitudes cannot be observed directly, but consequences may be drawn from the individual's oral, written and behavioural reactions. Therefore, attitudes contain the evaluating approach towards learning and working, in relation to the contents of knowledge and skills/competences. This means that the attitude objects are different knowledge and skill/competence elements.

The main point of attitude is the favourable or unfavourable evaluation of the attitude object, which mainly depends on the individual's opinion about the object, on the evaluating aspects and the behavioural intentions.

In the case of HuQF, the following aspects may be used for describing the levels of attitudes along the knowledge and skill elements and levels: favourable/unfavourable (positive/negative relation) judgment; opinions, beliefs; intentions, efforts.

Autonomy and responsibility

Autonomy and responsibility are closely related concepts. Each person has an innate need for development and learning, and this learning process results in higher and higher levels of autonomy and decreasing dependence. If we examine the dependence-independence dimension, we can say that those at the beginning of development need more control and support during their activities. The development of independence is a criterion of becoming an adult (see below the autonomous, mature personality). Independence can be manifested in activity, in the area of expressing opinions and making decisions. In this respect, asking for help as the constructive management of dependence has an important role. Moreover, asking for help can also be interpreted as a step of the development of autonomy: if the individual is able to ask for exact, clear help from the appropriate person(s), then it can be considered as a certain level of autonomy (this can also help in the definition of the levels: complete control, dependence → partial control, asking for help → independence).

For HuQF, the main aspects of description may include the following: in what is he able to act autonomously, and in what does he need control, help; for what does he assume responsibility, how does he participate in activities performed in social situations.

Descriptors – Conclusion

The task of describing HuQF levels was clearly the easiest in the case of the knowledge descriptor. In this case, similarly to the recommendation, the different types of knowledge and the differences in the depth and organisation of the knowledge provided the possibility for differentiation. On the lower levels, the learning of the basic information about the world is in the centre, while on the middle levels, the development of literacy-type knowledge and the roots of expertise are emphasized. On the higher levels, the goal is to develop

extended and efficiently applicable expertise, which allows the development of new knowledge or the solution of completely new problems. In the case of the skill descriptor, complying with the recommendation, the types of skills, the flexibility of application and the complexity of the task situation provide a possibility for differentiation. The situation was the most difficult in the case of attitudes. The complexity of the situation was considered to a certain extent, but the separation of the different levels was a more difficult task. In the case of the autonomy and responsibility descriptor, the rate and areas of independence and responsibility, and the dimensions of behaving in social environments were considered by the level descriptors. In addition to the above and besides using concepts accepted by the different sectors, general wording and concepts, another difficulty was caused by the effort to maintain and establish the flexibility allowing different contextual references and different interpretation possibilities.

III.6.2. REFERENCING HUQF LEVELS TO EQF LEVELS⁵

In the design of the descriptor categories of the HuQF, two important features of the EQF, i.e. the hierarchic and cumulative nature of the level descriptions have been taken into consideration and this has been applied for the HuQF as well. This means that the HuQF is also hierarchic and cumulative, which means that the descriptors characterizing the lower levels are included in the competences at higher levels (and the descriptions are without repetitions), while the depth, scope and complexity of the above descriptor components always exceed the previous level.

For the description of the competence elements, not only their definitions and interpretations, but also their development options have been developed.

For the description of knowledge element, and for the description of its development the following aspects served as a starting point: the depth of knowledge (the amount of knowledge that a person has), the organisation of knowledge (the interrelations among the schemes), the scope of knowledge (how extended special field is covered by the scheme system), flexibility (how flexibly a person can use the person's knowledge in different situations), formability (to what extent the knowledge structure can incorporate new information).

Three aspects for the description of the levels of skills were used: motoric skills, field-general cognitive skills (mental operations about the declarative knowledge that make the acts implemented in thinking more effective; which occur as the general features of thinking) and field-specific cognitive skills (which may range from the simple, automatically applied mental operations to the strategic operations that allow the efficient solution of the complex problems in a field).

A multi-dimensional approach for the description of the attitude element has been applied, taking into account the emotional (affective; emotional reactions for the attitude object), mental (cognitive; the evaluation of the attitude object with the relevant information known) and behavioural (conative; behavioural intentions related to the attitude object) components from the aspect of favourable evaluation, judgement of the attitude object.

Regarding autonomy and responsibility, the relation between the individual and its social context, and the participation in the social context is fundamental. The key factors revealed in this are the

⁵ A more detailed background report on referencing HuQF levels to EQF levels can be found on www.oktatas.hu/LLL/HuQF.

activity performed alone or under supervision, with help, the activity performed in cooperation or by avoiding cooperation, and the controlling or controlled role. Based on this, the aspects of the description show where the person is able to act independently, and where the person needs control, assistance, what the person takes responsibility for, and how the person participates in the activities happening in the social context.

Regarding hierarchical construction, it proved to be a key issue to provide the proper distance of the level descriptors from the neighbouring levels. The developers endeavoured to present clear and well-understandable differences in the descriptors of the levels, and they ensured that continuous development is shown by the differences among the levels. In the sense of this, detailed instructions were elaborated in all the four descriptor categories for the progression and construction at each level.

A methodology of comparative analyses has been established for the match of the levels, with the content of the publication titled “*Referencing Note*” issued by the European Commission taken into consideration. Its first step was to make a so-called **technical analysis**. As part of the technical analysis, first a **conceptional analysis** took place. Within this analysis, it turned out that neither framework is a *prescriptive* tool but both of them are *descriptive*, i.e. they do not regulate but determine points of reference, or bands. In both frameworks description happens by means of statements for the learning outcomes. The identities and differences of the *learning outcome* approaches of the EQF and HuQF have been analysed (see more in point III.2 of the Referencing Report). Regarding *Knowledge* and *Skills*, the analysis assessed an identical content base in the use of the two frameworks. The descriptor category of the HuQF named *Attitudes* is generally not part of the qualifications framework; however, some references to them might be found in learning outcomes of several frameworks. Being a significant dimension of the learning process, Hungary decided to adopt attitudes in the descriptors of the HuQF. Due to this descriptor category, experience shows that a more detailed and more complete description of the level and content of the learning outcome can be provided. The HuQF category named *Autonomy and Responsibility* does not show complete overlapping with the EQF category named *Competences*; however, the conceptual bases of the two subcategories, i.e. the autonomy of acting, starting from the demand of control, through independence, to the responsibility for management, can be considered identical.

Furthermore, it was also assessed that the HuQF in general, similarly to other national frameworks, provides much more detailed and concrete descriptions of the levels than the EQF. However, the concepts and terminology used by the HuQF are less consistent, as well as the definition of the competence elements cannot be considered complete in every case in the HuQF: consistent relating to the fields of work and study are missing from the HuQF. At the same time, though inconsistently, the HuQF relates the qualifications comprehensively, i.e. to the work, private life, social life, and social activities of the qualified person. The general nature of some parts in the level description system (*grid*) of the HuQF, as well as the differences in the aspects of the descriptions compared to the EQF are not so significant that these would have endangered the comparison of the two frameworks, or would have made it impossible. A **structural comparative analysis** as part of the technical analysis has also been carried out. Although both frameworks consist of eight levels, due to the difference regarding the approach to learning outcomes the EQF consists of three columns, whereas the HuQF consists of four columns. The

aims of the two frameworks were also analysed, whose common points are the following: functioning as a tool of reference, lifelong learning, mobility for study and work purposes, and serving all stakeholders. However, the object of reference, i.e. *what* is intended to be referenced for proper information supply is different. The HuQF helps the assessment of the levels of the state-recognised, specific qualifications that can be obtained in Hungary based on the comparison and referencing of the requirements for learning outcomes, whereas the EQF is used in an international relation and it serves as the tool of referencing among the different national *qualification systems* thus it can indirectly contribute to making transparent and comparable the competence levels characterizing the specific qualifications of the different countries. The operations of both frameworks have a cumulative nature, and levels are constructed *hierarchically*: the principle is that each level should include the features of the lower level, and that each level should include an extra challenge, a development stage or an added value interpreted as learning outcome compared to the previous level. Neither the EQF, nor the HuQF systematizes the learning outcome types divided into three or four parts at the levels, and they do not present the relations among the dimensions of knowledge-skills-(attitude-) autonomy and responsibility either.

Regarding Level 1 of the HuQF, it should be mentioned that the Hungarian Qualifications System presently does not offer a state-recognized qualification based on a standardised examination and quality assured assessment at this level. At this level the completed level of education for reference should be the primary school certificate of completed Grade 6 issued in general education, which definitely means the end of the general, in other words grounding phase of the education system, i.e. it certifies the acquisition of key competences and general knowledge.

The **semantic-textual, content-related comparison** of the level descriptors of the two frameworks has also been performed. During this each descriptor was analysed and compared separately and together as well. The most important conclusions drawn from the analysis are the following:

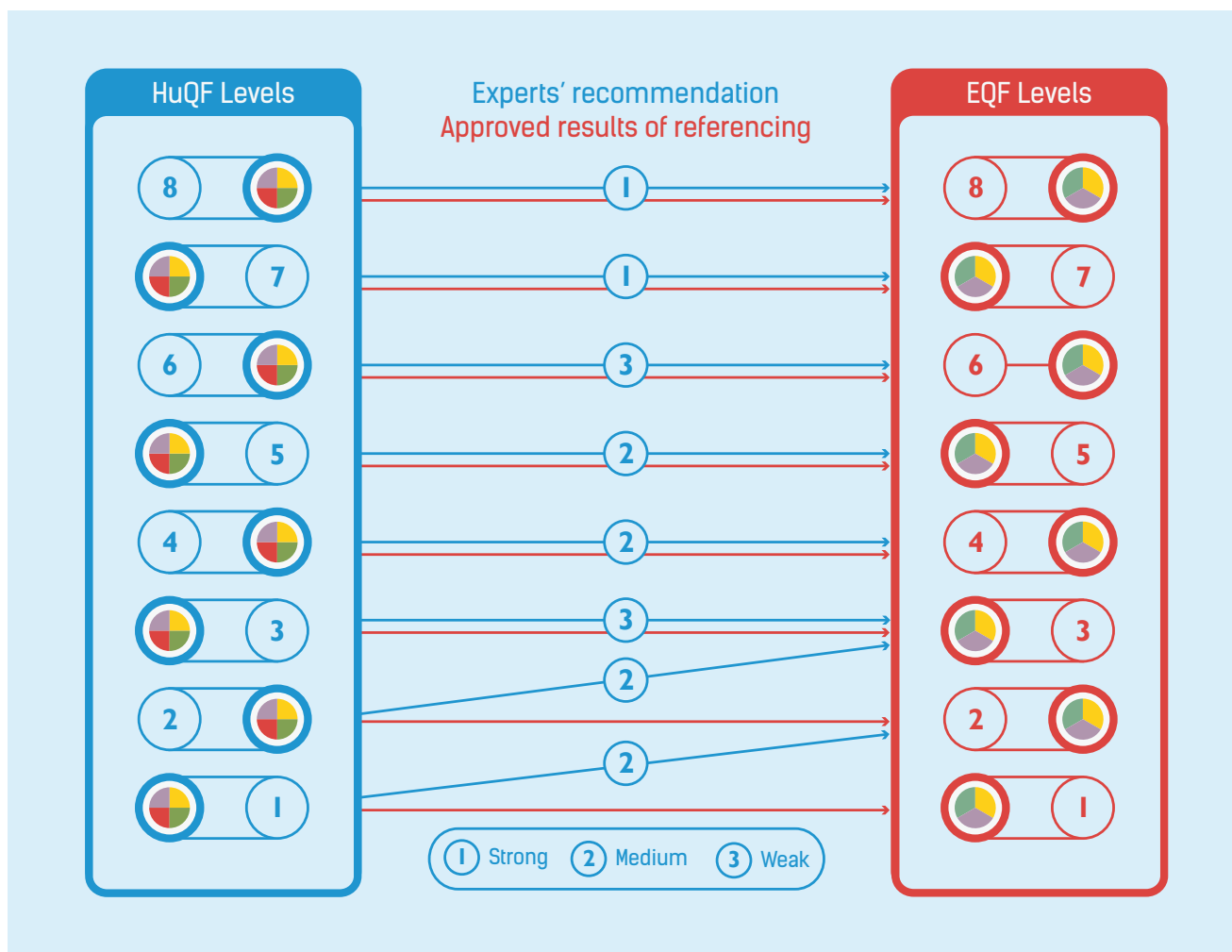
- Compared to the EQF, the HuQF expects autonomy, creativity, innovative skills, the skill for re-arranging the acquired knowledge schemes and using them in new conditions, as well as the knowledge, autonomy, responsibility and attitudes required for this at a lower level;
- Compared to the EQF, the HuQF expects the knowledge of abstract concepts and the skill for abstraction at a lower level;
- However, the EQF describes managerial and decision-maker skills, preparedness for strategic-managerial tasks, and responsibility in a significantly more explicit way, whereas these appear in the HuQF in a less elaborated form.
- The HuQF expects equal co-operation and independent task execution more dominantly at higher levels as well.

Due to the above, experts assessed that **the first three HuQF levels describe higher levels than the first three EQF levels do**. It seemed obvious that Level 4 was identical. For these levels, for the proper underpinning of the match, experts also performed a so called *level referencing counter-verification*: they analysed the referencing of each HuQF level to the EQF level which is directly below

and above it item by item. Counter-verification only partly proved the results of primary analysis. Semantic referencing could be only assessed with absolute certainty between Level 2 of the HuQF and Level 3 of the EQF. Referencing between Level 1 of the HuQF and Level 2 of the EQF, as well as Level 3 of the HuQF and Level 4 of the EQF included identical partial elements, however, differences being more significant than these as well.

The elements of descriptor categories at Levels 5 and 6 showed the opposite case: based on the semantic comparison, the descriptions of the HuQF do not refer explicitly to the partial competences that are at the same levels of the EQF. With the above taken into consideration, these levels (Levels 5 and 6 of the HuQF) provide more evidences for the identity of the levels therefore experts assessed an overall match of the levels by using the best-fit principle. However, regarding Level 6 experts think that more precise descriptions are needed for proving a referencing that is more complete and stronger than the present one. The match between Levels 7 and 8 has been evidenced. Based on the primary comparisons and counter-verifications, only analysing the occurrences and identities of the expressions and their semantic referencing, the following final conclusion may be drawn for the match between the levels of the HuQF and the EQF:

Illustration 7. Referencing levels of HuQF to those of EQF



The performed semantic comparison is an element of the analyses for referencing. Experts recommended that an analysis from social aspects should be prepared, also involving policy-related aspects.

The experts' analysis above has been compared with the results of the linking (see chapter III.7) and a discussion amongst policy-makers took place. Although this exercise did not bring any changes on Levels 4-8, it showed different results for Levels 1-3. Primary education qualification has been linked to HuQF Level 2 with the notice that the level suggestion is based on regulatory documents, while the referencing analysis of HuQF and EQF showed that HuQF Level 2 and 3 in terms of description categories in knowledge and competences are slightly above EQF Level 2 and 3 respectively. The policy decision supported that although the levels' descriptions indicate different congruity, the HuQF Levels 2 and 3 should be referenced to EQF Level 2 and 3 due to the fact that the regulatory documents over-estimate the average expected learning outcomes. Average requirements – knowledge and competences/skills – determined in documents are not reflected in actual students' performance measured by national competence assessment and international testing like PISA, PIRLS, TIMMS and others. The findings related to the inconsistency between regulatory documents and real student achievement including reviews of curricula is planned to be dealt with in general education in the future.

III.7. Linking Qualifications

III.7.1. ENSURING HARMONY BETWEEN SUBSECTORS

As mentioned above, the projects responsible for different educational subsectors regularly consulted on the methodology of linking qualifications. After thorough analysis, they all

- kept themselves to basic principles related to HuQF:
 - development of learning outcomes neutral towards the path (method) of learning;
 - application of the best-fit principle;
 - HuQF levels are integrative (one level includes the requirements of those levels below); and
 - Learning Outcomes shall be assessable.
- agreed on having intensive consultations on “shared levels” and connection points between subsectors
- used a similar sample to record the results of linking, putting a special emphasis on the conclusions (lessons to be learnt on improving the quality and transparency of qualifications) to be channelled back to political decision makers;
- previously prepared their experts and stakeholders for the process (by discussing the aims and benefits of HuQF as well as the learning outcomes approach); and
- used the closest possible methodology (differing only where the specificities of the subsector required so):
 - content analysis of related documents; and
 - counter-verification: try one level above and below.

III.7.2. LINKING EDUCATIONAL QUALIFICATIONS IN GE

III.7.2.1. Detailed explanation of descriptors

Prior to linking qualifications, the outcome levels⁶ determined in the Government Decree had to be described in details. The detailed description happened on the basis of analysing the official and legal guidelines and documents to regulate general education from the aspect of the HuQF.

Analyses happened according to pre-determined aspects, based on two different lists of aspects.

III.7.2.1.1. The documents that do not regulate the process or outcome but *the complete system* (e.g. legal background) were analysed according to the following aspects.

- Does its approach and wording support the design and operation of the Hungarian Qualifications Framework?
- Is its wording and approach in compliance with the learning outcomes based approach of the EQF? Does the approach based on learning outcomes appear in it?
- Does the HuQF appear in it in an explicit or implicit form (comparability, built-on structure, LLL, individual career etc.)?
- Do the specific elements needed for the development and operation of the HuQF appear in it? If they do, which elements are these?
- What relation does it have to the recognition of informal and non-formal learning outcomes? Do these forms of learning appear in it, does it include any reference to it? Does it include such statements that relate to the possible recognition and the possible method of recognition of knowledge acquired elsewhere?
- Can the document be used and adapted during the present development?

III.7.2.1.2. The documents that regulate the *learning/teaching process or outcome* (e.g. National Core Curriculum, examination requirements) were analysed according to the following aspects:

- a) Is the content of the document in compliance with the learning outcome-based approach of the EQF? Does the approach based on learning outcomes appear in it?
- b) For each descriptor

Related to the knowledge descriptor:

- Level, quality of the structure of the acquired facts,
- Level of problem sensitivity,
- Abstraction level in thinking,
- Level of independent learning, knowledge acquisition,
- Ratio of knowledge at expertise and literacy level, the level of literacy.

⁶ No. 1229/2012. (VII. 6.) Government Decision on the tasks related to the introduction of the Hungarian Qualifications Framework, and on the amendment of the no. 1004/2011. (I.14.) Government Decision on the establishment and introduction of the Hungarian Qualifications Framework.

Related to the skills descriptor:

- The level of use and transformation of theoretical knowledge, cognition, solution mode,
- Level of logical thinking, the skill to plan task solution,
- Level of use of practical, manual skills, degree of automatisms,
- Level of problem solving: creativity, level of use of familiar and individual solutions.

Related to the attitude descriptor:

- Level of emotional driven-mental driven behaviour,
- “Being tuned” to the task, level of task awareness,
- Level of “morality”: recognition and respect for human and natural values.

Related to the autonomy and responsibility descriptor:

- Skill to plan activities, its level,
- Level of independence in learning and acquisition of knowledge,
- Level of self-evaluation, self-reflection, the feedback (self-development) element,
- Level of the skills to manage and decide,
- Level of cooperation in a group,
- Level of skill to work independently.

c) Is it possible to follow the development of the features specified by the descriptors, and how their development levels build on one another?

d) Other elements that can be used for the description of levels 1-4 of the HuQF.

e) Features that derive from the characteristics of the analysed documents but relevant from the aspect of the complete HuQF.

III.7.2.2. Determination of outcome levels

In the determination of outcome levels, in addition to document analyses, the phases of Hungarian general education built on one another, and the system of national assessments were also taken into consideration.

Illustration 8. **Assessment system in general education**

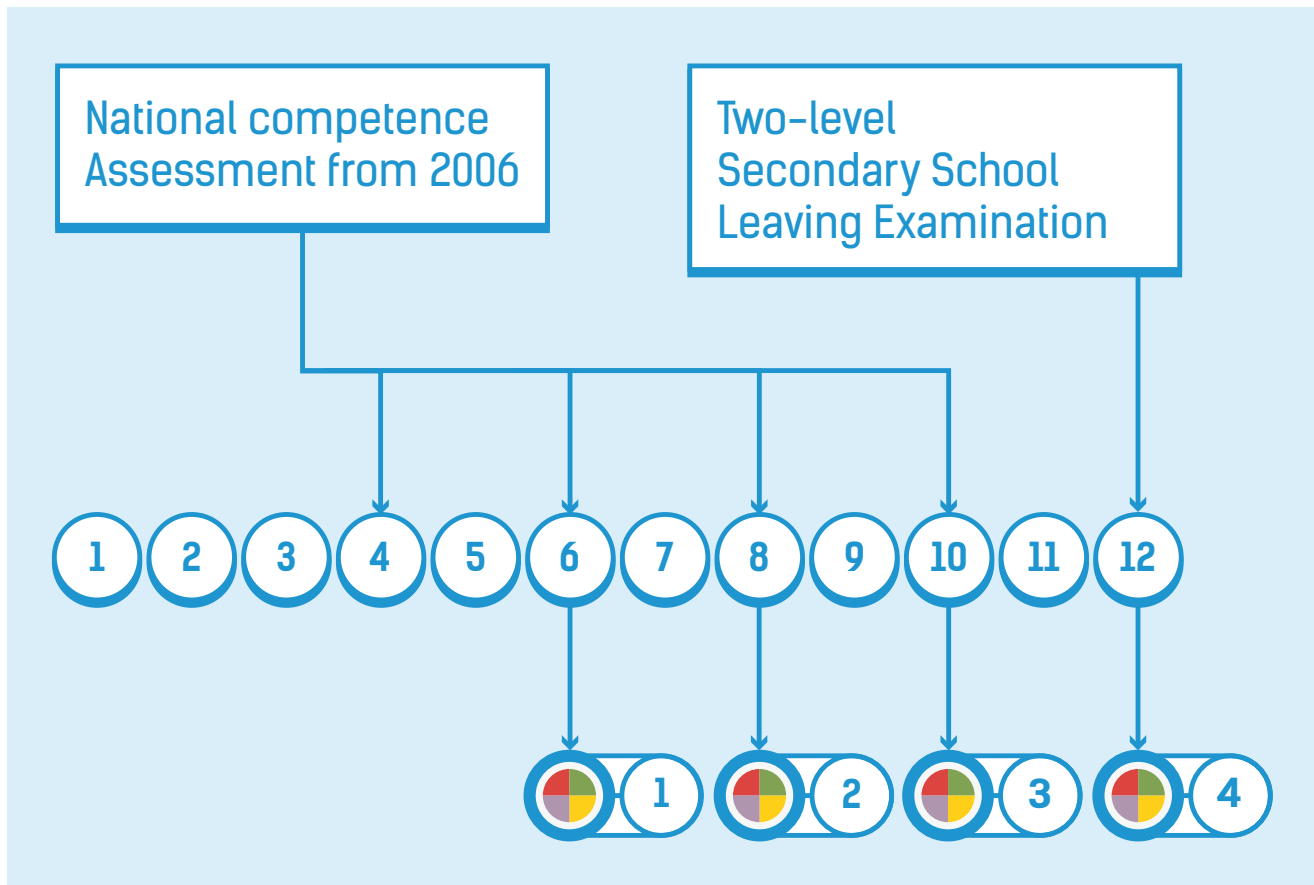


Illustration nr. 8 shows that two of the levels valid for general education (levels 2 and 4) were determined based on definite training phase boundaries. Levels 1 and 3 are related to such boundaries that are interpreted as a development phase by the evaluation system of general education; at the same time, level 1 can be considered as an input level as well in the case of VET. In the VET system, grade 10 is a phase to confirm general education (level 3) and it is not a VET input level.

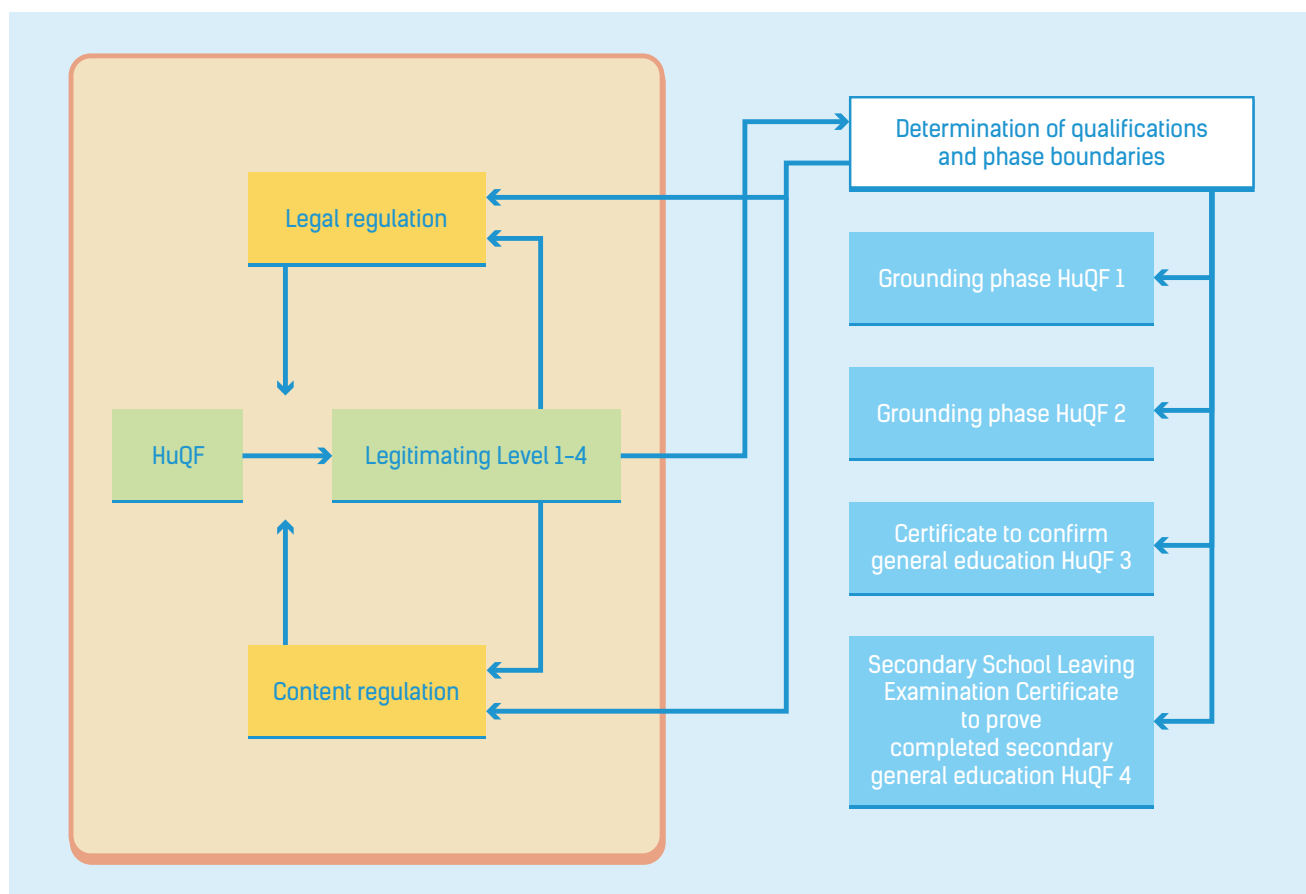
Outcome levels determined based on the analyses:

- Grounding phase (level 1)
- Completed primary general education (level 2)
- Phase to confirm general education (level 3)
- Completed secondary general education (secondary school leaving examination, level 4).

III.7.2.3. Linking

General elements of qualifications and outcomes in general education

Illustration 9. Elements and relations of the linking process



For the determination of outcome levels, the template developed for the linking of higher education qualifications was adapted in compliance with the features of general education.

Linking was carried out by experts with the use of level descriptions legitimated by document analyses. Stakeholders acting in the different fields of general education (curriculum and examination developers, experts of government offices, heads and deputy-heads of institutions, and specialised teachers in a more restricted group) became familiar with the linking process and its experience in professional forums), and it was possible to give opinions on the professional materials published in an electronic form.

Best-fit principle was applied in the linking process. The reason for this was that the requirements (learning outcomes) described in the new system of general education that has been effective since 2002 mainly relate to knowledge and skills. They are also dominating in all general education documents that have been published since then. In addition to curriculum contents and requirements, less emphasis was put on school autonomy and learning attitudes compared to the previous National Core Curriculum of 2003, from which former National Core Curriculum the content elements meaning the basis of national culture were missing. With the use of the best-fit principle, linking basically happened based on the knowledge and skills descriptors.

Linking seemed to be more difficult from the aspect that the descriptions of the presently effective documents regulating general education are not uniform regarding what interpretation should be given to the described skills levels.

The National Core Curriculum includes the minimum to be achieved at an educational level as a condition for progression; contrary to this, regarding the effective framework curricula, the determination of requirement levels can be more considered average, and the local curricula of the schools include the conditions for student's progression adapted to this so the legislator delegated the step of determination of the minimum or optimum level there, thus also strengthening school autonomy.

Based on the description of secondary school leaving examination requirements and the features of the evaluation and assessment system, it can be stated that secondary school leaving examination requirements can be considered optimum requirements consistent with the description of level 4.

In the regulatory documents each descriptor appears to have a very different extent. In the documents the content elements that can be related to the knowledge descriptor (being of knowledge type, describing semantic knowledge) are dominating. At the same time the description of expected skills is not balanced at several points, whereas the appearance of attitude and autonomy is incomplete for some elements. Autonomy is hardly discussed in the documents. Their appearance rather means implication here and there, but mostly only the level of possible independent execution of the tasks is mentioned, by pretending the preservation of competence-based education, which is latently refused. The fact that autonomy may also mean critical thinking, self-reflection, and responsibility for the thoughts, is not included in the documents at all.

In most places attitude appears as an objective, development requirement or process and not the expected result of development. It is more detailed and emphasized in vocational training documents than in general education documents; however, they are difficult to generalize due to the various attitudes appearing in the different trades.

Based on the documents related to VET but also affecting general education, it can be stated that in VET it occurs many times that the level of general educational knowledge does not effectively change in the different trainings, at the same time due to the vocational training, autonomy, responsibility and attitude reaches a much higher level than those of a secondary school pupil in a similar training phase.

III.7.3. LINKING VET QUALIFICATIONS

III.7.3.1. Description of the initial situation

In the field of vocational education and training, two significant reforms took place since 2004. As a result of modernising the NVQR, qualifications became competence-based and modular in 2006. Due to its competence-based nature, the NVQR became a hierarchical tool and functioned as a framework itself. As described in chapter III.4., programmes are still running based on the NVQR of 2010; therefore, linking of these qualifications is necessary. Based on an algorithm referring to the inherent levels of the NVQR 2010, linking approved by the government can be found in Annex VI.9.

However, the new NVQR entered into force in 2012 and brought along some changes in the structure. The modular principle was kept, but it was given a more modest role. The competence-based approach still characterises the NVQR. The 2012 NVQR qualifications are labelled with 11 different level codes based on their complexity, but the input requirements and delivery characteristics were also taken into consideration. Therefore, in contrast with the 2010 NVQR, in case of the NVQR 2012, linking could not be done based on the NVQR level codes as qualifications may vary in terms of learning outcomes on the same NVQR level. As a consequence, each NVQR qualification had to be analysed and linked one by one. Due to a growing interest and stronger focus on other formal training programs (i.e. not listed in the NVQR), master craftsman qualifications as well as qualifications regulated by public authorities were sampled to be involved in a pilot linking. The main objective of expanding the linking exercise and involve other formal qualifications in the pilot was to analyse them from typological and methodological aspects: to what extent are the professional and examination requirements transparent and learning outcome based. The findings of the analysis serve as an important input for further developments of these qualifications.

III.7.3.2. Preparations

Understanding learning outcomes of the HuQF and how competence approach used in the NVQR relates to them was a key issue for elaborating the methodology adapted to the specifics of VET. The NVQR and the vocational requirement modules define learning outcomes based on scope of activity and type of competence. These specify not only the professional knowledge and skills necessary to perform the various tasks of a given occupation/job, but also the methodological (thinking, problem-solving and work style), social (communication, cooperation and conflict-management) and personal (flexibility, creativity, independence, personality traits and capabilities) competences. Recently, vocational requirements of master craftsman examinations, issued in ministerial orders, use the same approach. The description of vocational requirements of other vocational qualifications regulated by public authorities, show a great variety in structure.

The HuQF and the learning outcomes use the definition of *the concept of competence* as it is widespread in the pedagogical and psychological disciplines, where attitude appears as an independent dimension. Contrary to this, the concept of competence underlying the NVQR is activity-oriented, and it considers competence to be an acting potential. Regarding its typology it does not follow the British “functionalist” model, but it deeper approaches the “holistic” concept that was formed in Germany.⁷ In this subject-centred model training standards relate to the role of the individual, primarily in the context of the occupation. The dimensions of the competence model of the NVQR: the vocational, personal, and methodological competences, i.e. its feature profile contents are important units of the acting competence; however, these units do not have the task to specifically reflect to a vocational function or role, but they contribute to the successful acting in the work context together so they serve the definition of the training objective to a greater extent. The feature profile used for the competence description is not integrally related to the specific acts, and they are not their pre-requisites.

The relations among the individual categories of the two types of description mean the real difference between the systems of the HuQF and the National Vocational Qualifications Register (NVQR). In the HuQF the relations

7 See more: “Competence, learning outcomes, qualifications frameworks” (Tempus Public Foundation, 2009.)

among the learning outcome-related statements at the same level are very close, they connote and supplement one another, as well as they are coherent. In the NVQR these relations are co-ordinative and taxonomic.

Linking exercise required a methodology that – based on the same principles as used by general education and higher education – helped to transcribe NVQR competence requirements into HuQF learning outcomes. The template used by the HE sector was adapted to the criteria of VET. Statutory documents serving as evidence for the transcription and linking suggestion were gathered.

While working out the methodology, the human resources necessary for the linking was outlined. As each NVQR qualification was to be linked individually, experts were recruited with respective experience in development of training programmes, of framework curricula or in assessment. Over a 100 experts took part in the exercise.

As a next step, learning outcomes transcript of qualifications and proposed levels had to be verified. Social partner representatives were requested to carry out this task on a sectoral basis. A separate guide and template was designed for the verification process. During the preparation phase the concept of qualifications frameworks and the methodology of linking were introduced and discussed with the sectorial dialogue committees (Vehicular Transport Providers SCD, Community Services SCD, Tourism – Hospitality SCD, Forestry, Furniture and Silviculture SDC, Machinery SDC, Metallurgy SDC). The methodology and the template were adjusted based on their remarks.

An IT system – currently under development – will be used later on to follow up the changes in the related qualifications and coordinate the experts working on its portal.

III.7.3.3. The linking process

The methodological guides and template samples were tested on 150 carefully selected qualifications.

At first, experts had to identify the most important competences – so-called core competences – the qualification holder must acquire and justify it by referring to the respective statutory document. Special focus had to be given in each case for key competences (literacy, numeracy, digital literacy and foreign language skills). Competences had to be then transcribed into learning outcomes. Transcription reflected the final learning outcomes of the qualification holder. Learning outcomes were then compared with HuQF descriptors semantically in order to identify the descriptor which best describes the given learning outcome. Counter-verification analysis was also applied in case of ambiguity. This approach revealed that levels of learning outcomes vary within a qualification. The best-fit principle was therefore applied, and experts also had the possibility to take the different weight of competence elements into account (see Remark on Learning Outcomes worksheet, annex VI.9.1) when making the proposal for the level of the qualification but a thorough justification had to be provided.

Experts worked in 22 trade working groups in order to share experiences and examine together the related qualifications.

In order to comply with the quality assurance of the linking process as well as to assure coherence of the HuQF developments, the work was supervised by a group of professionals. The board consisted of representatives of general education, higher education, adult learning sector and the representative of the Hungarian Chamber of Commerce and Industry.

The learning outcomes transcriptions and the recommended level of each qualification were verified by social partners, i.e. by representatives of employers' and employees' organisations. Verification consisted of the tasks listed below:

- Formal check – proper template is used, core data and other formal requirements are met;
- Proof-reading and correcting (if necessary) the learning outcome descriptions;
- Coherence check of learning outcomes of related qualifications;
- Approval/Modification of the recommended level.

Linking results can be found in Annex VI.9.

III.7.3.4. Lessons learned from the linking

Though the outcome-based approach is not new in the Hungarian vocational education and training system, putting it into practice is a long-term process. With the modernization of the NVQR, competence-based vocational and examinational requirements guide the framework curricula and the teaching practice but the assessment of personal, social and methodological competences, and their contribution to the examination results, still needs further development. The challenges that experts faced when describing learning outcomes revealed that further training is necessary for VET trainers and assessors for the training system to fully benefit from the learning outcomes approach.

The best fit approach revealed that certain qualifications need improvement in certain competences, especially key competences, required for lifelong learning, should be made more explicit.

As the pilot results show, authority regulated qualifications show a great variety in transparency and learning outcome orientation, the linking process of these types of qualifications is planned in the second phase of HuQF development. Master craftsmen qualifications are awarded by the chambers; these will also be linked in the second phase. (For further information, please see Chapter VI.11.4).

Learning outcomes of the adult training programmes mentioned in section III. 4. will be linked to HuQF as part of the registration process.

III.7.4. LINKING QUALIFICATIONS IN HE

The linking was preceded by a double preparatory process: on the one hand, higher education stakeholders (instructors and education managers) had to be prepared for performing the analyses related to the linking, on the other hand, the qualifications had to be prepared for linking.

III.7.4.1. Description of the initial situation

III.7.4.1.1. The qualifications and their regulation

At the beginning of the implementation of the Bologna Process in Hungary, which happened at the same time as the acceptance of the qualifications framework established for the European Higher Education Area in Bergen, the regulation of qualifications was also modified: on the one hand based on the European Higher Education Area, the National Bologna Committee elaborated the Hungarian

higher education framework, though finally only its learning outcomes elaborated for the cycles 1 and 2 (bachelor and master) became effective (the newly elaborated comprehensive learning outcomes for the short-term higher education VET were issued in autumn 2012); at the same time the external verification of market demand was abolished (and the higher education institution initiating the qualification was obliged to prove this as part of the accreditation process); furthermore the name of qualification requirements were modified to education and outcome requirements (KKK), as well as the definiteness of contents decreased in it: the core curriculum and the ratio of programme specific knowledge were determined within wide credit ranges, in addition to this the content was determined in knowledge areas instead of subjects, and learning outcomes of graduates also appeared (in compliance with the Dublin descriptors). For the determination of the bachelor qualifications, based on legal regulations the higher education institutions may make proposals in the form of a consortium, whereas for the qualifications of VET, master degree and doctoral degree the institutions may make proposals independently. The regulation has been fundamentally unchanged since then; however, due to the missing implementation process, higher education stakeholders have continued the input and content-oriented development and accreditation, whereas the application of the output aspect and learning outcomes is basically only present sporadically.

Presently the list of higher education qualifications managed by the ministry consists of 30 short-term (higher education vocational) qualifications, 150 bachelor qualifications, 300 master qualifications, and 60 doctoral qualifications. (Several degree programmes can result in different versions of a qualification in the different higher education institutions, which however do not fundamentally differ from one another.)

III.7.4.1.2. Opinion of higher education stakeholders at the beginning

The opinions of the internal stakeholders in present Hungarian higher education related to qualifications and trainings can be characterized by the continental and Humboldtian tradition, whereas the output approach, the student and learning-oriented approach, as well as the knowledge and use of learning outcomes are only rarely present, only in some institutions and in an isolated form. One of the reasons for this is that the implementation of reforms basically happens within legal frames, and hardly any projects were started for interpretation, implementation support and coordination. All these novelties that in many cases appeared together with the EU policies emerged when the effects of mass higher education starting in the middle of the 1990s and reaching its peak around 2006-2008 were faced, mostly without proper tools.

Therefore the preparation for the introduction of the Hungarian Qualifications Framework (and so obviously for the use of learning outcomes) made it necessary in the field of higher education to provide the targeted preparation of higher education stakeholders and higher education qualifications.

III.7.4.2. Preparation

III.7.4.2.1. Preparing the qualifications

One of the important quality criteria of the linking and the subsequent referencing of the Hungarian Qualifications Framework to the European Qualifications Framework is that the qualifications to be linked, as well as the HuQF levels should be output-oriented, and the output features should be described in learning

outcomes. The HuQF fully complies with this criterion (as it was already prepared with the EQF known); however, higher education qualifications only partly comply. As we have tried to avoid the steps involving codification so far, we had to find a solution that strengthen the output nature, and also gives help to a grounded linking.

In order to achieve this, also taking into consideration the latest outcomes of the Tuning project among others, the outcome features of the different higher education fields were prepared, described in learning outcomes. The interpreted descriptions of the study fields, the detailed explanation of each HuQF level specifically for a higher education study field also mean the descriptions of the characteristics of the different special fields. For the descriptions of the fields the experts used the level and cycle descriptions of the HuQF and EHEA-QF as a basis, besides they also took into account the specific education and outcome requirements of the qualifications established in the study field, as well as the general competences characteristic of higher education. The descriptions of output features for levels 5, 6, 7 and 8 were prepared for altogether 10 study fields. This resulted in an intermediary description that exceeds the specificities of the concrete qualification in its abstraction level, i.e. it is more general than they are; however, it is more concrete and specific than the national level descriptions of the HuQF and the EHEA-QF, and the cycle features that are valid for the whole EHEA. So it serves as orientation and reference to the linking and the subsequent revision of the qualifications and degree programmes, as well as it forms a bridge between the levels, cycles of the HuQF and EHEA-QF and the qualifications.

III.7.4.2.2. Preparation of higher education stakeholders

The first phase of the SROP-4.1.3 project between 2009 and 2011 mainly prepared a group of experts for the development of the qualifications framework, and the establishment of validation; the second phase of the priority project (2012-2014) involved and prepared the instructors and education managers in higher education for the use of the qualifications framework and the validation procedure, as well as for the use of learning outcomes. Preparation happened by means of a methodology, mainly within *learning by doing* frames. Mainly those teachers and education managers were involved, who have already gained knowledge and experience in the above mentioned topics, and in the development, revision and management of the qualifications and degree programmes. During an 8-month period they participated in a whole-day workshop 12 times, here they received theoretical preparation, they shared their experience and the new knowledge in a small group, as well as they interpreted and deepened them; they analysed and interpreted the frameworks of other countries, and the results of EHEA-QF and TUNING; besides they made common efforts to describe output features in learning outcomes. The members of the working groups represented both students and the world of work. During the work done in the workshop they did common homework, they prepared individually, as well as they shared their knowledge and experience with their own colleagues. They analysed the first version of the study field descriptions together, as well as they received feedback from the key experts of the project, the further developed versions were evaluated by external experts (who participated in the preparation of the level descriptions of the HuQF), then based on these the further developed descriptions were discussed with further higher education stakeholders. This process allowed its stakeholders not only to understand the qualifications frameworks, validation and learning outcomes, but also made them committed to the use of these tools for a better teaching and learning quality achievable by them.

Those involved in the work conducted common workshop work with their colleagues in their own institutions several times to pass on the results.

The work was accompanied by a qualification revision and programme development process of outcome approach implemented in five higher education institutions as reference institutes. A representative of each reference institution regularly participated in the above workshop work process, so experience could be mutually exchanged.

The whole project process was helped by development support experts, as well as the process of producing the developments and results were accompanied by an action research. Altogether 300 persons participated in some project activity.

III.7.4.3. Preparation for the linking process

III.7.4.3.1. Establishment and conciliation of the methodology

Within the frame of the preparation for the linking of qualifications a note on the methodology was prepared, which was discussed and modified by the experts during the workshop work. The note was also forwarded to the experts of the sub-projects doing the linking of the qualifications. Based on the proposals and remarks, a modified version of the note was prepared. The methodology includes the aspects for the selection of the qualifications to be linked, the analyses to be done, their order and aspects, as well as the template samples etc.

A further analysis includes the additional aspects that need to be validated for the self-certification to the EHEA-QF, and they were also integrated in the templates. Thus referencing the qualifications to the HuQF and EHEA-QF happened at the same time, within the frame of one analysis process.

III.7.4.3.2. Collection of the required statutes and documents

The above mentioned methodologies collected, whereas the templates listed the statutes and documents that had to be used during the linking analysis. Thus it could be ensured that the experts doing the linking analysis used the same background documents and aspects.

III.7.4.3.3. Selection of qualifications to be linked

With the selection aspects given in the methodology taken into account, at the four HuQF levels (in the three full cycles, and in the short cycle) altogether 54 qualifications were selected for linking as the most populated and/or the most typical qualifications. [See their list in Annex VI.9.3]

III.7.4.3.4. Analysis of the reference qualifications

Experts carried out the following analyses for the selected qualifications based on the methodology, following the points of the template (see Illustration 10):

1. semantic analysis of qualifications' descriptions

- a) comparative content analysis: comparing the outcome features and the requested knowledge areas of the qualification to the level descriptors of the HuQF, for assessing the correspondence of linguistic (semantic) conformity;
- b) distinctive content analysis: comparing the outcome features, where requested the knowledge areas of the qualification to the descriptors of the one step higher and one step lower levels of the HuQF, for identifying the distinctive features and assessing the correspondence of definite linguistic (semantic) conformity;

2. the analysis of legal documents

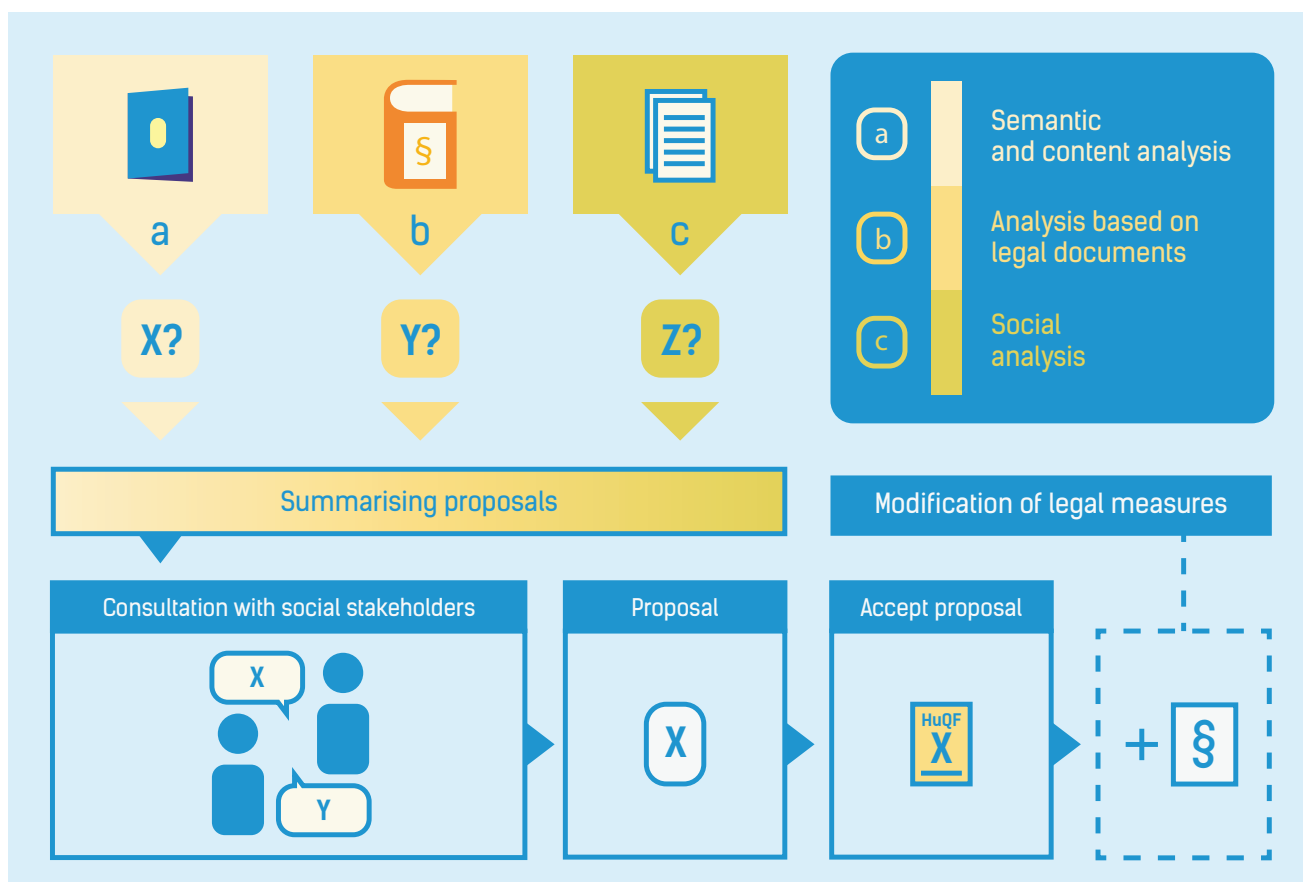
a) analysis of statutes and other regulating documents: in order to assess whether they give definite guidance for the level of qualification or not;

3. social analysis and other evidences

a) the opinion of social partners for the level of the qualification based on documents, research results, and the results of other analyses;

b) further empirical analyses (e.g. graduate career tracking system, employment and labour market research etc.) for the level of qualification.

Illustration 10. Phases of linking HE qualifications



The experts recorded the results of the analysis in a template so both detailed results and a summary are available of each analysed qualification in a unified structure. The sheet includes the main identification data of the qualification: linking result (the level to which the qualification is linked to), evaluation of linking (the strength of compliance with the level according to four standard evaluation categories) and summarizing justification.

III.7.4.4. Results of the Process of Linking Qualifications to HuQF Levels

The summarized result of the linking process is the following:

- higher education vocational qualifications can be linked to level 5 of the HuQF and the short cycle of the EHEA-QF;
- the qualifications providing higher education bachelor degree can be linked to level 6 of the HuQF and the first cycle of the EHEA-QF;
- the qualifications providing master degree can be linked to level 7 of the HuQF and the second cycle of the EHEA-QF;
- the qualifications providing doctoral degree can be linked to level 8 of the HuQF and the third cycle of the EHEA-QF.

The strength of compliance

1 – It can be definitely referenced to the level

2 – It can be rather interpreted at this level

3 – It cannot be only interpreted at this level

4 – It cannot be interpreted at any levels, it is independent of the levels

It is important to note that the linking of qualifications to cycles, and several obligatory features of the qualifications to be established in the cycles are set forth by law so regarding the above results the only surprising fact can be that in the cases of certain qualifications the strength of compliance did not fall into the strongest category (1).

[The itemized results of the linking of reference qualifications are included in the Annex VI.9.3.]

III.7.4.5. Experience of the linking

It was an important experience that with the use of the so called text analysis method most qualifications could be linked. In many cases however, the suggested level was confirmed not by the direct comparative analysis, but by the analysis of the deviation from the one step lower or one step higher levels.

In many cases due to the definite results of preliminary analyses it was not necessary to carry out the analyses c) and d) (social judgement, actual practice), where it was done anyway by the experts, the results confirmed the results of preliminary analyses.

It is important to mention that there is a unified and coherent legal regulation that is effective for all higher education qualifications, which does not only affect the individual qualifications but their cycles as well, and based on which the qualifications could be surely linked even despite the possible uncertain outcomes of the analyses. Therefore the “best fit” principle was hardly applied.

The preparation for the linking process, and the analyses prepared during the linking also pointed out at some weak or less coherent features of the higher education qualifications, for the improvement of which essential developments will have to be implemented in the future.

For example due to the legal regulations, the process of establishing the qualifications, as well as their accreditation and authorisation aspects, the outcome nature of the qualifications is uncertain, in many cases it is weak, the content and process are more dominant, and the coherence is weak or missing between the two points (content – outcome).

Although the system of cycle features elaborated for the Hungarian higher education qualifications (a modified version of the Dublin descriptors) became effective in a very short time after the acceptance of the EHEA-QF, it only included the outcome features for the first and second cycles, but not for the short and third cycles. Although these were also elaborated, finally they were not included in the statute due to conciliation and other reasons. The preparation for the use of the framework did not happen either so at the time of introducing the cycled system those elaborating the renewing qualifications were not that much aware of the aims and use of these outcome features. Therefore the outcome descriptions of the qualifications do not consistently follow the descriptions of the national framework either. They are weakly linked to the dominant content in the education and outcome requirements and the process.

Regarding higher education VET, the outcome descriptions of the qualifications are more considered and better in the cases of several qualifications as they were established seven years later. They have had national cycle features since autumn 2012, and the developer of the qualifications tried to follow these, however, in spite of this there are serious differences in both the volume and quality of the descriptions of the outcome features.

The qualifications of the doctoral degree are underregulated as qualifications, most of them do not have qualification documents, and linking could be carried out based on general regulation documents, along indirect references, or based on statute. In the case of this qualification higher education stakeholders have a shared though hidden (implicit) agreement that seems to operate the qualifications.

It is generally true that the knowledge dimension of the Hungarian qualifications belonging to Level 5 / the first cycle a bit higher than the corresponding features of the HuQF/ EHEA-QF, and their skills dimension is a bit lower than the corresponding features of the HuQF/ EHEA-QF. It is true for most qualifications that they only sporadically and to a small extent include describing elements that can be linked to the group of personal competences.

III.8. Involvement of social stakeholders

The involvement of social stakeholders was organised at several levels.

The SROP projects were responsible for involving their own sector-specific stakeholders. This means that discussing sector-specific developments happened at conferences and workshops organised by these projects: the development of the HuQF grid was preceded by a national consultation, where developers had to learn - amongst others - about a strong wish for a new, separate descriptor category, the attitude (especially from the side of HE professors). The HE project organised 12 full-day workshops in 8 months to prepare HE stakeholders and to enable them not only to participate in the developments, but also to further the discussions at their own level, in their own institutions using learning by doing methodology. The VET and AE project also organised

workshops to prepare their experts and after having a first proposal on linking VET qualifications to HuQF levels, employers' and employees' representatives had the opportunity to request further modifications, thereby having a social analysis of qualifications as well. The project responsible for GE approached primary and secondary school managers and teachers as well as regional educational managers. The impact of the HuQF seemed to be the lowest in general education, but the project achieved considerable results in this field. That is why the sectoral involvement cannot be compared with VET and HE. In addition to productive and constructive consultations, all the projects concentrated on dissemination as well, they organised conferences and materials. For more details on stakeholders' opinion, please visit www.oktatas.hu/LLL/HuQF.

In addition, the NCP and the Tempus Public Foundation (either in cooperation with the NCP or within the frames of Campus Hungary) organized sometimes subsector-specific, sometimes horizontal consultations and events.⁸ The most successful were probably the workshops (organised both in Budapest and in the countryside) on writing and assessing learning outcomes: these were organised separately for HE, AE, VET related participants, who found the content of the workshop extremely useful. Approaching GE stakeholders is still both a challenge and a plan for the near future.

When projects submitted their results (already discussed with stakeholders, and the NCP), they were forwarded to the Interministerial Task Force (for further information, see Chapter III.3 on the structure of responsibilities).

III.9. Quality assurance

Quality assurance of the HuQF and of linking qualifications is described in chapters on linking and sustainability (III.7 and III.11); therefore, here only quality assurance of qualifications and that of education and training are discussed.

III.9.1 QUALITY ASSURANCE SYSTEM IN GENERAL AND VOCATIONAL EDUCATION

Quality assurance system of general education, as stated in the Law on General Education, is basically *built on the processes of accreditation, authorisation, registration, control and evaluation*. Quality assurance in general education covers the following fields:

1. Institutional accreditation and registration, authorisation
2. Content control
3. In-service training system for teachers
4. External evaluation
 - a) Official and legal control
 - b) Pedagogical and professional evaluation
 - c) Vocational examinations
 - d) Secondary school leaving examination
5. Internal evaluation

⁸ An animated film on HuQF can be found on http://www.oktatas.hu/LLL/konferenciak/animacios_film

General educational services may be rendered by registered institutions. Principles and procedural rules determined at legal level shall be valid for the registration. The registered institutions are included in the institution master record of the Information System of General Education (certified public records). For the **accreditation and registration** of a general educational institution established by a non-budgetary body, the Klebelsberg Institution Maintenance Centre, and of higher educational institutions or other state bodies, different procedures shall apply. Institutions established by non-budgetary bodies are entitled to perform tasks specified in a general educational agreement concluded with the state or in a VET agreement.

The **content control** is based on the National Core Curriculum, supported by guidelines and framework curricula prescribing minimum requirements. The guidelines primarily prescribe the fulfilment of the requirements included in the National Core Curriculum, with the different and various educational and training needs taken into consideration, whereas programmes give framework recommendations for the different educational situations at a pedagogical programme level.

The **in-service training for teachers** is a compulsory element of a teacher career. The accreditation of the in-service training system for teachers include the following: accreditation of the institutions providing in-service training for teachers, accreditation of in-service training programmes for teachers, approval of the in-service training programme and issuance of the permit for establishment, as well as inclusion of the accredited programme in the in-service training register.⁹

Official control shall be carried out by government offices for all schools. However, within the frame of legal control only the activity of church and non-state maintainers may be legally controlled. Within the institutions, legal control is provided by the maintainers. The fields of evaluation for the external evaluation are the following: the teacher, the institution leader, the institution. Evaluation happens with the participation of external experts, named school inspectors, and it is based on the competences, pedagogical outcomes and assessment results, which are certified (linked to levels) with the use of documents that prove the pedagogical efficiency (portfolio), and on the basis of visits and evaluation acts. Application for inclusion in the expert list is possible through public applications, if the candidate is in compliance with the personal accreditation guidelines. Personal accreditation covers the following group of experts: general educational experts, chairmen of the secondary school leaving examinations, VET experts, VET chairmen and examination committee members.

The **assessment of student performance** is an important tool for the external evaluation of general education. An important national assessment of this kind is the National Competence Assessment. As far as international student performance assessments are concerned, Hungary participates in the OECD PISA assessment and in the TIMSS and PIRLS assessments organised by the IEA.

The Government Decree no. 315/2013. (VIII.28) on the **complex vocational examination** sets forth the rules for the organisation and conduct of the vocational examination, as well as for the tasks of the authorised institutions and the operation of the independent examination committees. The assessment of each examination task stated in the vocational and examination requirements happens separately,

⁹ Government Decree no. 277/1997. (XII.22) on teacher in-service training, teacher examination and on the benefits and reductions provided for participants in in-service training

with a mark ranging from 1 to 5, and the summarized mark is calculated with the use of the weighted average of the above marks according to the (task) weight ratio that can also be found in the vocational and examination requirements. (For understanding the process, see the illustration in Annex VI.4 “Process of vocational examination”.)

Secondary school leaving examination plays the main role in general educational outcome control. The secondary school leaving examination is closely linked to the National Core Curriculum. The procedure, subjects and examination requirements of the secondary school leaving examination, as well as the list of optional examination subjects at higher level and their detailed requirements are regulated by a decree on the basis of the Act on General Education.¹⁰ Quality assurance of the secondary school leaving examination includes quality requirements for the development of examination tasks, issuance of the accredited examination subject as a central examination requirement, accreditation of the places for examination organisation, registration of the place for examination organisation, and the notification to the institution maintainer of the registration.

The **institutions and bodies involved** in the processes are the Educational Authority (in-service training system, maintenance of the Information System of General Education, registration of textbooks), the Hungarian Institute for Educational Research and Development (independent budgetary body responsible for textbook development and supply), the National Textbook Council and – the National Office for Vocational Education and Training and Adult Learning and the Hungarian Chamber of Industry and Commerce have a significant role. All relevant bodies have been involved in the referencing process; see their opinions in Annex VI.13.

III.9.2. QUALITY ASSURANCE SYSTEM IN ADULT EDUCATION

Adult education activity aimed at obtaining a vocational qualification in the National Vocational Qualifications Register (NVQR), and other subsidized vocational, specific language and subsidized adult education activity may be performed with a permit issued for an indefinite period. The aim of the permit is to allow the adult education institution to perform its activity in compliance with higher quality requirements. The request for the issuance, modification or supplementation of the permit shall be submitted to the relevant authority, i.e. National Office for Vocational Education and Training and Adult Learning.¹¹ The authority usually conducts the authorisation procedure with the participation of an expert committee. The adult education expert register is maintained by the National Office for Vocational Education and Training and Adult Learning, whereas the programme expert register is maintained by the Hungarian Chamber of Commerce and Industry, which records the programmes together with their vocational contents and descriptions. The National Office for Vocational Education and Training and Adult Learning maintains an electronic register of the institutions which hold permits, as well as of the partially or fully withdrawn permits, in the form of certified official records.

¹⁰ Government Decree no. 100/1997. (VI. 13.) on the issuing of the rules of upper secondary examination OM Decree no. 40/2002. (V. 24.) of the Ministry of Education on the specific requirements of the upper secondary school leaving examinations

¹¹ Act CXL of 2004 on the general rules of public administrative procedures and services for the authorisation procedure

The authority operates an Adult Education Expert Committee with six members (at least four adult education experts and programme experts) for supporting the fulfilment of the authority's tasks related to adult education experts, and to promote the establishment of quality assurance systems applicable by adult education institutions), which functions as a body to recommend, form opinions and consult.

III.9.2.1. Legal and institutional frames of external evaluation

The most important criteria for granting the permit for external evaluation are the following: Does the adult education institution have:

- a training programme preliminarily certified by an adult education expert or a programme expert,
- the personal and objective conditions as stated by the decree¹²,
- a quality assurance system according to the decree¹³
- the conditions required for operating the adult education information system,
- quality aims that can be professionally revised,
- the financial cover as stated by the decree?¹⁴

Following the assignment by the National Office for Vocational Education and Training and Adult Learning, the expert committee as stated by the government decree shall carry out a site visit at the applicant, during which the feasibility conditions of the training programme are analysed. It is a requirement for the adult education expert and programme expert that their fields of knowledge should comply with the inspected profile. In addition to this they should have a five-year professional experience in the field of adult education quality assurance, or they should have a five-year professional experience in any of the following fields: adult education and training, practice leading, education organisation or assessment and evaluation, and they should have experience in the preparation of a specialization training programme or curriculum.

III.9.2.2. Legal and institutional frames of internal evaluation

Adult education institutions shall undergo an external evaluation of the quality assurance systems selected by them and approved by the authority, which is usually done by the system owners or by experts assigned by the system owners, and it shall happen at least every two years (or yearly in a starting business enterprises). This inspection is not identical with that to be carried out by the authority every two years. The topics of internal quality assurance do not only include such issues as whether an adult education institution operates the trainer qualification system, provides the assessment of preliminary knowledge (skills) in compliance with the legal regulations, and operates its customer service and complaint management system but also whether the above adult education institution conducts satisfaction surveys and provides the related data supply.

12 No. 393/2013 (XI. 12.) Government Decree on the rules of the authorisation procedure and requirements needed for performing adult education activity, of the introduction of registration for adult education institutions, and of the inspection of adult education institutions

13 No. 58/2013 (XII. 13.) Decree of the Ministry for National Economy on the quality assurance frame of adult education, and on the members, tasks and operational rules of the Adult Education Expert Committee

14 The introduction of financial cover is an absolutely new element of the Hungarian adult education system control, however, it is not unknown in the international practice. The aim of the possible forms of financial cover is to allow the repayment of the paid training advance fee during the whole period of the authorised adult education activity or for 6 months after its possible termination. Its extent shall be 2% of the net income from training in the previous year or maximum HUF 1 million.

III.9.2.3. Tools on the input and output sides

The electronic register of vocational programme requirements in adult education is maintained by the Hungarian Chamber of Commerce and Industry. Inclusion in the register, modification and cancellation are decided on by a committee of five members, where three members of the adult education experts are delegated by the Chamber of Commerce and Industry, one member is delegated by the Chamber of Agriculture, and one member is delegated by the minister who is primarily responsible for the trade group.

A proposal for the inclusion of vocational programme requirements or language programme requirements in the register may be submitted by any legal entity, unincorporated business entity, private company or self-employed person, exclusively in an electronic form, to the body maintaining the register, according to the specified professional structure. As mainly vocational programme requirements¹⁵ are similar to the vocational and examination requirements stated in the VET regarding their structures, the following important issues are also regulated here:

- name of vocational programme requirement,
- name of completed VET level (professional qualification) that may be obtained,
- description of the most typical activity, field of work that is accessible with the completed VET level (vocational qualification),
- proposed HuQF level of the programme,
- identification of the most typical jobs that may be filled,
- information to the employee on the content and use of the competence that may be obtained with the completed VET level (vocational qualification),
- input competences needed for starting the training,
- minimum and maximum number of hours required for obtaining the specified completed VET level (vocational qualification),
- minimum and maximum number of hours by modules if the recommendation has a modular structure
- obligation to participate in at least 70% of the number of hours for the training as indicated in the adult education contract and to present a successful closing report as criteria for issuing the document to certify the completed VET level (vocational qualification),
- requirements according to the state-recognized vocational qualification (NVQR) if the training output is aimed at obtaining a vocational qualification included in the NVQR (the act on VET arranges for the attendance criteria¹⁶ of adult education included in the NVQR in the case of a training within the school system, which is a strong quality assurance element),
- the integrated quality assurance element according to which the obtainable certificate shall refer to the adult education programme requirement as named in the register of the Chamber of Commerce and Industry.

¹⁵ See details in the no. 59/2013. (XII. 13.) NGM Decree of the Ministry for National Economy on the registration requirements and procedural order of adult education programme requirements, and on the certification of obtaining a vocational qualification.

¹⁶ Pursuant to Section 33 (5) of Act CLXXXVII of 2011: Within the frame of adult education organised according to the work schedule of evening education, the number of class attendance hours for practical training shall be at least sixty per cent of the number of practical training hours stated for full-time education, whereas in the case of adult education organised according to the work schedule of correspondance education, the number of class attendance hours for practical training shall be at least twenty per cent of the number of practical training hours stated for full-time education. Within the frame of adult education organised according to the work schedule of evening education, the number of class attendance hours for theoretical training shall be at least ten per cent of the number of theoretical training hours stated for full-time education provided that the total number of compulsory class attendance hours reaches the number of hours for the work schedule of evening education as stated by the Act on National General Education.

III.9.2.4. Partnership in quality assurance

The reconciliation of interests in strategic issues may happen with the participation of the National Economic and Social Council; however, adult education issues are sometimes discussed with the involvement of the National Vocational and Adult Education Council operated by the minister responsible for VET and adult education, this latter organisation being a professional, decision-preparing, opinion forming and proposal making national body, whose composition with 20 members also represents “by nature” the different aspects of partnership.¹⁷

In the case of vocational qualifications in the NVQR, the National Qualification Committee, also including the representatives of the different sectors has a specific role. The county development and training committees with seven members will also have a prospective role as they can make proposals for the trainings which they recommend to be made partially or fully state-subsidized to adults in a specific geographical area.

For understanding how to obtain an adult training licence and to learn the processes in adult education, please see the two illustrations in the Annex VI.5-6.

III.9.3. QUALITY ASSURANCE SYSTEM IN HIGHER EDUCATION

The higher education *quality assurance elements are the followings:*

- *quality assurance system operated by higher education institutions;*
- *multi-level and multi-functional accreditation system;*
- *regularity in quality assurance (review of operation licences in every five years);*
- *the importance of the European Standards of higher education quality assurance [Standards and Guidelines in the European Higher Education Area (ESG) during programme and institution accreditation] .*

III.9.3.1. Internal quality assurance

The act on higher education and the related government decrees include the most important framework rules of quality evaluation and enhancement in higher education; amongst others, they confirm that each state-recognized higher education institution shall operate quality assurance processes. By specifying the quality assurance systems, institutions shall take an active part in the process of quality assurance and development as well: regular monitoring and interventions to strengthen quality are needed. In this approach the interpretation of quality has also changed: in this interpretation quality does not mean that excellence is reached or minimum standards are met, but it means the ability to continuously raise standards and reach the set aims.

Although it is not directly regulated by law higher education institutions are urged to operate a quality assurance system fulfilling the requirements of ESG. According to the law on national higher education¹⁸ the operation licence of a higher education institution contains (amongst others) the compliance with the ESG, which is evaluated by the Hungarian Accreditation Committee during institution accreditation.

¹⁷ 7 persons from ministries, 1 person from non-governmental organisations, 3 experts of VET, adult education and higher education, 1 person from the social organisations of VET, 1 person from the organisations of interests protection in adult education, 2 persons from the employer and employee organisations that have representation in the National Economic and Social Council, 2 persons from the economic chambers, 3 persons from school maintainers.

¹⁸ Act CCIV of 2011 on national higher education (Annex 2 part I point 2b)

III.9.3.2. External quality assurance

A multi-level and multi-functional *accreditation system* is operated in Hungarian higher education linked with licensing procedures (see also the Illustrations in Annex VI.7):

A) Levels

- The process of establishment and operation licensing of higher education institutions:
 - = preliminary institution accreditation,
 - = external evaluation of the training, scientific research, creative artistic activity provided within the institutional operation of the higher education institution, and that of the operation of the internal quality assurance system of the higher education institution every five years (institution accreditation);
- The accreditation process of the training programmes of the higher education institution
 - = procedure of programme establishment, inclusion in the special register,
 - = preliminary programme starting procedure, registration of the trainings provided by higher education institutions in the operating permit of the institution,
 - = evaluation of the training, scientific research, creative artistic activity provided within the institutional operation of the higher education institution (subsequent programme accreditation).

a) Functions:¹⁹

- Hungarian Accreditation Committee: evaluating (accrediting) body, possible roles: partner (in agreements) or expert (in licensing and registration procedures)
- higher education institutions:
 - = evaluated (accredited) clients (petitioners) requesting to have operation licence or to launch a new training programme,
 - = evaluated (accredited) clients having operation licence under review,
 - = evaluated (accredited) partners asking voluntarily for being evaluated by the Hungarian Accreditation Committee (the institution, its training programme or its quality assurance system);
- Educational Authority:
 - = institution licensing and registering authority with first instance competence,
 - = training programme licensing and registering authority with first instance competence,
 - = operation licence reviewing authority with first instance competence,
 - = partner ordering monitoring of training programmes, evaluation/report of higher education institutions' development or quality development from the Hungarian Accreditation Committee;

¹⁹ Government decree (No.19/2012.) (Section 26)

– minister:

= authority with second instance competence (appellate forum),

= partner ordering monitoring of training programmes, evaluation/report of higher education institutions' development or quality development from the Hungarian Accreditation Committee,

= partner ordering programme accreditation realized by the Hungarian Accreditation Committee.

The right for granting and issuing higher education qualifications may be obtained by becoming a state-recognized higher education institution, and by obtaining the authorisation for providing a specific training. During the establishment of a higher education institution, following the registration of the institution, *preliminary institution establishment and programme accreditation* shall be conducted within the frame of the registering and operation licensing process. During the procedure Educational Authority requires the expert opinion of the Hungarian Accreditation Committee.

The draft for the establishment of the different qualifications shall be subject to an *establishment procedure* during which accreditation aspects are also analysed in addition to fundamental issues (incorporation in the special system, the existence of relevant labour market demands). Only those qualifications may be included in the register of higher education qualifications that received appropriate ranking during the establishment procedure, and only these may be listed by the Government (or the churches in case of religious programmes) and have official education and outcome requirements published by the minister. If an applying higher education institution intends to establish and start a new bachelor or master programme based on the education and outcome requirements elaborated by itself, the higher education accreditation body as stated by the act on higher education, i.e. the Hungarian Accreditation Committee shall give an opinion as an expert regarding whether the education and outcome requirements specified for the bachelor (BA/BSc) or master (MA/MSc) programme will expectedly ensure the appropriate output level, with the national linking and international referencing of the degrees also taken into account.

In the case of VET in higher education the Higher Education Planning Board will be the body to give an opinion, and it will take a stand regarding whether the inclusion of the concerned VET in higher education in the special register is based on real labour market and employment demands.

The institutional documentation for starting the institutional degree programmes leading to the published qualifications already listed shall be subject to *preliminary programme starting accreditation*. Within the programme starting procedure upon the request of Educational Authority the Hungarian Accreditation Committee gives its opinion regarding whether the local implementation programme as submitted by the higher education institution, the curriculum and the subject programme are in compliance with the education and outcome requirements of the programme, and whether the institution has the personal and objective conditions for starting the training. Those formerly pre-accredited *degree programmes may be started after having been registered by the Educational Authority and included in the operation licence of the higher education institution issued by the Educational Authority*, which maintains the register of higher education institutions.

Pursuant to the act on national higher education, if requested by the higher education institutions, with the expert opinion of the Hungarian Accreditation Committee provided, the Educational Authority shall act *in a procedure for starting* VET, bachelor education (BA/BSc) and master education (MA/MSc), and doctoral education (PhD, DLA) in higher education. A postgraduate specialisation programme is a qualification that can be established within the competence of higher education institutions. The register of higher education institutions is maintained by the Educational Authority, which acts as an authority in the procedures. The procedural, operational and supervisory order of the Educational Authority is regulated by a decree based on the authorisation of the act on higher education.

Regarding the sectoral control of higher education, the act on higher education orders that the *minister responsible for education* should have the task *to periodically supervise the qualification system* in the case of VET in higher education, bachelor education (BA/BSc) and master education (MA/MSc).

The Educational Authority *shall regularly supervise the operating permits of higher education institutions*, which inspection also includes the external evaluation of the training, scientific research and creative artistic activity implemented at the higher education institution, as well as that of the operation of the internal quality assurance in higher education with the involvement of the Hungarian Accreditation Committee (accreditation). The accreditation of degree programmes (*subsequent programme accreditation*) and institutional operation (*institution accreditation*), also including the accreditation of quality assurance processes is regular, it happens every five years within supervisory procedure for the operating permit.

The Hungarian Accreditation Committee makes its decisions regarding the accreditation procedures, which are regulated by the higher education act and which affect the higher education institutions and their degree programmes, by taking into account the European standards of higher education quality assurance [Standards and Guidelines in the European Higher Education Area (ESG)].²⁰ The accreditation of higher education institutions (institution accreditation) evaluates institution control and management, the internal quality assurance mechanism of the higher education institution and its scientific and educational activity. In addition to the above, the parallel accreditation procedure of degree and specialization programmes is also conducted; in this, programmes belonging to the same field are evaluated in all institutions.

The act on higher education also sets forth that the implementation document of the degree programme leading to a qualification, falling within the scope of the concerned higher education institution, i.e. the *curriculum* should be supervised by the institution every five years.

The general features of and expectations for the external evaluation procedures conducted by the Hungarian Accreditation Committee and the Educational Authority are the following:

²⁰ Act CCIV of 2011 on the national higher education (Paragraph (4a) Section 67; no. 19/2012. (II. 22.) Government Decree on quality assurance and quality development in higher education.

- To the initiative of the institution, the Educational Authority decides on including the authorisations of a higher education institution in the register, for which it shall request a preliminary expert opinion in procedures stated by the law. This means the opinion of the Hungarian Accreditation Committee.
- During the evaluation procedures, audit type institution evaluation (where general conditions and quality systems of the institution are supervised) and degree programme evaluation (where the compliance of degree programmes with the education and outcome requirements specified by the laws) are separated.
- Preliminary and subsequent opinion forming are separated (accreditation), i.e. a separate process shall be valid for starting an institution, degree programme/doctoral school, and its already existing operation will be supervised according to another process.
- Regarding degree programmes, the establishment of a programme (where education and outcome requirements, as well as other features of a programme are determined by a decree) is separated from the starting of a degree programme (preliminary programme accreditation, its registration in the operating permit of the higher education institution, during which it is assessed to what extent the institution can provide programme conditions).
- The monitoring inspections conducted by the Hungarian Accreditation Committee are always based on the self-assessment of the institution and in several procedures on the site inspection of a visiting committee. The guidelines for making the self-assessment are available on the website of the Hungarian Accreditation Committee.²¹ It requires institution (and the faculties) to show
 1. their general position and situation
 2. the key achievements in education, R&D or creative art activities and management
 3. the principles and practice of quality assurance (Part 1 of ESG: European standards and guidelines for internal quality assurance within higher education institutions).

The visiting committee always has student members (from the Association of PhD graduates and National Conference of Students' Councils). The European standards and guidelines of quality assurance in higher education (ESG) always form an integrated part of the inspections. In these inspections the Hungarian Accreditation Committee carries out quality certification and quality evaluation at the same time, i.e. it takes a stand, forms an opinion on whether the concerned institution complies with the set minimum standards (quality certification, accreditation), and also evaluates the operation of the institution/training programme, based on which it makes a proposal for further developments (quality evaluation).²²

²¹ See (in HU) http://www.mab.hu/web/doc/akkreditacio/130927IntakkrOnertUtm2013H_140710.pdf

²² Religion trainings shall be exempted therefrom as the Hungarian Accreditation Committee does not carry out a content analysis therefore such trainings will be supervised during the procedure of institution evaluation.

The table below shows a brief summary of the most important external quality assurance procedures.

	PRELIMINARY OPINION ON FOUNDATION, ESTABLISHMENT AND STARTING	APPROVAL OF FOUNDATION, ESTABLISHMENT AND STARTING	SUBSEQUENT (intra-process) EVALUATION
INSTITUTION-ACCREDITATION = LICENSING OF HIGHER EDUCATION INSTITUTION	In the procedure for licensing operation, the Hungarian Accreditation Committee gives an expert opinion	Procedure for authorising operation: Procedure for inclusion in the register by the Educational Authority; State recognition by the National Assembly	Supervision of operation licence by the Educational Authority; Institution accreditation procedure of the Hungarian Accreditation Committee
PROGRAMME = LICENSING OF DEGREE PROGRAMME	In bachelor and master education, In a procedure for programme establishment, In a preliminary procedure for programme starting, The Hungarian Accreditation Committee is a participating expert; In VET in higher education, In a procedure for programme establishment, The Higher Education Planning Board is a participating expert; In a preliminary procedure for programme starting The Hungarian Accreditation Committee is a participating expert;	In bachelor and master education; in VET in higher education; in postgraduate specialization programme; Procedure for inclusion in the register by the Educational Authority	Supervision of operation licence by the Educational Authority; in bachelor and master education, parallel programme accreditation procedure of the degree programme by the Hungarian Accreditation Committee
DOCTORAL SCHOOL = LICENSING OF DOCTORAL PROGRAMME	In a procedure for establishing a doctoral school, the Hungarian Accreditation Committee is a participating expert;	In a procedure for inclusion in the register, the Educational Authority is bound to the opinion of the Hungarian Accreditation Committee	Supervision of operating permit by the Educational Authority; in the case of doctoral schools, the programme accreditation procedure of the Hungarian Accreditation Committee
APPOINTMENT OF A PROFESSOR	Preliminary opinion of the Hungarian Accreditation Committee (if applicant applies to a state higher education institution); Supervision of the proposal for title granting by the Appeals Committee of the Hungarian Accreditation Committee as requested by the minister responsible for education	Title is granted by the President of the Republic, to the recommendation of the minister responsible for education	
AUTHORISATION OF INSTITUTIONAL CAPACITY (= licensing of maximum number of students)	Educational Authority	Educational Authority	Supervision of operation licence by the Educational Authority

Table 1. External QA procedures in HE

The illustrations showing HE quality assurance processes are in the Annex VI.7.

III.9.3.3. The Hungarian Accreditation Committee (HAC)

Presently Hungary has one independent national quality evaluation body established by the act on higher education.²³ The Hungarian Accreditation Committee is a national body of experts to act in issues within the scope of the state. Its activity focusses on quality certification and within the frame of this on providing an expert opinion related to the establishment and operation of higher education institutions. In issues concerning the quality of Hungarian higher education, in a national and international context as well it participates in forming an opinion on and evaluating the training, scientific research and creative artistic activity in higher education and in the quality harmonisation with the EHEA higher education systems.

This body was established by Act LXXX of 1993 on higher education as an independent professional body to serve the fulfil academic quality requirements, with the criteria for the freedom of education, learning, scientific research and creative artistic activity determined. The above scope of activity of the Hungarian Accreditation Committee is in compliance with the accreditation practice which is conducted by an external (extra-institutional) organisation (that may be a governmental or non-governmental body), and covers the whole institution as in international practice.

The Hungarian Accreditation Committee is a founding and full member (under review²⁴) of the ENQA (European Association of Quality Assurance Agencies), being active today as well, and it also participated among others in the elaboration of the quality document that is the basis of ESG. It received a membership in the INQAAHE (International Network of Quality Assurance Agencies in Higher Education), which is the global organisation of higher education agencies, and it is also a member of the Central and Eastern European Network of Quality Assurance Agencies in Higher Education. The experts of Hungarian Accreditation Committee participated in the work of the EUA (European University Association) as well.

The Hungarian Accreditation Committee has twenty members. Nine members are delegated by the minister, two members by the Hungarian Academy of Sciences, one member by the Hungarian Academy of Arts, three members by the Hungarian Rectors' Conference, two members by legal entities of the church maintaining the higher education institution, one member by the Hungarian Chamber of Commerce and Industry, one member by the National Conference of Students' Union, and one member by the National Association of Doctoral Students. Each member shall have a scientific degree, except for the member delegated by the National Association of Doctoral Students and National Conference of Students' Council. Delegating organisations shall reconcile with one another during the delegation for the proportional representation of the fields of sciences. A member of the Higher Education Planning Board, a rector, a chancellor or a government official may not be a member of the Hungarian Accreditation Committee. Higher education institutions are represented in the Hungarian Accreditation Committee by the Rectors' Conference and the majority of the delegated members have firm institutional bonds as well, which means it functions as a self-regulating body of the sector to some extent.

²³ Act CCIV of 2011 on national higher education; 19/2012. (II. 22.) Government Decree on quality assurance and quality development in higher education

²⁴ ENQA's concerns related to HAC and the measures taken by the government and HAC are available in Annex VI.8.

III.9.3.4. The authority to maintain higher education registers, the Educational Authority

The Educational Authority is an organisation that functions under the supervision of the minister responsible for education, and it has the task to maintain higher education-related registers, to supervise higher education information systems, and to participate in the legal supervision of the institutions. The Educational Authority shall act in issues among others such as those related to the establishment and amendments of institutions, authorisation of the operation of institutions, supervision of operating permits, registration of other data included in the deed of foundation and to be recorded based on a law, data amendments, as well as the issues of the establishment and termination of doctoral schools. The Educational Authority²⁵, based on the authorisation for a training that the institution intends to conduct, has the task to include the training programme in the register of the concerned higher education institution, to carry out the procedure for assessing the maximum student number of the institutions, as well as to carry out other procedures.²⁶ In a procedure for licensing the operation of a higher education institution, supervising the operating permit, and starting a training related to a higher education institution, the Educational Authority shall request the Hungarian Accreditation Committee for an expert opinion. Those training programmes may be started that are registered by the Educational Authority, and specified in the operating permit of the higher education institution. Except for the issues related to doctoral schools and doctoral education, the expert opinion does not have a binding force on the Educational Authority. Educational Authority may only act as an authority related to the registers but it may not participate in evaluating the training from a professional aspect, or regarding the content and quality.

III.9.3.5 Partnership in quality assurance

The Higher Education Planning Board

For the fulfilment of quality requirements, the Higher Education and Science Council was also established by the independent act on higher education of 1993 to express and coordinate the interests of the academy, the government and the economic stakeholders. In the beginning, based on the law, it expressed its opinion in all procedures related to establishing and starting a higher education training.

In Hungarian higher education, the body to participate, give opinion and recommend in higher education development issues is the Higher Education Planning Board (which is a new name for the former Higher Education Planning Council). Since 2012 it has had the task to support the development and planning tasks related to the higher education policy.²⁷ The members of the body are delegated by ministries playing an important role in the operation of higher education, and their ministers, as well as by the Hungarian Academy of Sciences, the Hungarian Rectors' Conference, the representatives of the National Conference of Students' Unions, and the chambers.

²⁵ No. 307/2006 (XII.23.) Government Decree on the Educational Authority; Act CCIV of 2011 on national higher education (Section 67); Act CXL of 2004 on the general rules of public administrative procedures and services

²⁶ Besides it has the task to include student hostels and colleges for advanced studies in higher education in the register, and to give authorisations to foreign higher education institutions that intend to work in the territory of Hungary.

²⁷ Act CCIV of 2011 on national higher education; Act CXL of 2004 on the general rules of public administrative procedures and services

The act on higher education states that it should be a priority task of the body to form the proposal for the distribution of the yearly stated student number among the higher education institutions. Furthermore, within the frame of its expert activity, it should analyse the social, economic and labour market demands and needs related to higher education and higher education training; prepare forecasts, make proposals in issues related to the policy and higher education development, furthermore, it should present an expert opinion and prepare decision preparatory analyses if requested by the minister. In addition to the above, if requested by the Educational Authority, it should give an opinion on the education and outcome requirements of vocational qualifications in higher education initiated by a higher education institution or by a higher education institution in cooperation with an economic entity.

The Hungarian Rectors' Conference

The Hungarian Rectors' Conference is a professional body of higher education institutions, which is a consultative body entitled to represent and protect the interests of higher education institutions based on the act on higher education, is a legal entity, seated in Budapest, and represented by the president. Its members are the rectors of the higher education institutions. The Hungarian Rectors' Conference gives an opinion on whether the extension of the specialization system is justified in the multi-cycle training, or in the bachelor education (BA/BSc) in the case of a new training programme, furthermore, through its professional working committees it participates in the content development of the training programmes, last time in 2012 in the elaboration of the education and outcome requirements for the teacher specializations.

III.10. Validation of Prior Learning (VPL)

The validation of informal and non-formal learning is not regulated in details by legal provisions in Hungary. Recognition of prior learning is delegated to institutional level, and has codified only at the level of basic principles so far. There are efforts made to develop the education systems, in the forms of different initiatives (e.g. development projects funded by the European Social Fund; mentioning validation of prior learning in the LLL strategy of the government). Progress in this field is considered important, that is proven by allocation of ESF-funds.

In adult training (outside the school system), assessment of prior learning is not only an option, but also a right and obligation; it is a service that training providers shall obligatorily render.²⁸ However, due to temporary lack of detailed regulations and of further supporting measures, training providers tend to use the results of prior learning assessment to inform teachers on groups' prior experience instead of recognizing applicants' achieved learning outcomes. The government is planning to issue a detailed regulation to treat this issue.

²⁸ Act LXXVII of 2013 on adult education [Item g) Section 28 (2)]

The Act on Higher Education²⁹ declares that the Credit Transfer Committee of a given higher education institution shall be authorised to validate knowledge and other learning outcomes acquired through work experience or in any other settings of prior non-formal or informal learning, as the fulfillment of an academic requirement. Two-third of the total credits to be obtained in a degree programme might be earned in this way. However, there is no opportunity to receive a qualification on the basis of VPL for the time being. The policy is based on the principle that the academic leader of a degree programme or short (postgraduate) programmes offered by the HEIs and his/her colleagues are competent to make responsible decision on this issue. Based on a national development project – started for the development of a model for higher education for the validation of prior learning procedure –, presently awareness raising, and establishment of models at institutional level is in progress. Experiences gained from pilots in a few institutions show, that the academic as well as the administration staff are coping with the application of the principles of VPL as well as the establishing and offering appropriate guidance and counselling to applicants. Teaching staff and applicants prefer to make informal verbal agreements on VPL, instead of following an official, transparent procedure with some administrative burdens. The aim is to have validation models in every area where these are needed and to offer further measures and support for HEIs to apply VPL in a reliable and transparent way.

In Hungary a future VPL model should be primarily aimed at those without completed primary general education and any qualifications, who have work experience gained in the black or grey labour market zone and otherwise. They could be mainly led back to the labour market by means of the use of validation of prior learning. The demand for validation of prior learning in higher education mainly appears in the fields of entry into cycle 2, entry into and progression in postgraduate, further training and adult training programmes, as well as in doctoral programmes. However – apart from sectoral initiatives e.g. in higher education – the development of a VPL model is not in an advanced phase. The recommendation of the European Council for the design of the national validation model will probably mean a favourable impact to this.

The HuQF is open to non-formal and informal learning. Based on the authorisation granted by the Act on VET the order of Minister for National Economy for career guidance shall be prepared, with respect to the division of career guidance activities between the Ministry of Human Capacities and Ministry for National Economy. In the case of higher education, the legal framework is also provided by the Act on Higher Education. The aim is to operate a non-bureaucratic, adaptable system, by delegating the right of decision to the institutions and the leaders of the programmes.

²⁹ Act CCIV of 2011 on higher education [Section 49 (6)]

III.11. Sustainability and Management

After finishing the referencing process, the Hungarian Qualifications Framework has to be maintained, newer qualifications have to be linked to HuQF levels as well as the qualifications need to be revised from time to time on a regular, 5-year basis. The Hungarian Qualifications Board (Magyar Képesítési Testület) is intended to serve these aims, with the tasks detailed below.

1. Research and develop the processes and procedures related to the qualifications:
 - Research the use and suitability of qualifications;
 - Monitor the processes of utilisation and proving fit for the purpose of the qualifications;
 - Monitor international processes and trends;
 - Initiate the supervision and modernization of existing qualifications;
 - Initiate the development of new qualifications;
 - Issues the guidelines for supervision and development of new qualifications.
2. Design the common on-line surface of the qualification databases and provide their continuous maintenance.
3. Maintain the qualifications framework and make proposals for its development:
 - Develop and operate the quality assurance process of the HuQF;
 - Develop and update the level descriptors of the framework;
 - Update referencing to the EQF;
 - Implement referencing between the Hungarian Qualifications Framework and other frameworks (sectoral, sub-sectoral, etc.) or outsource this task;
 - Publish and develop the methodology of linking;
 - Carry out quality control related to the linking of qualifications;
 - Carry out the accreditation of organisations requesting authorisation for linking qualifications;
 - Re-evaluate the organisations having the right to link qualifications;
 - Link the qualifications in the fields where there is no organisation to link them.
4. Research and develop, as well as initiate the processes and procedures of recognising non-formal and informal learning.
5. Initiate, facilitate and coordinate:
 - The dialogue between qualification accrediting organisations;
 - The dialogue between the developers, owners of the qualifications and the social stakeholders;
 - The dissemination of information related to the qualifications and the operation of national and international frameworks, and sharing the experience.

6. Provide the appropriate information flow, information supply, and the representation of Hungary in the international bodies:

- Training of and information supply to the experts, as well as to official and institutional participants playing a role in the recognition of the qualifications of the HuQF shall be organised;
- Dissemination of the information related to the HuQF and the EQF shall be provided in a more restricted professional group and a wider social group;
- Mutual information exchange on good practices, as well as presentation of the Hungarian experience, results and conditions shall be coordinated, helped and organised if requested within the country and internationally as well;
- Databases on the operation of the Hungarian Qualifications Framework shall be established and continuously updated, and their appropriate publicity shall be provided;
- Participation in the Consultative Board of the European Qualifications Framework shall be provided;
- The National Coordination Point of the EQF shall be operated;
- Dissemination of international knowledge within the country shall be provided;
- Applications related to the qualifications, qualification databases and websites shall be handled.

IV. RESPONDING TO THE REFERENCING CRITERIA

IV.1. The responsibilities and/or legal competence of all relevant national bodies involved in the referencing process, including the National Coordination Point, are clearly determined and published by the competent public authorities

The structure of responsibilities has been fixed in government decisions, naming the Ministry of Human Capacities and the Ministry for National Economy as having shared responsibility in the development process. The task of the NCP and the membership of the EQF AG have been delegated to the Educational Authority, background institution of the Ministry of Human Capacities. The further development and management of the HuQF will be done by a designated body. For further information, see Chapter III.3 on the structure of responsibilities.

IV.2. There is a clear and demonstrable link between the qualifications levels in the national qualifications framework or system and the level descriptors of the European Qualifications Framework

Chapter III.6 describes the results of referencing HuQF to the EQF. As the comparative (including technical and conceptual) analysis showed, both the EQF and HuQF can be characterised as cumulative and hierarchic; they are *descriptive*, i.e. they do not regulate but determine points of reference; they contain 8 levels described in learning outcomes. Therefore, although there are differences between the EQF and HuQF (e.g. the division of competence descriptor into autonomy and responsibility and attitude), the two frameworks are comparable.

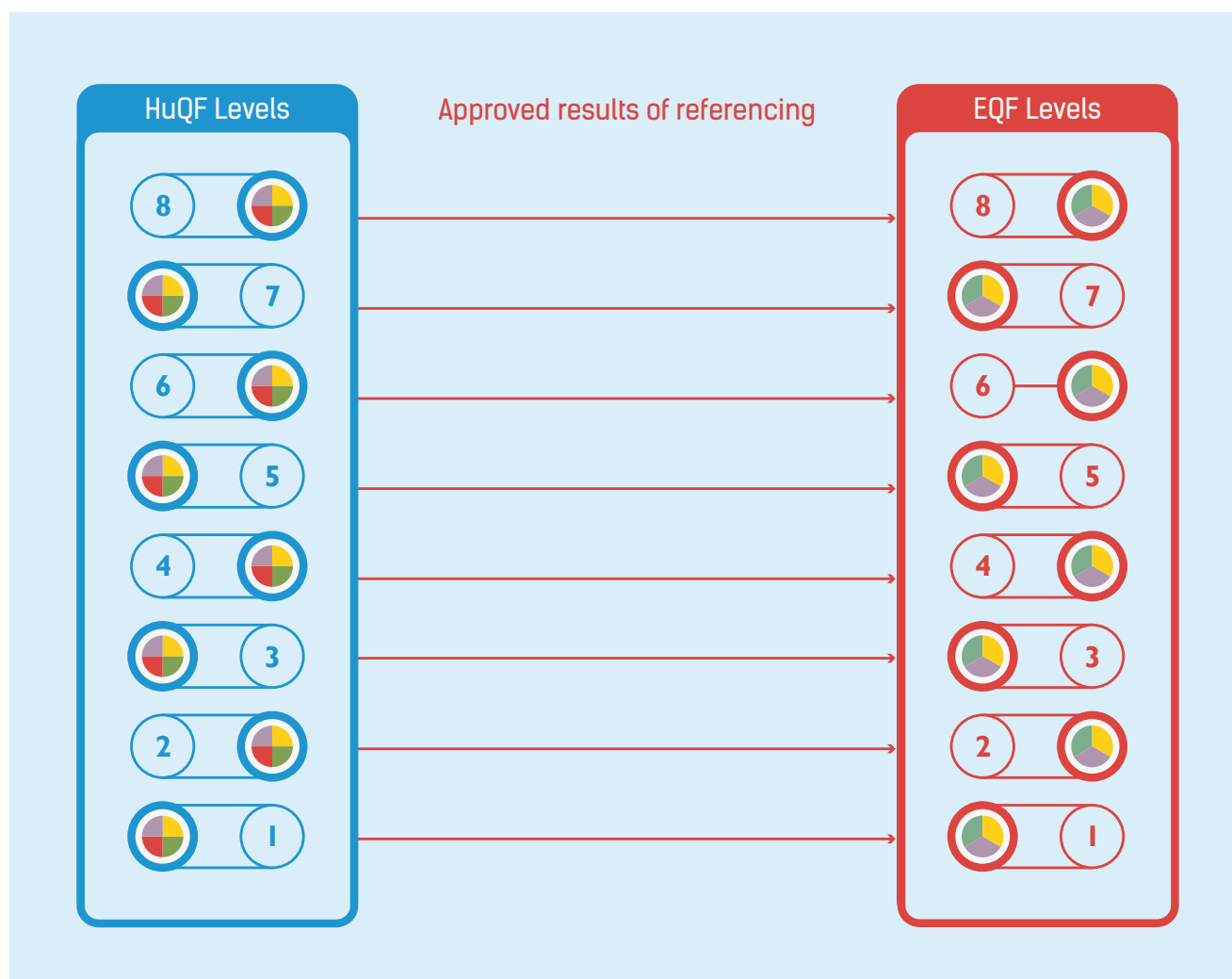
The similarities and differences of the *learning outcomes* approaches of the EQF and HuQF have been analysed. Regarding *Knowledge* and *Skills*, the analysis assessed an identical content base in the use of the two frameworks. The descriptor category of the HuQF named *Attitudes* is generally not part of the qualifications frameworks; however, some references to them might be found in learning outcomes of several frameworks. Being a significant dimension of the learning process, Hungary decided to adopt *Attitudes* in the descriptors of the HuQF. Due to this descriptor category, experience shows that a more detailed and more complete description of the level and content of the learning outcomes can be provided. The HuQF category named *Autonomy and Responsibility* does not show complete overlapping with the EQF category named *Competences*; however, the conceptual bases of the two subcategories, i.e. the autonomy of acting, starting from the demand of control, through independence, to the responsibility for management, can be considered identical.

Furthermore, it was also assessed that the HuQF in general, similarly to other national frameworks, provides much more detailed and concrete descriptions of the levels than the EQF; HuQF relates the qualifications comprehensively, i.e. to the work, private life, social life, and social activities of the qualified person.

The aims of the two frameworks were also analysed, whose common points are the following: functioning as a tool of reference, lifelong learning, mobility for study and work purposes, and serving all stakeholders. However, the object of reference, i.e. *what* is intended to be referenced for proper information supply is different. The HuQF helps the assessment of the levels of the state-recognised, specific qualifications that can be obtained in Hungary based on the comparison and referencing of the requirements for learning outcomes, whereas the EQF is used in an international relation and it serves as the tool of referencing among the different national *qualification systems* thus it can indirectly contribute to making transparent and comparable the competence levels characterizing the specific qualifications of the different countries.

Based on the analysis and consultations and considering the results of linking qualifications to levels, the HuQF levels were referenced to EQF levels as shown by Illustration nr. 11.

Illustration 11. **Approved results of referencing**



IV.3. The national qualifications framework or system and its qualifications are based on the principle and objective of learning outcomes and linked to arrangements for validation of non-formal and informal learning and, where these exist, to credit systems

The referencing process helped to reveal the gaps related to the implementation and application of learning outcomes approach. The development process aims at the outcome orientation, although there are differences in the degree of implementation (see Chapter III.5 on Learning Outcomes Approach).

The general education is strongly dominated by state curriculum-content based determination. State curricula consists of description of the learning-teaching processes, determination of the sequence of curriculum contents, as well as the wording of educational aims and tasks, which are central elements of state core curricula. Learning outcomes appear to be as (i.e.) requirements or conditions for progression as defined by the level of framework curricula and secondary school leaving examination requirements, however their learning – outcome approaches, mostly based tasks, are different from the approach applied in HuQF descriptions.

In VET, the legal regulation of the content-curriculum and outcome control elements refers to learning outcomes. The VET standards or requirements for obtaining qualifications (containing occupational, method, personal, social competence) are transcribed in learning outcomes, related to the core competences and the HuQF descriptor categories.

In *higher education* the regulation incorporated the use of the Dublin descriptors, and it started shifting the regulatory input and content elements being previously typical in the regulation of qualifications towards the outcome by reducing and extending the input and content elements and by introducing the outcome elements. Although the accreditation and licensing processes of higher education institutions expect to apply learning outcomes in writing program descriptions, etc, spreading the concept and use of learning outcomes are still not common. This phenomenon is also underlined by research results, saying that, the concept of learning outcomes is familiar, but it is not used widely and it works better among the leading teaching staff being responsible for funding, launching and operating the degree programmes than among other teaching staff and lecturers. The process of establishing the qualifications, as well as their accreditation and authorisation aspects, the outcome nature of the qualifications is uncertain, in many cases it is weak, the content and process are more dominant, and the coherence is weak or missing between the two points (content – outcome).

In Hungary, no explicit policy or concise strategy is aimed at governmental level at introducing or spreading validation of prior learning and the current EU understanding of validation is less wide-spread in Hungary.

The Act on VET regulates that the Vocational and Examination Requirements should stipulate the recognisability of competences acquired either in school-based training, in non-formal learning, informal learning or during work (included in non-formal and informal learning). Requirements moreover should enlist cases, methods and conditions of exemption from exam activities where possible. In *adult training*

(*outside the school system*), validation of prior learning is not only an option, but also a right and obligation; it is a service that training providers shall obligatorily render. Training providers mainly use the results of prior learning assessment to inform teachers on groups' prior experience. The Act on Higher Education arranges the option to validate prior *work experience* in alignment with training organisation in the credit system among the rules for credit recognition.

In Hungary a future VPL model should be primarily aimed at those without completed primary general education and any qualifications, who have work experience gained in the black or grey labour market zone and otherwise. They could be mainly led back to the labour market by means of the use of validation of prior learning. The demand for validation of prior learning in higher education mainly appears in the fields of entry into training cycle 2, entry into and progression in further training and adult training programmes, as well as in doctoral programmes.

The HuQF is open to non-formal and informal learning. Based on the authorisation granted by the Act on VET the order of Minister for National Economy for career guidance shall be prepared, with respect to the division of career guidance activities between the Ministry of Human Capacities and Ministry for National Economy.

IV.4. The procedures for inclusions of qualifications in the national qualifications framework or for describing the place of qualifications in the national qualification system are transparent

The report clearly describes which qualifications have been linked to HuQF levels in this first phase and in the near future (see chapter III.4.); also, there is a clear methodology of linking (see chapter III.7), which was agreed by the stakeholders of all educational subsectors.

As it was pointed out in the preceding chapters, the procedures and outcome based standards of qualifications are all specified by the laws. The authorisation procedures and determination of stakeholders who to be involved in establishing, launching and licencing qualifications are also determined by regulations, which ensure the transparency of the sub-sectoral qualifications systems as well. Establishing and licencing qualifications will remain the responsibility of actors and sectoral stakeholders as the laws and regulations stipulate.

However, the operation of HuQF is requiring new common procedures to be adopted to ensure transparency and quality assurance of the framework. The maintenance and development of the HuQF including linking new qualifications to the levels of framework and its regular revision shall be the tasks of the Hungarian Qualifications Board. The Board shall be established by a Government Decree after referencing has finished. The Board will be responsible for developing and operating the quality assurance processes of the Hungarian Qualifications Framework, develop and update the level descriptors. According to the transparency of common procedures and processes for linking of qualifications to the HuQF, the Board will issue the guidelines of the methodology for linking and will carry out quality control related to linking and the accreditation of organisations requesting authorisation for linking qualifications.

General educational and vocational qualifications have been linked one by one, while those in higher education were grouped and reference qualifications have been selected based on typicality and popularity. Regulatory documents and learning outcomes requirements (see Illustration nr. 6) have been analysed; for levels 5-8, field-specific level descriptors were developed to ease the linking, while vocational qualifications were directly linked to HuQF levels, but after rewriting each qualifications' outcome requirements in the four descriptor categories of HuQF. All these work has been carried out by experts and consulted, checked by social stakeholders. For concrete examples of linking methodology, please see www.oktatas.hu/LLL/HuQF, while the list of qualifications by levels can be found in Annex VI.9.1.

IV.5. The national quality assurance system(s) for education and training refer(s) to national qualification framework or system and are consistent with the relevant European principles and guidelines (as indicated in annex 3 of the Recommendation)

Quality assurance system of general education, as stated in the Law on General Education, is basically built on the processes of accreditation, authorisation, registration, control and evaluation, but there is no a single framework defined by the law or other types of regulation, which establishes an overall framework for quality assurance. The above-mentioned tasks and functions are shared between different background organisations of the ministry responsible for general education. Due to the lack of such a quality framework, reference to qualification framework could be done case by case, but that seem to be especially important in areas of elaboration of curriculum and content control, pedagogical and professional evaluation and systems of examinations. After referencing has been finished, the Government decree on launching the HuQF and its further operation will make the legal basis for connecting HuQF and different aspects quality assurance in general education.

The Government Decree on the complex vocational examination sets forth the rules for the organisations and assessments of examinations stated in the vocational and examination requirements and it also stipulates the quality assurance mechanisms to be applied on obtaining VET professional qualifications. For adult training vocational programme requirements³⁰ are similar to the vocational and examination requirements stated in the VET. Adult education activity aimed at obtaining a vocational qualification in the National Vocational Qualifications Register (NVQR) may be performed with a license for an indefinite period. The aim of the license is to allow the adult education institution to perform its activity in compliance with quality requirements. The National Labour Office³¹ conducts the authorisation procedure with the participation of an expert committee. The adult education expert register is maintained by the National Labour Office, whereas the programme expert register is maintained by the Hungarian Chamber of

30 See details in the no. 59/2013. (XII. 13.) NGM Decree of the Ministry for National Economy on the registration requirements and procedural order of adult education programme requirements, and on the certification of obtaining a vocational qualification.

31 Act CXL of 2004 on the general rules of public administrative procedures and services for the authorisation procedure

Commerce and Industry. The integrated quality assurance elements according to the obtainable certificate shall refer to the adult education programme requirement as named in the register of the Chamber of Commerce and Industry. If the training output is aimed at obtaining a vocational qualification included in the NVQR, the act on VET arranges quality assurance elements.

Issuing guidelines and methodological recommendations regarding quality assurance of qualifications and initiating dialogue between qualification accrediting organisations and between developers, owners of the qualifications and social stakeholders will be the tasks of the Hungarian Qualification Board.

In the sector of higher education, the laws determine the system, process and principles of accreditation refer to the elements of both institutional and programme accreditation procedures. The Hungarian Higher Education Accreditation Committee makes its decisions regarding the accreditation procedures, which are regulated by the higher education act and which affect the higher education institutions and their training programmes, by taking into account the European standards of higher education quality assurance [Standards and Guidelines in the European Higher Education Area (ESG)].³² The accreditation of higher education institutions (institution accreditation) evaluates institution control and management, the internal quality assurance mechanism of the higher education institution and its scientific and educational activity. In addition to the above, the parallel accreditation procedure of training and specialization programmes is also conducted; in this a programme that is identical in all institutions is supervised.

Since the HuQF is still not being introduced by a Government decree, reference to higher education quality assurance processes is actually missing. The introduction of HuQF will ensure the connection with sectoral laws and government regulation, that of all bodies awarding qualifications will follow a coordinated approach.

IV.6. The referencing process shall include the stated agreement of the relevant quality assurance bodies

See Annex VI.11.

IV.7. The referencing process shall involve international experts

Three foreign experts have been involved in the Hungarian referencing process: Ms Ewa Chmielecka from Poland, Ms Ildikó Pathóová from Slovakia and Mr Patrick Werquin from France.

Ewa Chmielecka's main special field is higher education as she was one of the key experts in the referencing process of the Polish framework, and due to the common education traditions she can share

³² Act CCIV of 2011 on the national higher education (Paragraph (4a) Section 67; no. 19/2012. (II. 22.) Government Decree on quality assurance and quality development in higher education.

experience which can be used in other Central European countries as well, thereby greatly contributed to the work of the national experts. Ewa Chmielecka was a member of the EQF AG as well.

Ildikó Pathóová participates in the Slovakian referencing process, she is a member of the EQF AG as well, she speaks Hungarian; therefore, she could review several documents not available in any other languages as well as give opinion on translational issues related to the referencing report.

Patrick Werquin's main special field is VET and the validation of prior learning, and as the framework system should be developed already now taking into consideration that the model for VPL has to be elaborated until 2018, Patrick Werquin's experience and opinion are extremely valuable.

Patrick Werquin first consulted with the Hungarian experts in December 2013. The second professional consultation already involving all the three foreign experts happened on 8 and 9 May 2014, while the third on 18-19 September 2014. The final version of the report has been discussed via e-mail and other personal meetings.

The experts' opinions are attached in Annex VI.12.

IV.8. The competent national body or bodies shall certify the referencing of the national qualifications framework or system with the EQF. One comprehensive report, setting out the referencing and the evidence supporting it shall be published by the competent national bodies, including the National Coordination Point, and shall address separately each of the criteria

During the feasibility studies of the HuQF, thorough testing was carried out to reveal the necessary and sufficient levels of the qualifications framework. Within the frame of this each level of the EQF was described, and its features were analysed in detail. The analyses showed that the establishment of an eight-level national framework is appropriate in the national qualifications framework.

During the elaboration of the HuQF and the descriptors characterizing each level, experts and later during the consultations, the stakeholders as well systematically took into account the descriptions of the relevant levels of the EQF. Thus in the process of the development of the HuQF, referencing between the level was obvious.

The experience of the linking of the qualifications and the remarks of the stakeholders led to the need for further correction of the level descriptions in the HuQF. These are changes aiming at wording the learning outcomes even more precisely, and matching the wording of the learning outcomes to the descriptor category better, and they have no significant modifying effect on the characterization of the levels.

Based on the above, each level of the HuQF is referenced to the relevant level of the EQF. Further analyses of the contents and technique may only point at the fine differences among the descriptions but they do not question the referencing among the levels as illustrated by the above figure.

Following the decision of the Interministerial Task Force to approve the results of the referencing of the HuQF to the EQF, as well as the acceptance of the referencing report by the Consultative Board of the EQF, the government will issue a law (order) on the linking of the qualifications to the levels. This order shall include the level indicator of the HuQF and EQF for each qualification linked. This establishes the legal basis for using these level indicators in degrees, certificates and EUROPASS annexes.

IV.9. The official EQF platform shall maintain a public listing of member states that have confirmed that they have completed the referencing process, including links to completed referencing reports

Upon the approval by the EQF Advisory Group, the Hungarian report can be uploaded to the EQF Portal.

IV.10. Following the referencing process, and in line with the timelines set in the Recommendation, all new qualification certificates, diplomas and Europass documents issued by the competent authorities contain a clear reference, by way of national qualifications systems, to the appropriate European Qualifications Framework level

The Act on National Higher Education, the Act on National General Education and the Act on Vocational Education and Training already comprise that EQF and HuQF levels shall be indicated in qualifications, certificates and diplomas and Europass supplements which are referenced to HuQF. The acts authorize the Government to determine linking qualifications to HuQF by a Government regulation and then indicating levels in qualifications and diplomas, certificates. Exact texts or phrases will be prescribed by lower level regulations, but the same format and wording will be used, e.g. 'HuQF X and EQF level: X'. As far as national qualifications databases are concerned, decision and precise roadmap will be drawn up in the near future.

V. THE QUALIFICATIONS FRAMEWORK FOR HIGHER EDUCATION

Although the QF-EHEA and the EQF were developed in different processes, they are compatible with each other, which is also indicated by the fact that during the acceptance of the EQF the European Parliament and Council also adopted the outcome cycle features of the short cycle in the QF-EHEA, of cycles 1, 2 and 3 (i.e. of the doctoral programme) to levels 5, 6, 7 and 8 of the EQF.

The referencing criteria of the EQF were also elaborated with the links between the EQF and the QF-EHEA, as well as the self-certification criteria of the QF-EHEA taken into consideration. As a result of this, though referencing and self-certification have different aims, they are processes with considerable overlapping, which eliminates repeated processes in the case of higher educational qualifications.

Although Hungary started the implementation of the QF-EHEA at a national level, self-certification did not happen. The referencing process between the HuQF and the EQF allowed integrated self-certification at the same time. This practically meant that the procedure and aspects of linking higher educational qualifications to the HuQF were elaborated in a way that they included the elements meeting self-certification criteria as well.

All this manifested itself in two main activities: (1) During the preparation for linking qualifications and for self-certification, such tools were created to support linking and self-certification (e.g. the elaboration of level descriptors for higher educational training areas between levels 5 and 8), whose development rested on the descriptions of both the HuQF and the EQF, as well as on those of the QF-EHEA and the Tuning Project. Thus these tools also received an integrating and bridging function during linking and self-certification. (2) The QF-EHEA also include specific criteria such as alignment with the credit ranges as specified within the framework or analysis for the transparency of inclusion in the higher educational framework (which is mainly a legal issue regarding Hungary), which appeared as aspects in the analytical procedure laying the foundations for linking to the HuQF and in the control form of the above procedure. Thus during linking and self-certification, specific criteria for higher education were also taken into consideration; at the same time this did not result in a considerable difference of the procedure as in Hungary separate and specific regulations shall apply to the educational sub-sectors thus for higher education as well (which also include separate quality assurance [accreditation] procedures). Therefore the analysis for observing laws and meeting criteria aimed at this more specific regulation of higher education already from the beginning.

In order to clearly characterise the self-certification of higher education, and to demonstrate meeting the criteria, we hereby give a brief overview of the self-certification criteria and a short characterisation of how they are implemented.

V.1. Verification of the Criteria

Criterion 1: The national framework for higher education qualifications and the body or bodies responsible for its development are designated by the national ministry with responsibility for higher education.

As it is included in the detailed description of the Hungarian Qualifications Framework (see Chapter III.6 of the Referencing Report), Hungarian higher education does not have an explicit and separate framework for qualifications. The elements of the qualifications framework (output features of the cycles; credit ranges; establishment of qualifications and launching training programmes leading to the qualifications; quality assurance and accreditation) are integrated in the Higher Education Act and in the decrees issued by the government and the Minister responsible for higher education to regulate their execution. The cycles in higher education, the related credit ranges, the degrees and titles that can be awarded are specified by the law (formerly by Act CXXXIX of 2005; then by Act CCIV of 2011), the output features of the cycles and the standards of the qualifications are included in the decree of the Minister responsible for higher education (no. 15/2006 and no. 39/2012); whereas the rules and conditions, as well as the rules of accreditation for the establishment of qualifications are stated by a government decree (no. 289/2005). The bodies with responsibility for the qualifications, degree programmes, quality assurance and accreditation are dedicated by the law, whereas their obligations and authorisations are regulated by government decrees.

In the elaboration of the framework elements (in 2005 and 2006) the National Bologna Committee was the main partner of the government, and it also included stakeholders and experts in addition to the leaders of the intermediary bodies of higher education (Hungarian Rector's Conference, Hungarian Accreditation Committee, Higher Education Planning Board). The National Bologna Committee has remained the main consultative body in the issues related to the cycled system and the qualifications framework since then as well.

Criterion 2: There is a clear and demonstrable link between the qualifications in the national framework and the cycle qualification descriptors of the European framework.

The present higher educational qualifications were established during the switchover to the cycled structure between 2006 and 2008, mostly as new qualifications (except for the few surviving non-cycled, unified qualifications). The legal frames mentioned for the previous criterion and the output features of the qualifications framework exercised their effects on the establishment of these

qualifications as regulators that shall be obligatorily observed. The output features of bachelor and master cycles in higher education (included in Annex 1 of the no. 15/2006 Ministerial Decree) were prepared based on the cycle features of the QF-EHEA, and they are aligned with these (with minimum differences that are more to help interpretation). The output features of short-cycle higher education training (included in the no. 39/2012 Decree) also follow the Dublin descriptors, however, in a much more detailed and much more specific form. The national outcomes descriptions did not become effective for the doctoral programmes; each doctoral programme is supervised by the body responsible for accreditation, based on legal authorisation. Thus in a legal sense outcomes of the national qualifications show a close link to the cycle features of the QF-EHEA.

While linking qualifications to the HuQF, specific referencing analysis happened with the help of a bridging tool, i.e. the outcomes descriptions as common denominators for the study fields. This tool was prepared in an integrated approach with the outcomes descriptions of the HuQF, the QF EHEA and the common denominators identified in some academic sectors in the Tuning project taken into consideration, and it properly helped the analysis for whether the link is established. During this process, several specific observations were made on the referencing linking of the qualifications, and there were 1 or 2 qualifications where the above link proved to be weaker; however, finally each analysed qualification met the output descriptions characterising its cycle. (See more details in Chapter III.7.4.4 & 7.4.5 of the Referencing Report on linking.)

Criterion 3: The national framework and its qualifications are demonstrably based on learning outcomes, and the qualifications are linked to ECTS or ECTS compatible credits.

As mentioned above, the framework (including its elements as stated by the law) follows the Dublin descriptors, i.e. it states the outcomes features in learning outcomes. The already mentioned no. 289/2005 Government Decree specified the structure in which the ministry responsible (for higher education and) for the establishment of qualifications (and their publication in the laws) shall establish the qualification standards. It also states that the standards shall include the outcomes features worded in learning outcomes as well. Each qualification that was renewed during the switchover to the cycle training structure is in this status, i.e. the law including the published qualifications (the no. 15/2006 Ministerial Decree and the no. 39/2012 Decree) includes the outcomes features of the qualifications worded in learning outcomes, except for the doctoral qualifications, for which there is no nationally unified outcomes regulation. The law specifies the credit values bound to the qualifications by qualification types in general, whereas the qualifications' standards specifically determine this for each qualification. The Hungarian credit system (whose elements are also regulated by the law and government decrees) is identical to the ECTS regarding its key features.

Criterion 4: The procedures for inclusion of qualifications in the national framework are transparent.

As mentioned above, the procedure, the obliged and authorised stakeholders in it, the structure and outcomes based standards of the qualification are all specified and published by the law. It is an important element that though the qualifications are officially published by the ministry responsible for higher education by publishing them in the list of higher educational qualifications (which is the annex to a ministerial decree), higher education stakeholders play a key role in the elaboration of the qualifications as the Hungarian Accreditation Committee gives its opinion on the prepared qualification before its publication; furthermore, the relevant ministry shall revise it from the aspect of whether its content and form is aligned. Thus the qualifications that have not been evaluated by the Hungarian Accreditation Committee and/or do not comply with the aspects as stated by the law shall not be published (e.g. its outcomes features have been assessed by means of learning outcomes).

The situation for launching a degree programme is similar as a law specifies the authorisation procedure, which is preceded by prior accreditation, the principles of which are also stated by a law. For the implementation of the principles of the European Standards and Guidelines for Quality Assurance (ESG), the Hungarian Accreditation Committee expects the presentation of how learning outcomes have been achieved with the help of a subject - learning outcomes correspondence matrix.

The Educational Authority as the competent authority shall register both the published qualifications and the degree programmes that have been authorised for launching.

Criterion 5: The national quality assurance system for higher education refers to the national framework of qualifications and is consistent with the Berlin Communiqué and any subsequent communiqués agreed by ministers in the Bologna Process.

As it was mentioned above, the laws to determine the system, process and principles of accreditation refer to the framework elements in the cases of both prior accreditation and regular accreditation that is recurrent (every 5 years), and also both in institutional and programme accreditation procedures. ESG elements are continuously integrated in the sets of principles and criteria of the different accreditation procedures. As a part of this, these are displayed on the website of the Hungarian Accreditation Committee (**www.mab.hu**) among the accreditation criteria, and higher education institutions know them. The Hungarian Accreditation Committee is a member of the ENQA (and although its membership is presently revised,³³ the reason for this is not the criteria and procedures used during the accreditation but other different issues, namely financing and independence).

33 See details in Chapter VI.8.

Criterion 6: The national framework, and any alignment with the European framework, is referenced in all Diploma Supplements.

The Diploma Supplement shall include the cycle, and the diploma shall include references to the HuQF and EQF levels. As the QF-EHEA cycles have been adopted by the EQF, this way referencing Hungarian higher educational qualifications to the QF-EHEA qualifications will be also clearly shown in the diploma.

Criterion 7: The responsibilities of the domestic parties to the national framework are clearly determined and published.

As it was mentioned above, the responsibilities of main stakeholders (government, ministry, the Hungarian Accreditation Committee, higher education institutions), as well as their participation, obligations and rights in the procedures and processes related to the different qualifications and frameworks shall be defined by the laws in detail.

Considering the fact that the self-certification process has happened in a common procedure with the linking of qualifications and the referencing of frameworks, the steps and aspects as defined therein shall apply to self-certification as well. These are not separately named here as they may be found in detail in Chapter IV.1. of the Referencing Report.

V.2. Verification of the Procedures

Procedure 1 – The competent national body/bodies shall certify the compatibility of the national framework with the European framework

See the relevant criterion of the EQF referencing procedure.

Procedure 2 – The self-certification process shall include the stated agreement of the quality assurance bodies in the country in question recognised through the Bologna Process

See the relevant criterion of the EQF referencing procedure.

Procedure 3 – The self-certification process shall involve international experts

See the relevant criterion of the EQF referencing procedure.

Procedure 4 – The self-certification and the evidence supporting it shall be published and shall address separately each of the criteria set out

The results of self-certification and referencing processes have been published in one integrated report; hereby only those questions are answered, which differ from those in EQF referencing.

Procedure 5 – The ENIC and NARIC networks shall maintain a public listing of States that have confirmed that they have completed the self-certification process

The Hungarian leader of ENIC-NARIC Centre confirmed that in order to accomplish the task accepted in the meeting in Bergen, 2005 (“The ENIC/NARIC network shall maintain a public listing of States that have completed the self-certification process”) – also included in the document “Criteria and procedures for referencing national qualifications levels to the EQF” – the list of countries having completed the self-certification report will be published on the common homepage of ENIC and NARIC Network.³⁴

Procedure 6 – The completion of the self-certification process shall be noted on Diploma Supplements issued subsequently by showing the link between the national framework and the European framework.

See the Criterion 6 above and the relevant criterion of the EQF referencing procedure.

³⁴ URL: <http://www.enic-naric.net/framework-of-qualifications-in-the-europe-and-north-america-region-new.aspx>

VI. ANNEXES

VI.1 Illustration nr. 12. Levels of the NVQR

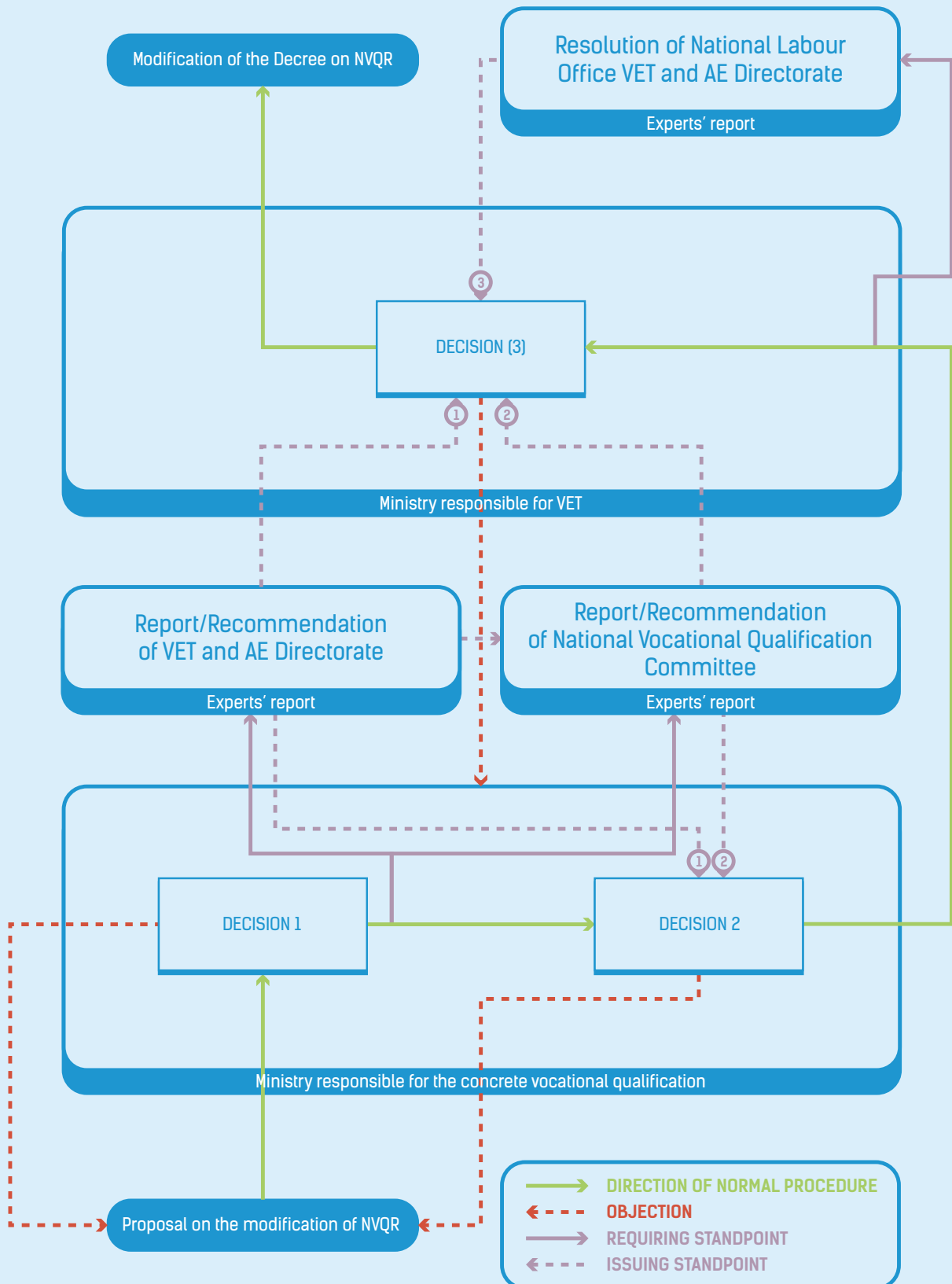


VI.2 Illustration 13. Trade groups in VET

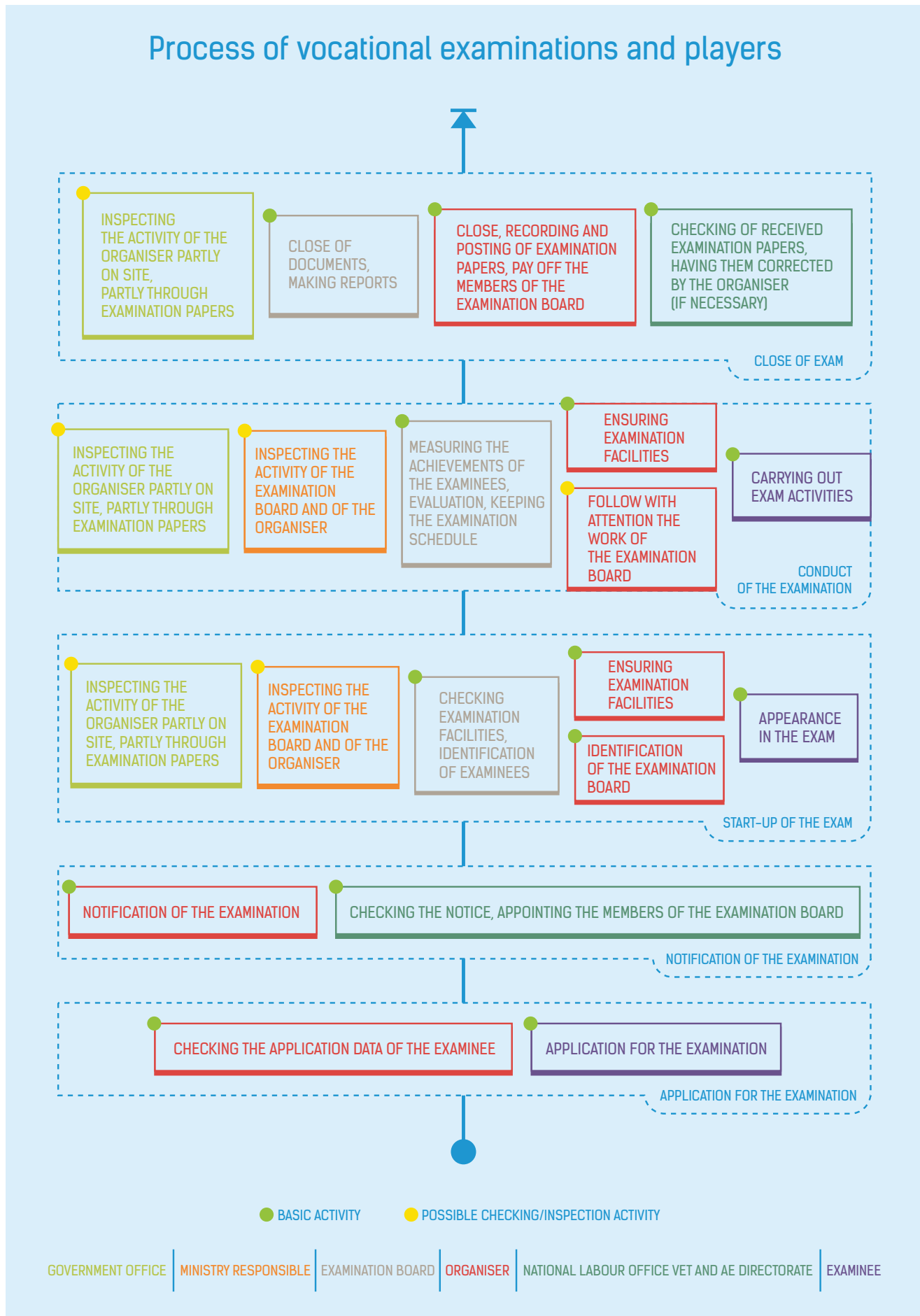


VI.3. Illustration 14. Modification of the NVQR - the process

Procedure of the modification of the National Vocational Qualifications Register

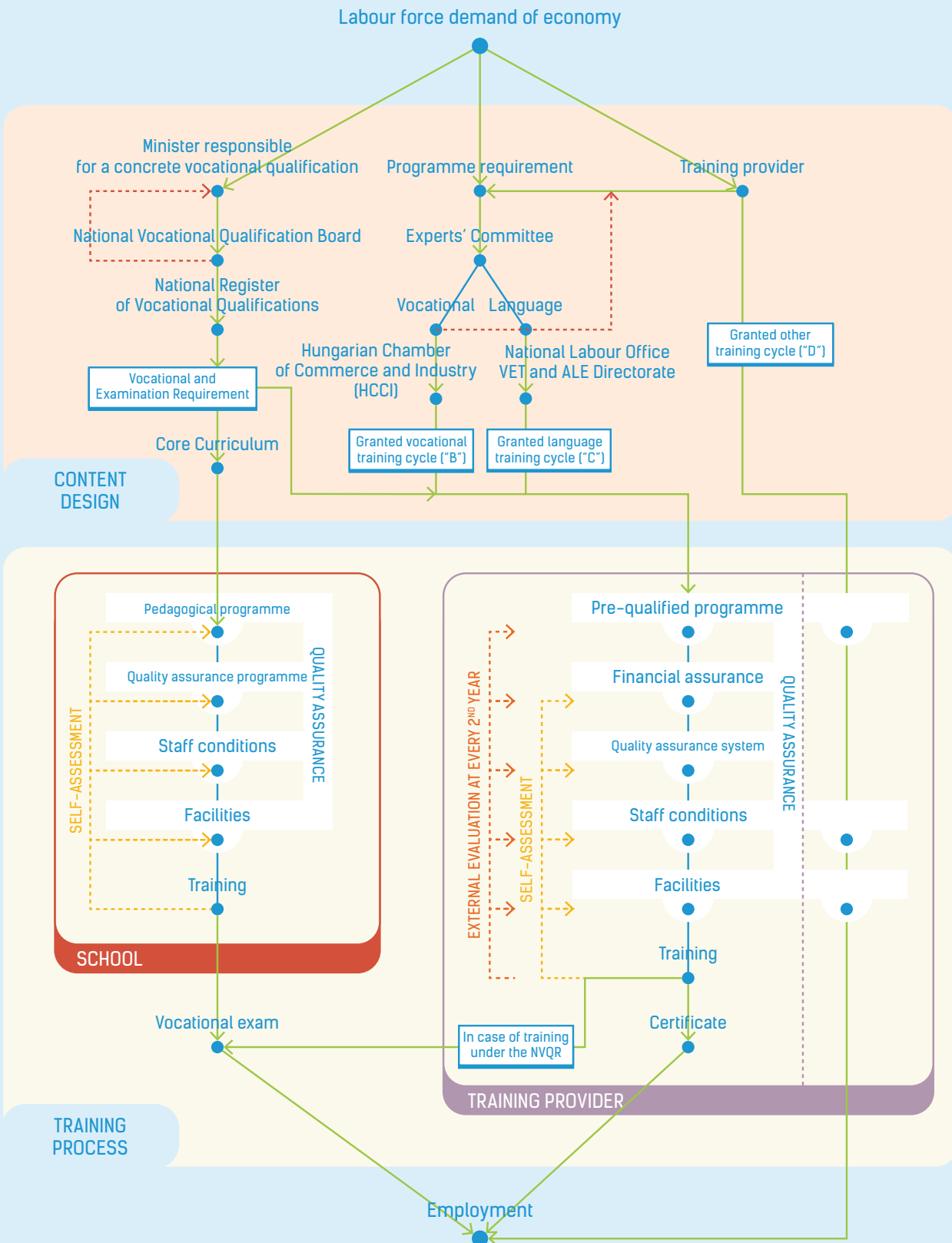


VI. 4. Illustration 15. Process of vocational examination



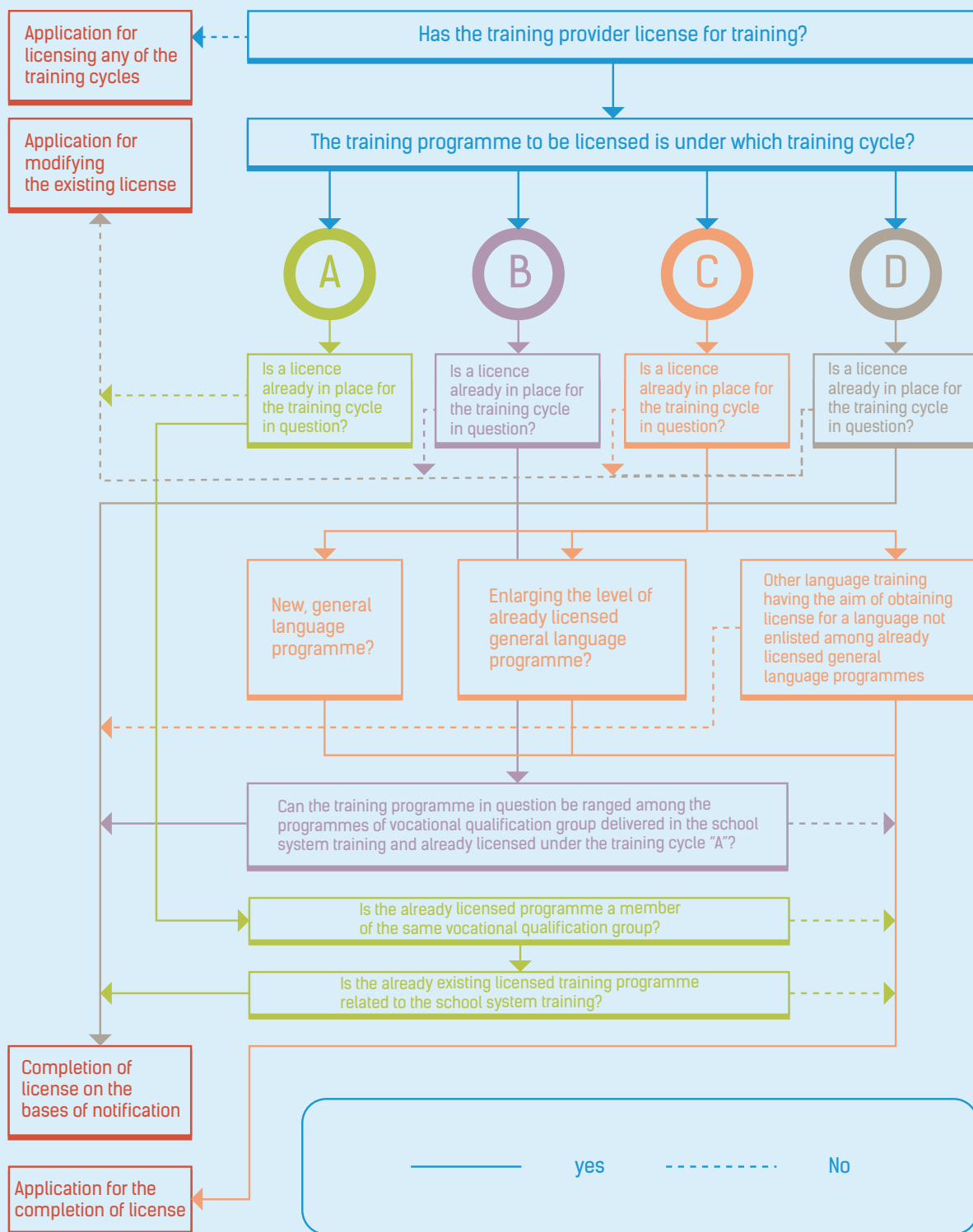
VI.5 Illustration 16. Processes in adult training

Processes in adult training



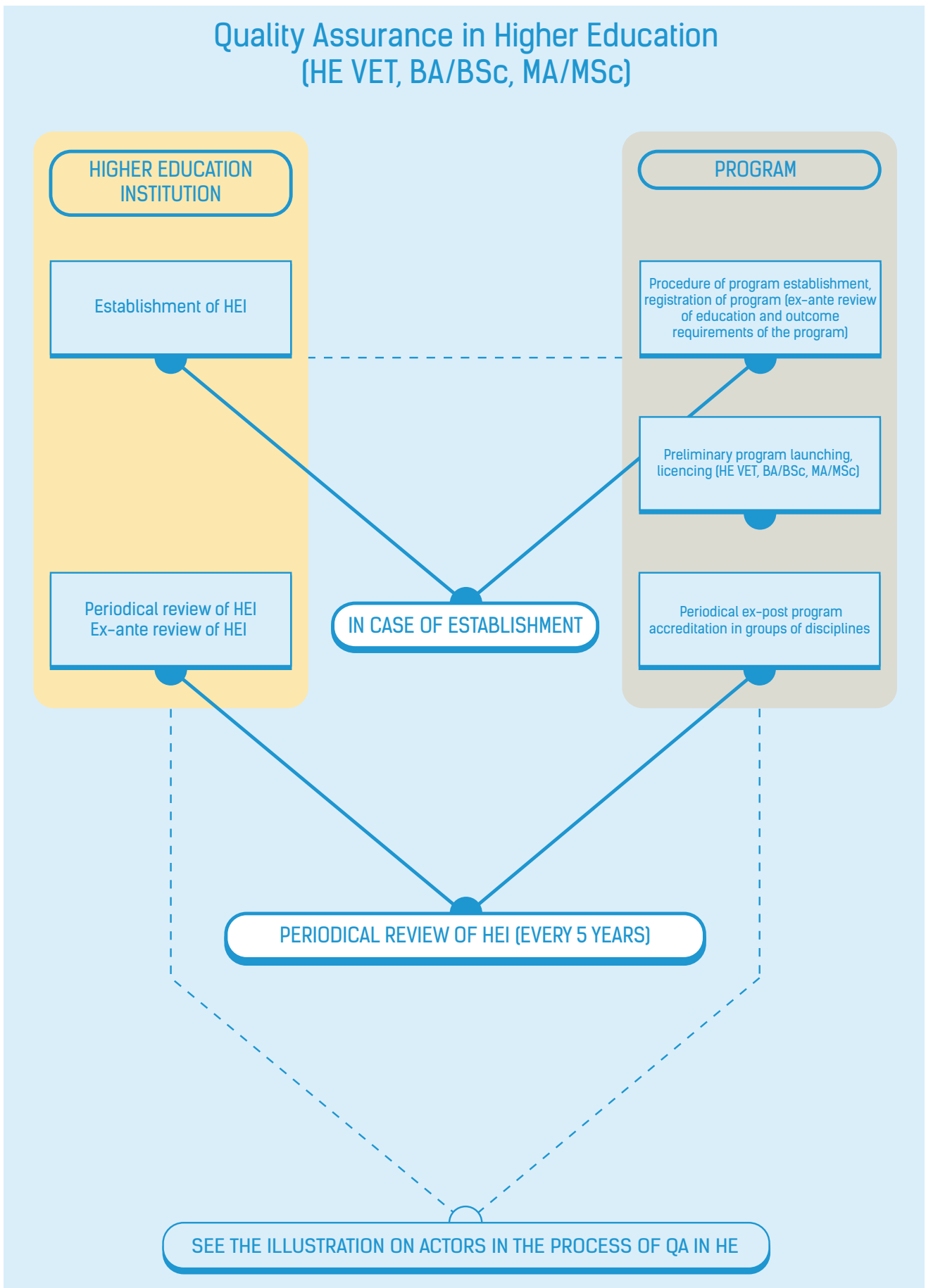
VI.6 Illustration 17. Licensing adult training programmes

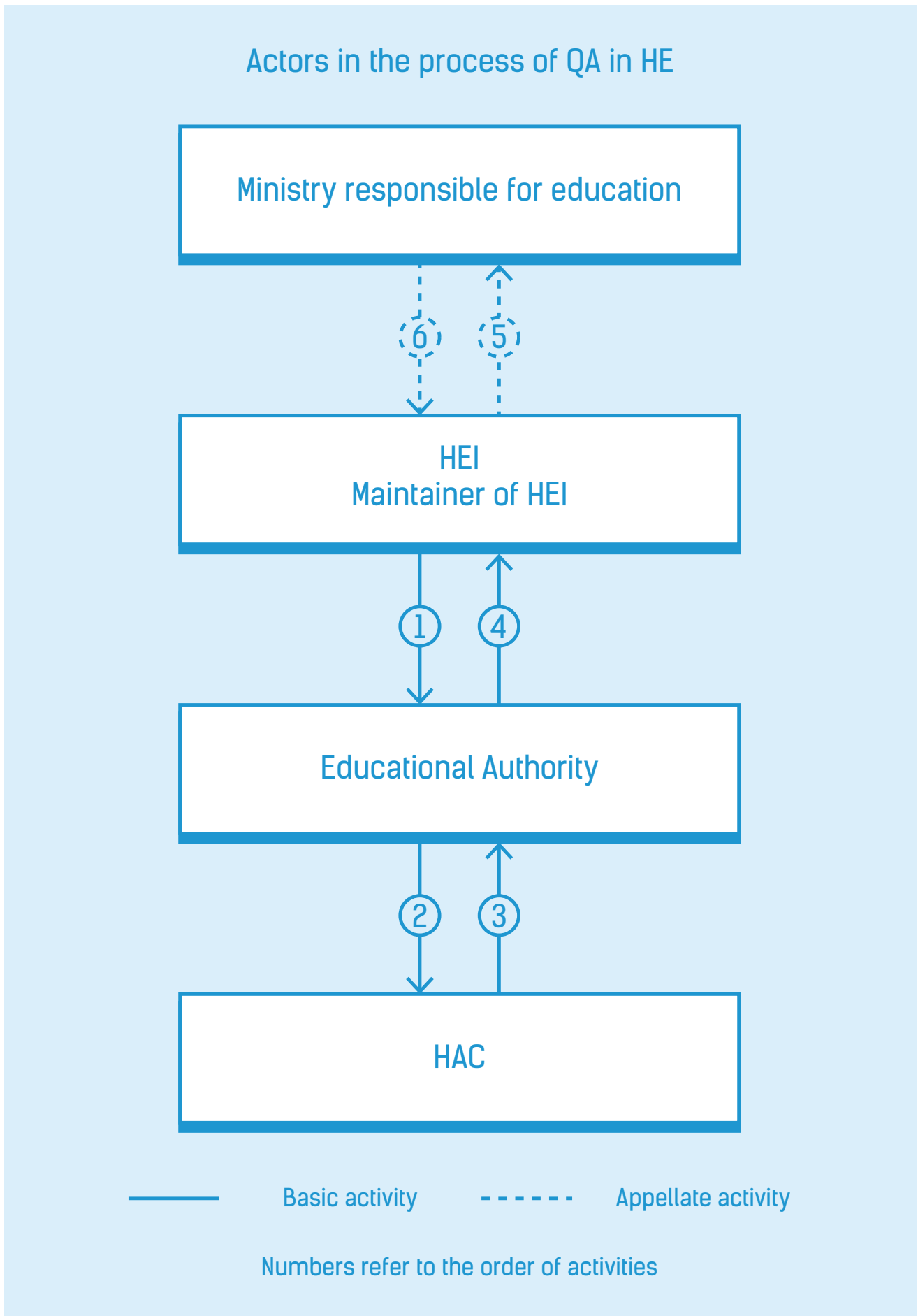
Flow chart of licensing adult training programmes



VI.7. Quality assurance in higher education

VI.7.1 Illustration nr. 18. Quality assurance in higher education (higher VET, BA/BSc, MA/MSc)





VI.8 HAC's membership in ENQA

As known, ENQA expressed its concerns in its external review in January 2014. Since the activities of HAC serve as basis for the quality assurance of Hungarian higher education, there is a need of providing details about measures taken in order to pass the next ENQA review.

Quotation from ENQA's letter (14 January 2014):

"...the Board came to the conclusion that, while the other criteria can be deemed as satisfactorily met, the level of compliance of criterion 3 (resources) and 5 (independence) is significantly lower.

Indeed, the financial instability (the budget allocation for the second half of the year had not been transferred yet at the beginning of November) and the fact that the Educational Authority might overturn a decision of HAC and grant programmes or institutions a licence to operate without HAC accreditation are a cause of concern for the Board.

In addition, the outcome of the discussion with the Secretary of State for Higher Education regarding the delegation and appointment of HAC members is still uncertain. [...] HAC will thus be designated as "ENQA Full member under review" for a period of two years from the 29th November 2013 and will need to undergo a new review process at the end of this period, or sooner, if HAC wishes.

I would like to conclude by emphasising that the report confirmed the high professionalism of the Agency and its staff in conducting evaluation procedures. Since HAC has been a Full member for over 10 years, we hope that the two major aforementioned shortcomings identified in the review will be addressed and substantially resolved in the next two years."

Considering the ENQA's suggestions, - by modifying the Law on Higher Education (XXXVI. Law on modification of certain education-related laws, 24 July 2014) – the following measures have been taken:

- Although the HAC's independence had been guaranteed even before, half of the delegates was governmental³⁵. Therefore, the new law increased the number of delegates to 20 people: the Hungarian Chamber of Commerce and Industry and the National Conference of Students Councils also received the right to delegate representatives. As a result, the ratio of governmental representatives decreased, while the labour market (chamber) and "consumer" (students) needs are represented.
- The Law on Higher Education 84/E.§ – modifying the former governmental decree level regulation – prescribed the financial support of HAC at the level of law. Thereby, the budget ensuring the appropriate and legal functioning of the expert body shall be planned in the budget estimates of the ministry responsible for education.
- The modification of the Law on Higher Education (110. § paragraph 1, point 19.) established the claim for a due payment for the president, members and office-holders of HAC.
- Government Decree nr. 220/2014. (VIII. 29.) (in effect from 1 September 2014) took measures to strengthen the institutional and financial independence of HAC, e.g. to suspend a member a thorough justification is needed.

HAC expects the next ENQA review in the first half of 2015; the results will be uploaded on the homepage of the Educational Authority (www.oktatas.hu/LLL/HuQF).

35 Governmental means in this case that these delegates were HE experts asked by the minister.

VI.9 Examples on linking qualifications

VI.9.1 RESULTS OF LINKING VET QUALIFICATIONS

NVQR 2010 level code	Recommended HuQF level
21	2
31, 33	3
51, 52, 54	4
55	5
61	6

HuQF /EQF Level	NVQR 2012 – Qualifications
2	Animal keeper; Joinery industry fitter; Family service provider; Meat processing skilled worker; Forest worker; Wood industry machine operator; Waste collector and remover; Waste sorting and waste processing worker; Garden worker; Manual bookbinder; Kitchen hand; Basket weaver; Household textile product maker; Horse caretaker; Ginger bread maker; Agricultural Technician; Power Saw Operator; Park Maintenance Worker; Bakery and fast bakery worker; House painter; Textile product assembler; Slaughterhouse worker
3	Military deputy chief (basic level); General laboratory technician; Nursing assistant; Golden wheat ear farmer; Puppetmaker; Mine worker; Patient escorter ; Concrete structure maker, concrete panel producer; Manual Metal Arc (MMA) welder; Retail butcher; Oenologist; Leather product maker; Law enforcement guard; Law enforcement officer; Shoe-upper maker; Shoemaker; Sewage works operator; Electronic production line mechanic; Pipe network fitter; Blacksmith-ornamental iron work; Health development assistant; Sanitary pest control and sterilizer; Electrical Fishing Machine Operator; Food, chemical product and medicinal plant merchant; Food industry lab technician; Building formwork and metal scaffold assembler; Plant equipment operator; Logger; Rural caterer; Woodworker; Elevator maintenance person and mechanic; Elevator mechanic; Disinfection, sterilisation officer; Fluid exploitation technician; Metal inert gas / metal active gas (MIG/MAG) welder; Spinner; Injection moulder; Spa Industry Mechanic; Propane-butane cylinder swap station operator; Gas welder; Typist and stenographer and word processor user; Milling machine operator; Tyre repairing and wheel balancing specialist; Rubber mix manufacturer; Paediatric intensive care nurse; Pharmaceutical product manufacturer; Fast food restaurant salesperson; Fruit palinka producer; Temporary Home Child Care Specialist; Rolling machine setter; Facade constructor and fitter; Fishing pond manager; Waste processing machine operator; Waste purchaser and Waste management facility operator; Producer of meat products; Cooling equipment operator; Industrial Rope Access Technician; Industrial oil and gas fired equipment operator; Industrial insulation tinman; Industrial glassware maker; Cooper, wainwright; Stuntman; Boiler machinist (over 12 t/h) ; Boiler operator (2- 12 t/h); Chimney sweeper; Bicycle repair mechanic; Commercial, Household and Catering Machine Mechanic; Landscape gardener and maintainer; Glove maker; Mixed feed manufacturer; Manicurist and acrylic nail technician; Low-power boiler operator (max. 2 t/h); Knitter; Dog groomer; K9 property guard; Open-pit miner; Pedicurist; Beekeeper; Deep boring specialist; Escalator maintainer and fitter; Plastic Welder; Electric goods salesperson; Medical operations assistant - orthopaedic cast specialist; Unwoven material producer; Foster parent; Fenestration and sunscreen installer; Pressure vessel mechanic; Metal founder and foundry man; Horologist; Orthopaedic shoemaker; Orthopaedic orthotics technician and corset-maker; Kindergarten teacher; Foundry mould maker; Paper manufacturer and processor; Storeperson; Cheese maker; Gravestone and cast stone maker; Brewer; Sports instructor; Computer data entry clerk; CAD draughtsperson; Personal and property security guard; Weaver; Telecommunication and IT network constructor; Dairy product maker; Bodyguard; Textile producer; Textile cleaner and dyer; Petrol station operator; Firing equipment combustion product outlet maker; Fire fighter II; Pool lifeguard; Production technician - fermentation and soft drink industry; Administrative secretary; Glass maker; Metal and steel processor; Chemical substance production assistant; Viniculturist; Flower shop assistant; Floral designer; Water damage controller; Waterworks operator; Water insulation and soft covering maker; Tungsten inert gas welder; Vegetable and fruit processor; Formwork carpenter

4

Sectoral Vocational School Leaving Examinations (37 fields), Tyre manufacturer; Carpenter; Database manager; Tax specialist; Animal breeding worker; Joiner; Audio and visual technical mechanic; Automotive electronic accessory technician; Car manufacturer; Tinsmith; Investment banking trader; Horse trainer; Payroll clerk; Biofarmer; Security manager; Insurance broker (independent insurance broker); Shop manager; Pathology prosecutor; Leathersmith; Furniture and carpet appraiser; Chief inspector of healthcare for penitentiary service; Penitentiary inspector; Penitentiary chief inspector; Footwear technician; CNC machine operator; Pastry chef; Riot police officer; Group fitness instructor; Dietetic cook; Digital map operator; Decorative blacksmith; Ornamental plant gardener; Confectionery product maker; Sanitary gas operator; Jewellery Appraiser; Salesperson; Precision mechanics technician; Electrical machine and equipment mechanic; Electrotechnical technician; Electronic property protection system fitter; Food production worker; Lifting machine administrator; Building fitter and steel structure locksmith; Sylvicultural worker; Reviewer of compliance of standards for shock protection solutions; Power plant block operator; Power plant operator; Nuclear power plant operator (steam turbine operator); Nuclear power plant boiler operator; High-voltage equipment operator; Armed security guard; Undergarment maker and knitwear assembler; Tailor (menswear); Painting appraiser; Painter and decorator; Film sound designer; Precision engineering technician; Fitness instructor; Fitness and wellness assistant; Moulded item producer; Gaffer; Gas and heat producing equipment mechanic; Farmer; Gas Industry Technical Safety Supervisor; Gas turbine mechanic; Milling machine operator; Automobile mechatronician; Automobile construction and repair logistician; Automobile constructor and mechanic; Practicing nurse; Practicing infant and child nurse; Practicing hairdresser; Practicing pharmacy assistant; Musical instrument maker and repairer (instrument group name); Practicing imaging diagnostics, nuclear medicine and radiation therapy assistant; Practicing clinical laboratory assistant; Practicing beautician; Practicing emergency medical technician (EMT); Practicing histology assistant; Machine setter for production line; Processing worker of medicinal herbs and herbs; Medical device vendor; Habilitation dog trainer; Fisher, fish-breeder; Disk Jockey; Sound technician; Sound reinforcement system planning technician; Welder; Pet breeder and dealer; Meat product manufacturer; Cooling equipment, air-conditioner and heat pump mechanic; Real estate agent; Property registration executive; Real estate appraiser and real estate agent; Industry mechanic; Industrial rubber product maker; Vehicle painter; Automobile industrial metal part producer; Vehicle chassis preparator and surface coater; Patrol; Sign language interpreter I; Sign language interpreter II; Vehicle chassis maker and fitter; Revenue administrator; Stove maker; Bodywork Manufacturer; Upholsterer; Disaster protection officer; Disaster protection manager; Pottery and chinaware maker; Gardener; Low-voltage outlet and street lighting electrician; Low voltage electrical fitter of installations under power; Low-voltage cable fitter; Low-voltage overhead line network live working fitter; Small vessel builder, maintainer; Stonemason, cast stone maker and banker mason; Financial-managerial officer; Bricklayer and tiler; Bookshop assistant and second-hand bookseller; Bookbinder and form prints processor; Environmental protection administrator; Medium voltage live-working technician; Medium-voltage cable fitter; Public education expert II.; Community developing animator; District heating and natural gas system technician; Public area supervisor; Cultural event planner; Residential area logger; Stableman; Private detective; Sailor machine operator; Property protection mechanical fitter; Mechatronic maintenance person; Female farmer, village hostess; Agricultural mechanical engineering technician; Agricultural worker; Agricultural mechanical engineering technician; Miller; Motorcycle repairer; Motion picture maker; Motion picture sound technician; Motion picture distributor and operator; Projectionist; Working and protective clothes maker; Labour safety technician; Museum collections and storage assistant; Museum preparator; Plastic processor; Cabinetmaker; Listed buildings designer and decorator; Listed buildings restoration specialist; Artefact appraiser; ArtWork Protection Assistant; Folk game and handicraft teacher; Folk art craftsman; Tailor (womenswear); Records and documents administrator; Optical glass polisher; Guard and patrol companion; Farrier; Baker; Cashier and foreign currency administrator; Waiter; Pyrotechnic product operator; Pyrotechnician stores operator; PLC Programmer; Production assistant; Reconstructional painter and decorator; Relay sign language interpreter; Event technician; Operator of explosion-proof device; Recording manager; Assistant librarian; Assistant archivist and administrator; Assistant restorer (with specialisation indicated); Sommelier; Specialized animal processor; Special pedicurist; Statistical and business management administrator; Studio manager; Cook; Special service live-working technician; Hotel receptionist; Computer mechanic and maintenance person; Bookkeeper; Drywall specialist; Editor, programme leader; Toolmaker; Harness and saddle maker; Stage manager; Social care provider and nurse; Software operator – application owner; Viticulture and oenology; Social security administrator; Condominium Manager; Telecommunications operation; Undertaker; GIS administrator; Product tax administrator; Roofer; Skilled janitorial technician; Firefighter I.; Fire Safety Coordinator; Travel Agent; Road construction worker; Post-production assistant; Miner; Customs administrator; Railway construction and maintenance technician; Catering salesperson; Catering unit manager; Lighting technician; Electrical substation operator; Power distribution network technician and operator; Electrical Equipment Operator; Electrical network operator; Transmission line operator; Lightning Protection Supervisor; Electrician; Flower decorator; Floral designer and florist; Waterpower plant and sewage works operator; Water and sewage treatment specialist; Water and sewage utility plumber; Water engineering and technology equipment mechanic; Water sports engine mechanic; Webmaster; Vegetable and fruit producer

5	<p>Tax adviser; Agrotrade technician; Chartered certified accountant (public budget); Public budget specialist; Animal Breeding And Veterinary Technician; Health care assistant specialised in anaesthetics; Nurse; Aqua trainer; Goldsmith; Circus artist; Audiologist's assistant and auditory acoustics assistant; Automation technician; Car mechanic; Automotive Technician; Avionics; Crime scene investigator; Mining industry technician; Valuer; Speech transmission system operation technician; Insurance consultant; Wine and champagne making technician; Leather processing technician; Bronze-work artist and sculpture founder; Chief inspector of penitentiary service management; Chief inspector of administration for penitentiary service; Crime technician; CAD/CAM information technology expert; Health care assistant specialised in cytology; Sugar and Confectionery Industry Technician; Infant and child nurse; Decorator; Diabetology special nurse and educator; Decoration painter; Stage designer; Fashion and style designer; Diesel multiple unit repairman; Drug and toxicology technician; Health care assistant; Health care instructor; Chartered certified accountant; Electro-technician; Electronic access and private network system operation technician; Electronic broadcasting and content transmission system operation technician; Food industry analyst technician; Food industry mechanical engineering technician; Food production technician; Controlling specialist; Specialised endoscopy assistant; Epidemiology special nurse; Quality controller for the construction industry; Building mechanical technician; Forestry and wildlife management technician; Sylvicultural mechanic technician; Ergotherapist; Fermentation and soft drink industry technician; Heavy current electric technician; Wood industry technician; Armament mechanic; Adult intensive care nurse; Painter; Fitness and wellness instructor; Specialised physiotherapy assistant; Fluidumprocessing technician; Hairdresser; Dental assistant; Specialized occupational healthcare nurse; Activity organiser; Dental technician; Dental technician trainee; Photographer and photography equipment retailer; Immigration officer; Surveyor, land management and geographic information technician; Land GIS technician; Ear fitting maker; Gas Automobile Mechanic; Business information technologist; Machine producing technician; Geriatrics special nurse; Backbone system operator technician; Gerontological caregiver; Graphic artist; Rubber industry technician; Actor with practice (with specialisation indicated); Production manager; Child and youth supervisor; Childcare institution assistant; Medical and sports masseur; Assistant teacher of special educational needs (SEN); Pharmaceutical Laboratory Technician; Dispensing pharmacy technician; Pharmacy assistant; Ship technician; Sound engineer; Musical instrument manufacturer and restorer; Keeper of sound archives; Haematology and transfusiology assistant; Bridge construction technician and maintenance technician; Hospice special nurse; Waste management specialist technician; Meat and poultry industry technician; Tour Guide; Foreign language costumer service assistant; IFRS chartered certified accountant; Immunohistochemical, histochemical and molecular biological assistant; Infocommunicational network installer and operator; Information technologist system administrator; Real estate manager; Web application developer; Office assistant; IT mentor; Jazz musician; Costume designer; Signal dog trainer; Cardiology and angiology assistant; Disaster protection coordinator; Disaster protection rapporteur; Chemical laboratory assistant; Imaging diagnostics, nuclear medicine and radiation therapy assistant; Ceramics maker; Merchant; Gardening technician; Desktop publisher; Caregiver and educator of young children; Classical musician; Clinical dental hygienist; Clinical laboratory assistant; Clinical neurophysiological assistant; Metallurgical technician; Corrector; Beautician; Environmental protection technician; Environmental protection metering technician; District commissioner; Public procurement expert; Traffic automation technician; Public road transport administration agent; K9 police officer; Laboratory technician; Interior designer; Pedicurist; Air transport administrator; Registered respiratory nurse; Facility energetics technician; Logistics assistant; Horseback riding tour guide; Building engineering technician; Mill industry and mixed feed production technician; Mechatronics technician; Underground engineering technician; Mental-hygienic assistant; Emergency medical technician (EMT); Agricultural machinery repair technician; Migration administrator; Microbiological assistant; Mobile application developer; Trainer of service dogs for the physically disabled; Motion picture and animation maker; Multimedia application developer; Plactic processor technician; Maintenance technician of historic buildings; Information technologist; Instrumental analyst; Specialised health care assistant (Surgery); Specialised nephrological nurse; Folk musician; Non-profit manager; Plant protection technician; Nuclear environment protection technician; Printing industry machine minder; Printing industry technician; Document analyst; Specialised oncological nurse; Orthopaedic mechanics technician; Medical electronics technician; Goldsmith, metalworker; Pantomime performer; Paper industry technician; Park Construction and Maintenance Technician; Pedagogy and family support assistant; Financial product salesperson (banking, investment, insurance); Assistant finance project manager; Chartered certified accountant (for financial bodies); Financial and bookkeeping assistant; Financial administrator; Pyrotechnician; Post Office Clerk; Psychiatric social worker; Psychiatric nurse and therapist; Rehabilitation educator, helper; Police officer; Police warrant officer; Aircraft engineer; Hang-glider repairman; Clothes industry technician; Sports trainer; Sports organiser and manager; Emergency nurse; bakery and confectionery technician; Qualified bank executive; Freight Forwarding Administrator; Personal trainer; Addictions worker; Actor II; Stage technician, scene manager; Sculptor; Social work assistant; Specialised social worker; Social, Child and Youth Protection Administrator; Software developer; Entertaining musician; Histology assistant; Dance instructor; Dancer; Preserving industry technician; Remote sensing technician; Telecommunications technician; Dairy industry technician; Settlement environmental protection technician; Television cameraman; Geographic information system (GIS) technician; Cartographer; Environment protection technician; Textile industry technician; Textile artist; Organiser and salesperson in tourism; Chief fire fighter; Fire service executive; Senior Fire Safety Coordinator; Road Construction and Maintenance Technician; Post-production assistant; Administrative secretary; Glass polisher/grinder; Sporting-gunsmith; Guide dog trainer; Business and payroll administrator; Chartered certified accountant for businesses; Railway traffic organiser; Railway transport specialist; Railway passenger transport specialist; Electric railway vehicle mechanic; Towed railway vehicle mechanic; Railway vehicle technician; Chemical industry technician; Catering and restaurant manager; Rural development technician; Hydraulic engineering technician; Water management specialist; Water traffic operation service provider; Water technician; Warrant officer; Church musician; Non-commissioned officer of the defence forces</p>
6	<p>Elevator inspector; Public education expert I.; Escalator controller; Certified tax controller expert; Certified sales taxation expert; Certified income taxation expert; Certified international taxation expert; Law enforcement manager (with specialisation indicated)</p>

Concrete examples of linking qualifications (silviculturist, motor saw operator, residential area logger, silvicultural worker) and the list of qualifications with levels can be found on www.oktatas.hu/LLL/HuQF.

VI.9.2 RESULTS OF LINKING EDUCATIONAL QUALIFICATIONS IN GE

VI.9.2.a Certificate of primary educational attainment

- HuQF level 2
- Strength of linking: 1.
- Completed level of general education/ education phase: completed primary education (completed Grades 1-8)
- General education phase: primary general education
- Justification for selecting the completed level of general education/ education phase:
 - it closes primary general education,
 - it is assessment level 2 of the national competence assessment
 - changing a qualification type: it is the input level of secondary general education (entrance examination to the secondary school)
- it is input level one for the obtainment of certain qualifications in VET

VI.9.2.a Secondary school leaving examination

- HuQF level 4
- Strength of linking: 1.
- Completed level of general education/ education phase: secondary school leaving examination (secondary school leaving certificate)
- Justification for selecting the completed level of general education/ education phase:
 - it closes secondary general education;
 - changing a qualification type: it is the input level for higher education programmes.

See the long, detailed justification on www.oktatas.hu/LLL/HuQF.

VI.9.3 RESULTS OF LINKING SELECTED QUALIFICATIONS IN HE

SC = short cycle;

Indices of strength of compliance:

1. It can be definitely referenced to the level
2. It can be rather interpreted at this level
3. It cannot only be interpreted at this level
4. It cannot be interpreted at any levels, it is independent of the levels

At level 5			
Study field	Analysed qualification	Level / cycle of compliance	Strength of compliance
Agricultural Science	Horticultural Engineer Assistant Higher vocational qualification	5. / RC	1
Agricultural Science	Agricultural Engineer in Environmental Management Higher vocational qualification *	5. / RC	1
Arts	<i>no qualification in this field</i>		
Pedagogy	<i>no qualification in this field</i>		
Legal Science	Legal Assistant, Advanced vocational qualification	5. / SC	1
Economic Science	Tourism-Catering Advanced vocational qualification	5. / SC	1
Technology	<i>no qualification in this field</i>	5. / SC	1
CS and Information Technology	Economic Information Technologist Advanced vocational qualification *	5. / SC	2
Medical and Health Science	Imaging Diagnostics, Nuclear Medicine and Radiation Therapy Assistant*	5. / SC	2
Sport Science	<i>no qualification in this field</i>		
Social Science	Social worker	5. / SC	1
Natural Science	<i>no qualification in this field</i>		
Total number of qualifications linked			8

At level 6			
Study field	Analysed qualification	Level / cycle of compliance	Strength of compliance
Agricultural Science	Agricultural Engineer in Environmental Management BSc	6. / 1.	1
Agricultural Science	Agricultural Engineer BSc	6. / 1.	1
Arts and Humanities	Anglistics BA	6. / 1.	1
Arts and Humanities, Pedagogy	Pedagogy BA	6. / 1.	1
Arts and Humanities, Pedagogy	Andragogy BA	6. / 1.	1
Legal Science	Public Administration BA	6. / 1.	1
Economic Science	Tourism-Catering BA	6. / 1.	1
Technology	Chemical Engineer BSc	6. / 1.	1
Technology	Technical Manager BSc	6. / 1.	2
CS and Information Technology	Economic Information Technologist BSc	6. / 1.	2
Health Science	Physiotherapist	6. / 1.	1
Sport Science	Recreationist and Health Developer	6. / 1.	1
Social Science	Sociology BA	6. / 1.	1
Natural Science	Chemistry BSc	6. / 1.	2
Natural Science	Biology BSc	6. / 1.	2
Total number of qualifications linked			15

At level 7			
Study field	Analysed qualification	Level / cycle of compliance	Strength of compliance
Agricultural Science	Agricultural Engineer in Environmental Management MSc	7. / 2.	1
Agricultural Science	Agricultural Engineer in Economy and Rural Development MSc	7. / 2.	1
Arts	Philosophy MA	7. / 2.	1
Arts	Classical philology MS	7. / 2.	1
Arts	Hungarian Language and Literature MA	7. / 2.	2
Arts	History MA		
Pedagogy	Pedagogy MA	7. / 2.	2
Legal Science	Public Administration Management MA	7. / 2.	1
Legal Science	Lawyer (unified) MA	7. / 2.	1
Economic Science	Management and Leadership MA	7. / 2.	1
Economic Science	Tourism Management MA	7. / 2.	1
Technology	Chemical Engineer MSc	7. / 2.	2
Technology	Logistical Engineer MSc	7. / 2.	2
Technology	Mechanical Engineer MSc	7. / 2.	1
CS and Information Technology	Economic Information Technologist MSc	7. / 2.	1
Medical and Health Science	Health Manager MSc	7. / 2.	1
Sport Science	Sport Manager MSc	7. / 2.	1
Social Science	International Studies MA	7. / 2.	1
Social Science	Political Science MA	7. / 2.	1
Natural Science	Chemistry MSc	7. / 2.	1
Natural Science	Astronomy MSc	7. / 2.	3
Natural Science	Physics MSc	7. / 2.	1
Total number of qualifications linked			22

At level 8			
Study field	Analysed qualification	Level / cycle of compliance	Strength of compliance
Agricultural Science	Animal sciences PhD	8. / 3.	2
Arts	Literature Science PhD, Literature and Art History Programme in Italianistics	8. / 3.	n.d.
Pedagogy	Pedagogy PhD	8. / 3.	2
Legal Science	Legal Science PhD	8. / 3.	2
Economic Science	Business Economics PhD	8. / 3.	2
Technology	Mechanical Engineer PhD	8. / 3.	1
CS and Information Technology	Economic Informatics PhD	8. / 3.	1
Medical and Health Science	Health Science PhD	8. / 3.	2
Sport Science	Sport Science PhD	8. / 3.	1
Social Science	Sociology PhD	8. / 3.	1
Natural Science	Geology PhD	8. / 3.	2
Total number of qualifications linked			11

See the long, detailed example on www.oktatas.hu/LLL/HuQF.

VI.10. Further explanation of the descriptor category of attitude

In addition to the cognitive and psychomotoric components, emotional components also have a role in cognition, in the professional activity and in everyday life. We often say earnest doctor, devoted teacher, trustworthy professional, dedicated kindergarten teacher, etc. These characteristics of the professionals are not defined by their knowledge or by their skills. Of course these are related but these terms indicate more.

A painter who knows the tricks of his profession knows all of the paints exactly; the characteristics of the paints, he can use the painting tools perfectly, etc. It can happen that if the owner is away, he misses some of the steps, leaves a mess on the floor and on the glass windows, but maybe he does neither of these. This is a matter of approach concerning his work and profession, consequence of professional attitudes and beliefs.

The majority of the teachers exactly know that continuous professional development is very important. They also know the sources from which they could obtain new knowledge. They also have the competences for self-training. However, if the attitudes and professional commitment are missing, they will not pay attention to self-training.

The methods of helping disadvantaged children, Roma children are generally known but rather rarely applied. And so on...

Attitudes have important roles in the successful fulfilment of any activity. It is not enough to know and to have competence; commitment is also needed towards the professional task.

It is not difficult to understand either that upon qualification; the existence of this third factor shall also be examined. This is also part of the qualification. We may also accept that the whole practice of the training can affect this descriptor.

The question arises why it is necessary to use two concepts (beliefs, attitudes).

“Attitude is a state of mental and neural readiness organised from experience, affecting the individual’s replies to all objects and situations he gets in connection with” (Allport 1967, quoted by Richardson, 1996, 102). Beliefs are analogous to attitude. It is also an important characteristic of beliefs that it notably influences the relation of the individual to his environment, and affects his understanding and practical activities as well. The difference between the two concepts is that in beliefs, the knowledge elements deriving from practical experience have bigger role, while in attitude, the emotional components dominate.

The component of competence affected basically by emotions is hereinafter called attitude.

For concrete example on describing attitude, please refer to linking examples on **www.oktatas.hu/LLL/HuQF**.

VI.11. Opinion of bodies responsible for quality assurance

VI.11.1. EXCERPT FROM THE OPINION OF THE NATIONAL LABOUR OFFICE (NOVEMBER 2014)³⁶

“What is your opinion on the introduction of the qualifications framework? (Benefits, challenges) How did you take part in the process?”

The NLO-VET Directorate and its legal predecessor, the National Institute of Vocational and Adult Education and Training have been involved in the development of the Hungarian Qualifications Framework and the elaboration of the basic principles since 2006. The institute participated in the Preparatory Working Group of the EQF in Brussels. Between 2006 and 2008 in the framework of a pilot project the Institute tested the introduction of the qualifications framework in seven countries, including Hungary, and piloted the implementation of a Hungarian Qualifications Framework.

The development of the modular vocational education and training took place by taking the learning outcome approach into consideration, and the various levels of knowledge acquired during training also appear.

The benefits of the Hungarian Qualifications Framework are seen in a transparent, coherent educational system built on each other and ensuring permeability. The Hungarian Qualifications Framework, in case the objectives are realized from the aspect of vocational and adult education and training, will make Hungarian qualifications comparable to the qualifications of the Member States of the European Union, and helps the mutual assessment and acceptance of various national qualifications.

Sustaining and maintaining the Hungarian Qualifications Framework is a challenge on a national level. A disadvantage is that in the referencing process actual learning outcomes do not appear, referencing is done based on training requirements and examination requirements only.

“How can the NLO contribute to the provision of quality assurance of qualifications and trainings in accordance with the principles of the qualifications framework and the sectoral quality assurance standards?”

The NLO-VET Directorate contributes to the development of VET documents in a manner that they are in accordance with the principles of the qualifications framework and the sectoral quality assurance standards. By this, the Directorate realizes that the actual learning outcomes of VET participants can be shown. The Directorate has an active role in collecting and analysing examination experiences related to the vocational and examination requirements issued by the ministries responsible for qualifications, and based on these submits propositions to amend legislation, if necessary.

By involving a wide range of stakeholders, e.g. training institutions, business stakeholders, business chambers, other expert organizations, the NLO-VET Directorate performs the linking of qualifications based on training requirements.

³⁶ National Office for Vocational Education and Training and Adult Learning took over the roles and tasks of National Labour Office from 15. December 2014.

The Directorate assists in the development of an examination system in accordance with the qualifications framework principles and shapes examination requirements and examinations tasks and their evaluation system in a manner that the elements of the framework descriptors can be actually assessed during vocational examinations.

The Directorate contributes to the preparation and evaluation of practical examinations by providing guidelines, and by the training of board chairs, committee members and record-keepers contributes to the high quality standard of examinations.

Mr József Palotás Deputy Director-General,
National Labour Office, Directorate of Vocational and Adult Training

VI.11.2. EXCERPT FROM THE OPINION OF THE HUNGARIAN ACCREDITATION COMMITTEE (NOVEMBER 2014)

Introduction of the National Qualifications Framework and participation of the HAC in the process

The introduction of the National Qualification Framework in Hungary is a lengthy process, in both its development and very likely in its implementation. Its benefit is that it will establish a comprehensive system on all qualifications and, by assigning levels to qualifications, make them comprehensible for the country's employment market and the public at large, as well as allow for international comparability. The main challenge is to render specific qualification levels and learning outcomes concrete and operational, and to install a learning-outcome approach among higher education stakeholders.

The HAC took part in the development of the National Qualification Framework only from a distance. As a body, it did not participate in its elaboration, but several of its members and experts regularly attended workshops, took part in expert working groups, and consulted with foreign experts on the subject.

HAC's QA activity and the Qualifications Framework

In its procedures the HAC

- takes into account learning outcomes, both in ex-ante (launching degree programmes), and ex-post (operating programmes) assessments;
- assesses whether the learning outcomes are in line with the National Education and Outcome Framework Requirements;
- assesses whether the higher education institutions consider stakeholders' opinions when designing or revising programmes and learning outcomes;

- assesses whether learning outcomes and the assessment of their achievement by higher education institutions are understandable and public;
- assesses whether curriculum design and content enable students to achieve the intended learning outcomes and whether higher education institutions apply proper procedures to assess their achievement;
- makes explicit reference to the programmes' learning outcomes in programme accreditation reports;
- evaluates the institution's provisions regarding the implementation and assessment of learning outcomes in institutional accreditation.

Mr Ervin Balázs,
President of the Hungarian Accreditation Committee

VI.11.3. EXCERPT FROM THE OPINION OF THE HUNGARIAN INSTITUTE FOR EDUCATIONAL RESEARCH AND DEVELOPMENT (NOVEMBER 2014)

The introduction of the qualifications framework in Hungary may be a significant educational policy step, if the potential of the framework is consistently applied and used for the development of qualifications, strengthening relations between the labour market and education. This requires a great policy concentration and significant capacity at governmental level.

Mr József Kaposi, Director-General,
Hungarian Institute for Educational Research and Development

VI.11.4. EXCERPT FROM THE OPINION OF THE HUNGARIAN CHAMBER OF INDUSTRY AND COMMERCE (NOVEMBER 2014)

“What is your opinion on the introduction of the qualifications framework in Hungary? How did you participate in the process?”

We consider the establishment of a comprehensive and uniform framework, which is in alignment with the level of training and the outcome regulators. The knowledge and competences acquired within the frame of non-formal and informal learning should be recognised, and this should provide systemised information that can be interpreted in a European context as well to business enterprises (employers). It should support a more efficient consultation system for the individual's career choice and career orientation, thus contributing to strengthening the success, efficiency and labour market relevance of education and training. It should improve the competitiveness of the labour force holding Hungarian qualifications in the European labour market. [...]

The master craftsman level as a qualification has not been legally linked to the Hungarian VET system so far, despite the fact that this is a legally declared qualification. By linking it to the HuQF,

its level will be stated, which will help the extension of the rights that may be assigned to it, and its usefulness in the labour force market. This year we were requested to participate in the pilot linking process of the master craftsman qualifications to the Framework levels. This was implemented through experts delegated by the HCCI. The inclusion of the master craftsman level in the system is difficult due to the various input levels and participants, as admission criteria range from the skilled worker qualification to the higher education qualification.

The Educational Authority initiated and led discussions on the preparatory work for the introduction of the Hungarian Qualifications Framework to higher education, on the output requirements of higher education, and on linking qualifications to the HuQF levels in each special field. The HCCI also participated in these discussions and it could form its opinion and make proposals.

“2. How can the HCCI contribute to providing the quality of qualifications and programmes in alignment with the principles of the qualifications framework and the standards of sectoral quality assurance?”

The above elements are included in the documents regulating the training activity of the chamber and were elaborated by it.

The whole implementation of the training task of the chamber is operated by a comprehensive regulatory system, which was stated in the Local Government Regulation for VET of the HCCI, and in the Master Craftsman Training and Master Craftsman Examination Regulation. These principles are implemented during the elaboration of the training programmes prepared by the chamber, and of other training documents. For example, in master craftsman training we provide uniform procedural and evaluation order.

Mr László Parragh, President,
Hungarian Chamber of Commerce and Industry

VI.11.5. EXCERPT FROM THE OPINION OF THE EDUCATIONAL AUTHORITY (NOVEMBER 2014)

1. What is your opinion on the introduction of the qualifications framework in Hungary? How did you participate in the process?

The general educational qualifications linked to the HuQF were prepared based on the effective regulatory documents. In the development phase, there was no direct link between the policy tools operated at the Educational Authority and the HuQF.

The higher educational special field of the Authority does not primarily deal with quality assurance, but it performs the tasks related to official authorisation, registration and control, nevertheless

– on the one hand, the evaluation of the quality of higher education (or the activity of a higher education stakeholder) is an existing element in its procedures; however, this cannot be carried out by the Authority itself, except for the analysis of parameters to provide the minimum quality as stated by the law. Therefore, this shall be performed by other organisations (Hungarian Accreditation Committee,

Higher Education Planning Board, other experts or author of a relevant study) and may be evaluated in the form of expert opinions in the procedure;

- on the other hand, the Authority can also participate in this process with the help of the Higher Education Information System as a tool, by operating the database of the Higher Education Information System, analysing the data included therein, as well as managing and recording the concepts and data according to the HuQF (e.g. linking the qualifications to the HuQF) in the Higher Education Information System.

2. How can the Authority contribute to providing the quality of qualifications and programmes in alignment with the principles of the qualifications framework and the standards of sectoral quality assurance?

The [...] Authority can contribute to this as it is explained for question 2, by requesting expert opinions and studies to guarantee quality, fully taking them into consideration, also taking the measurable quality parameters as stated by the law into consideration and regularly revising them (revising operation permits, carrying out official revisions), on the other hand, by using the potentials offered by the Higher Education Information System as an IT tool and database (e.g. comparative analysis of higher education institutions of identical profiles, trend preparation, forecasts etc.).

It is the law arranging for the introduction and operation of the HuQF that shall provide the quality assurance of the Hungarian Qualifications Framework (HuQF).

Emese Pupek,
Acting President, Educational Authority

VI.12. Opinion of the international experts

VI.12.1. MS EWA CHMIELECKA

In 2014 I participated in work of the Hungarian working team preparing the Hungarian National Qualifications Framework referencing report. The roles of the foreign experts in the referencing team are as follows: to comment successively the documents being parts of the referencing report; to evaluate critically the first draft of the referencing report: its composition and contents; to discuss with the Hungarian working team problems and questions that appear during the work on the referencing report – and wider – in work on the Hungarian Qualifications Framework and to share national and other experiences with the working team members. I took part in two scheduled meetings of the team and made comments to the several draft versions of the referencing report. During this period the great progress in work on the Hungarian qualification system and the referencing report was done. Below find my comments to the final “short version” of the referencing and self-certification reports of 28 December 2014.

General overview

The methodology adopted in the Hungarian NQF/EQF referencing process is appropriate for the objective of the work and follows the main guidance published by the EQF Advisory Group. The Referencing Report itself is very well structured: the sequence of chapters and their content confirm good understanding of the idea of referencing the HU Qualification Framework to the European Qualification Framework and – more general – the idea of the qualification system. All necessary elements of the referencing report are on place with some exceptions – see comments below. The introduction to the report shows clearly the Hungarian educational system as existing before introduction of qualification frameworks and ways and challenges created by implementation of the designed national qualification system.

The most essential part of any referencing report is the way the national qualification framework is responding to the ten referencing criteria formulated by the EQF Advisory Group. All these criteria are taken into account and are answered in satisfactory way. What should be underlined here this is division of answers to the criteria for two parts: shorter one giving the main and general answer to it and the developed version contained into the larger chapters. It makes reading of the report easier and presentation of the referencing process clearer.

Some particular comments

Since my main tasks as a member of the International referencing report team were focused on two issues: semantics and higher education, let me limit my particular comments mainly to these two areas. Semantic issues:

- Absence of semantic analysis of the EQF descriptors (and other statements on QF) and those used in the HuQF makes readers task difficult also – and it can be indicated as a weak side of the referencing HuQF/EQF process/report. Semantic analysis – systematic comparison of terms and main statements is necessary in order to design the appropriate referencing relations of both frameworks.
- It is very helpful to have a glossary of terms used in the referencing report (HU QF). It makes the lecture of the report easier even in spite of fact that the glossary terms are not used consequently in the text of the report. The glossary itself is not composed and completed in fully harmonized way – there are terms with definitions that do not refer to meanings taken from the qualification frameworks official documents. In general the third pillar of the table of terms cannot be named “definition” – sometimes it has a character of comments, quotations from the literature. Sometimes they have a tautological character like: Autonomy and responsibility = It reflects the degree of autonomy and responsibility that characterizes the person carrying out an activity.
- Some essential terms are not included into the glossary like “full qualification”, “validation”, “quality assurance” and so on.

Thus – the glossary and related semantic issues should be better presented in the report.

The higher education qualification system

The qualification system for higher education is design in the right way and it fulfils the levels descriptors appropriately. The main challenge of the Hungarian qualification system as adopted to the higher education is shown openly in the report as well as activities supporting implementation the NQF into the HE community – reluctant to adopt the novelty, particularly the learning outcomes approach. The main question we face here is how to make academic society to accept NQF in the effective way but not violating the academic freedom and the Hungarian tradition. The proposed factors of changing attitudes of the academic society and authorities seem to be a good way to achieve the goal.

Conclusion

Hungary as any country, is free to develop its own NQF. It is not necessary to follow literally the EQF descriptors. Hungary could interpret and develop them in creative and brave way. But then the main task of the referencing team and report (as any referencing team) is: to present the evidence of clearly stated link of the HuQF level descriptors to the EQF level descriptors and to present the evidence that what was described as a qualification system is in force in the country (or at least is put on the realistic road map of the authorities activities). In my opinion both these requirements are fulfilled by the Hungarian referencing report in satisfactory way. And, of course, the report needs some corrections and improvements as indicated above.

Warsaw, 10 January 2015

Ewa Chmielecka
Warsaw School of Economics and Educational Research Institute,
EQF AG Member

VI.12.2. MS ILDIKÓ PATHÓOVÁ

My role as a foreign expert within the Hungarian referencing process has been twofold; on one hand, there was a request to help with a review of documents related to the referencing process available only in Hungarian, on the other hand, to advise the team of national experts on issues of the referencing process to have their results presented in a clear, easily understandable way.

My first thoughts about feeling safe related to the knowledge of the education system of my neighbouring country were very soon changed during our first meeting of international experts with local teams of project key participants and team leaders (back to May 2014, for the second round of international consultation). Within the years 2006-2010 and also since 2012 new legal acts and regulations introduced key changes into the education system of Hungary; nevertheless, there is a political wish to take an active role in introducing European policies into the national system of education. Today the Hungarian Qualifications Framework (HuQF) is seen as a technical tool to support the mobility and to make the educational system transparent for everybody included and interested in. Official legal documents are dealing with state recognised qualifications when in

some cases the definition of “qualification” itself is understood differently depending on the sector explanation. The HuQF is not a simple copy of the European Qualifications Framework (EQF); there are certain modifications where the national differences are reflected clearly. The descriptors of the HuQF are identical with the EQF descriptors when it comes to the comparison of their understanding related to the knowledge descriptor; the very new element is introducing the descriptor of “attitude” which forms an inseparable part of a person’s behaviour during task performance. Within the mirror of the HuQF the European understanding of the “competence” is in reality a coefficient for a mixture of attitude, autonomy and responsibility.

The description and the discussions with the persons, who have been responsible for the process, have shown that the development process of the HuQF has been systematic and well organised with some short breaks since the past ten years. Shared responsibilities of different ministries and different stakeholders during different phases of the project, including social partners and chambers, are clearly explained in the report, thus HuQF is accepted and supported by many different players.

The report firstly describes the Hungarian Educational and Qualifications System, the main part of the report is devoted to the HuQF development, its policy visions, types of qualifications together with their linking, the base for learning outcomes approach and quality assurance processes and finally there is a part devoted to the responses of the referencing process criteria. I would like to mention also the number of illustrations which are included in the Annex part of the report and which were prepared with a great care to have a summary of processes visual and easier to remember, easier to digest.

Chapter III.6 (pages 23-28) gives a detailed explanation of the HuQF descriptors, their complexity, hierarchic and cumulative nature. For the match of the levels as a first step towards the technical analysis, a conceptual analysis was used in order to determine points of reference. The report states, that both HuQF and EQF description happens by means of the learning outcomes and that the 8 levels of the qualifications frameworks are comparable thanks to the structural comparative analyses carried out. The main aim of the HuQF is to help the assessment of the state-recognised, specific qualifications that can be obtained in Hungary next to its support towards lifelong learning, mobility for study & work purposes and serving all stakeholders.

During the semantic-textual and content-related comparison of the level descriptors of the HuQF and the EQF it became clear, that the first 3 levels of the HuQF describe higher level of the competences than the first 3 levels of the EQF; level 4 seemed to be identical with the level of EQF, the elements of descriptor categories at levels 5 and 6 showed the opposite case and the match between levels 7 and 8 has been evidenced.

The report is honest about the fact that thanks to the political decision the primary education qualification has been linked to the HuQF level 2 (EQF 2) and also HuQF level 3 to EQF level 3, due to the fact that regulatory documents over-estimate the average expected learning outcomes and they are not reflected in actual students’ measurements provided internationally (PISA, PIRLS, TIMSS and other assessments and evaluations).

Based on the description of the secondary school leaving examination requirements and the features of the evaluation and assessment system, the report also states that secondary school leaving examination requirements in Hungary can be considered optimum requirements consistent with description of the

level 4. At the moment there are two exams available as school leaving examinations in Hungary; however these two level exams belong to the same level descriptors (previous study analysis showed there is no relevance to put the higher level exam also at the higher level of the HuQF).

A very important decision has been made by responsible authorities in Hungary that the HuQF is an open tool, not only dedicated to the formal education and training but also to the other qualifications gained outside the formal education and training system (in the report attention is drawn also to the Bridge Programmes). The future validation on prior learning model in Hungary should be primarily focused towards those who have not been able to complete the primarily general education and any qualification, but who have already gained some work experience; the report states that they can be led back to the labour market by means of the use of validation of non-formal or informal learning.

The report deals with quite a detailed description of the vocational education and training qualifications, their levelling difficulties and is also honest about the situation on the higher educational level of qualifications. It is necessary to mention that the questions, comments and suggestions of the international experts have been taken into account as much as it was possible in the report.

At this moment, when the final version of the report is ready, it is possible to state that the current version of the Hungarian Referencing Report follows and fulfils the criteria given by the European Commission, its function is clear for the readers, there is a reason to have the HuQF introduced and approved in Hungary in order to have the education transparent, make the whole process of lifelong learning supported on one hand by the government and on the other by the citizens of the country as well. There is a future goal indicated in the report to deal with the reform of the educational system further, to take the challenges of introducing the HuQF as a system tool, to have the European tool for the qualification framework accepted by the whole society.

Štúrovo, 10 January 2015

Ildikó Pathóová,

Ministry of Education, Science, Research and Sports; EQF AG Member for Slovakia

VI.12.3 MR PATRICK WERQUIN

Being involved in the referencing process in Hungary has been a fascinating and fruitful experience, from a professional and personal point of view. Now that this process is reaching an end, the following pages contain an overall assessment of this process, and its achievements, from the expert point of view. The opinions expressed here are based on the report provided by the Hungarian authorities (included the most recent sections regarding VET) and the involvement in the actual work from 2013 until now. First and foremost, it has to be said very clearly that the amount and the quality of the work carried out by the Hungarian team have been impressive. The rest of this section will provide evidence for this statement, even if there is always room for improvement.

Involvement of International Experts and Assessment of the International Consultation

The involvement of the group of the three international experts, to whom I belong, has been thorough and continuous from very early in the process – I first went to Budapest in December 2013 – through actual meetings³⁷ or email exchange. It has therefore proven a very efficient way of cooperating since there have been many opportunities for the international experts to interact with the Hungarian team. As a matter of fact, most comments made by the international experts seem to have been taken on board when relevant.

The approach rightly chosen by the Hungarian team was to organise the division of labour so that each international expert would mainly follow the work carried out in one sector of the education and training system among the three being addressed by the TÁMOP³⁸ teams – general education; higher education; and vocational education and training and adult education – as well attending plenary sessions in all international meetings. It was a right decision because breaking down the work by sector was a necessity given the complexity of the Hungarian system. At the same time, by being involved in all plenary discussions, each international expert has had permanent exposure to other issues than those directly related to her/his sector, and this has been an opportunity to have a better grasp of the overall set of issues regarding the entire system. It also gave each of the three international experts an opportunity to comment on the full referencing process, whenever necessary, during the several plenary sessions that took place during the international meetings; and when the whole report was issued.

The process of involvement of the international experts has therefore been excellent.

Despite this opportunity given to international experts to comment on the entire referencing process/approach, the rest of this commentary mainly addresses the referencing work that has been carried out by the team in charge of Vocational Education and Training (VET) and Adult Education (AE) (TÁMOP 2.2.1); even if some comments remain broad in nature.

The SROP Sectoral Projects Advancement

The overall impression about the SROP Sectoral Project is that the Hungarian team was already well aware of the key issues very early in the process, and has been able to build additional knowledge and expertise on top of this initial awareness.

For example, the team has been able to grasp the complexity of the Hungarian National Qualifications System from very early in the process and to work toward its simplification or, alternatively, to making the system more transparent through the establishment of the Qualifications Framework; which is also a sensible approach to address complexity. The team has also been able to quickly get acquainted with a complex and extensive [international] literature. It has been able to deal with complex concepts such as learning outcomes, recognition or qualifications that are at the heart of any qualifications framework.

³⁷ One two-day meeting took place in December 2013 and two more took place in 2014 (in May and September)

³⁸ Társadalmi Megújulás Operatív Program, or Social Renewal Operational Programme (SROP)

As a consequence, progresses were made very quickly and the overall quality of the outcomes shows the commitment of all and the quality of the work. Needless to say that the ability of the different teams (GE, HE and VET/AE) to work together and co-operate has been an asset all along the work, toward the advancement of the SROP teams.

Linking and Referencing – The Evaluation of the Report

Among the difficult tasks given to the Hungarian team was the necessity to work on the linking (levelling qualifications, i.e. domestic issues regarding the National Vocational Qualifications Register) and on the referencing (comparing HuQF and EQF levels, i.e. international issues) at the same time. This was an excellent decision made from the outset of the work as experience shows that the referencing process never solves issues that pre-exist the referencing process and that have not been solved beforehand, or in parallel.

The Report, of which this section is a component, shows that all issues have been addressed in an effective and timely manner. The linking has been designed in a way that it is quality assured, with the involvement of labour market stakeholders. It is based on a good understanding on how the concepts of learning outcomes and of approaches based on competences are related in Hungary and in the National Vocational Qualifications Register (NVQR) in particular.

The referencing is based on a sound analysis, in terms of language (phrasing used in the context of the EQF typically) or analysis of key concepts (e.g. knowledge, skills and related concepts) at every stage. The courageous choice to select four descriptors instead of three – unlike what can be witnessed, in a rather mimetic approach, in almost all EU countries – clearly shows that the Hungarian team went very far in their reflection about their own system. The issue was not to do it fast or to minimise the problems, but to do it well, in a sense that is meaningful for Hungary; the referencing only coming after domestic issues are solved, as it should be. The EQF was never meant to be a template. It was thought as a meta framework from the onset.

The breaking down of the work according to the three sectors (GE, HE, VET/AE) clearly contributes to the clarity of the Report. The only drawback of the Report remains the language which, even if it has been considerably improved, remains sometimes somewhat unclear.

Global Assessment and Ways Forward

As already mentioned up front, the quality of the work is outstanding. Hungary is now in a position to communicate with domestic stakeholders as well as international ones. Both groups of stakeholders are among the potential beneficiaries of this work, and of the documents delivered at the end of it, for a better functioning of the education and training system or labour market. The capacity to address domestic as well as international issues in one stream of work has raised the profile of the deliverables. As always, there could be improvements – and the Report honestly signals gaps here and there – but this Report already represents a considerable effort to clarify the issues at stake given the complexity of the Hungarian language and of the qualifications and education/training systems. In this context, the glossary is big asset.

The linking and referencing processes have been based on solid ground and are presented in a clear and rationale way in the Report. Modern approaches and solutions, such as recognition of non-formal and informal learning outcomes, are now part of the vision thanks to this work. Hungary will be able to address them when time comes, for instance when resources become available or when there is a political push.

At the time of the drafting of these lines, one of the main challenges for Hungary remains to actually implement the Hungarian Qualifications Framework. This will require considerable efforts. Unlike the linking and referencing processes – which as merely technical processes – the implementation of the HuQF requires the understanding and the participation of the Hungarian society. It is a bigger challenge than the work done so far but the work done so far has provided the tools for the actual implementation to take place. It will take time but these tools – that allow pedagogy and communication – should now be put in the public domain. All the knowledge and expertise gathered in the linking and referencing processes should be communicated to the public. Experience in other countries suggest that countries where there was a vision – about the role of qualifications, for the labour market and improved self esteem for example; about the aims of a qualifications framework, for transparency and mobility, for equity too – and active participation of the society, the achievements were greater and faster than in countries only committed to technical activities.

For example, the tremendous efforts made in trying to define key terms and concepts will help the promoters of the Hungarian Qualifications Framework to better communicate with all kind of stakeholders, to create a better understanding and therefore trust. This is solid ground for the Hungarian Qualifications Framework to be actually implemented. Weaknesses are not visible yet. They are also hard to predict. A risk is that motivation and number of staff dedicated to the work that remains to be done – and pointed out on several occasions in the Report – decrease by a large amount after the European Commission validates the referencing. This is a major step in the process but it is by no mean the end. If weaknesses ever appear in the implementation of the Hungarian Qualifications Framework, they will likely come from the lack of involvement of all or part of the stakeholders in the society, especially those within the education and training system or the labour market. Such an involvement would indeed create a sense of ownership and therefore a commitment that are necessary conditions for any qualifications framework to fly.

The recent history of the National Vocational Qualifications Register in Hungary also suggests that heavy administration, or too much burden put on the shoulders of some groups of professionals – such as the teachers/trainers – is detrimental to a successful implementation. The work done around the elaboration of the new NVQR also shows that among the many stakeholders, the labour market representatives have a key role to play.

Finally, it is probably worth mentioning that the countries that have succeeded in such an implementation phase have not done everything at the same time, nor they have worked on a horizontal approach. Success often comes from implementing the full approach on a vertical basis, but on a small scale only (a branch, a region...). There must be ways for Hungary to identify

trades or occupations (e.g. regulated occupations) that are in high demand for such an approach as a qualifications framework; because they cannot recruit workers, or have issues organising the recognition of their qualifications or seek transparency of the competences they demand. A sort of sectoral qualifications framework could be piloted on this basis. It would then be easier to move on and extend the approach, once it has proven effective. If success is there, it would not take long before other stakeholders are interested by the approach and implement other vertical approaches, so that the national qualifications framework comes from the aggregation of bottom up approaches rather than a unique top down one.

Patrick Werquin,
RW-Expertise

VI.13 Interministerial Task Force: List of members

- All ministries and relevant background institutions (Ministry of Agriculture, Ministry of Defence, Ministry of Foreign Affairs and Trade, Ministry of Human Capacities, Ministry of Interior, Ministry of Justice, Ministry of National Development, Ministry for National Economy, National Office for Vocational Education and Training and Adult Learning, Hungarian Institute for Educational Research and Development, Educational Authority³⁹)
- Councils and educational subsectoral committees: Higher Education Planning Council, Association for Hungarian Vocational Training, Association of Adult Trainers, Adult Education Experts' Body, National Council of Vocational and Adult Education, National Council for General Education, Hungarian Rectors' Conference
- The bodies responsible for quality assurance: Hungarian Accreditation Committee (HAC), National Office for Vocational Education and Training and Adult Learning (responsible for QA in VET and AE), Adult Education Accreditation Body, Educational Authority, Hungarian Institute for Educational Research and Development
- Chambers, other interest and lobby groups, stakeholders: National economic chambers, Engineers' Chamber, H. Infocommunication Council, Sectoral Dialogue Committees (dialogue between trade unions and federations of employers), Hungarian Minority Committee, National Association of Entrepreneurs and Employers, Confederation of Hungarian Employers and Industrialists, Hungarian Industrial Association, Association of PhD graduates, National Conference of Students' Councils, National Council for Reconciliation of Interest, National Economic and Social Council
- Others: Central Statistical Office, Tempus Public Foundation, Semmelweis University, Sport Department, Hungarian Association of Content Industry

³⁹ The member of the EQF AG, the NCP and the ENIR-NARIC Centre are located here and the Authority is also responsible for the National Competence Assessment.

VI.14 Glossary

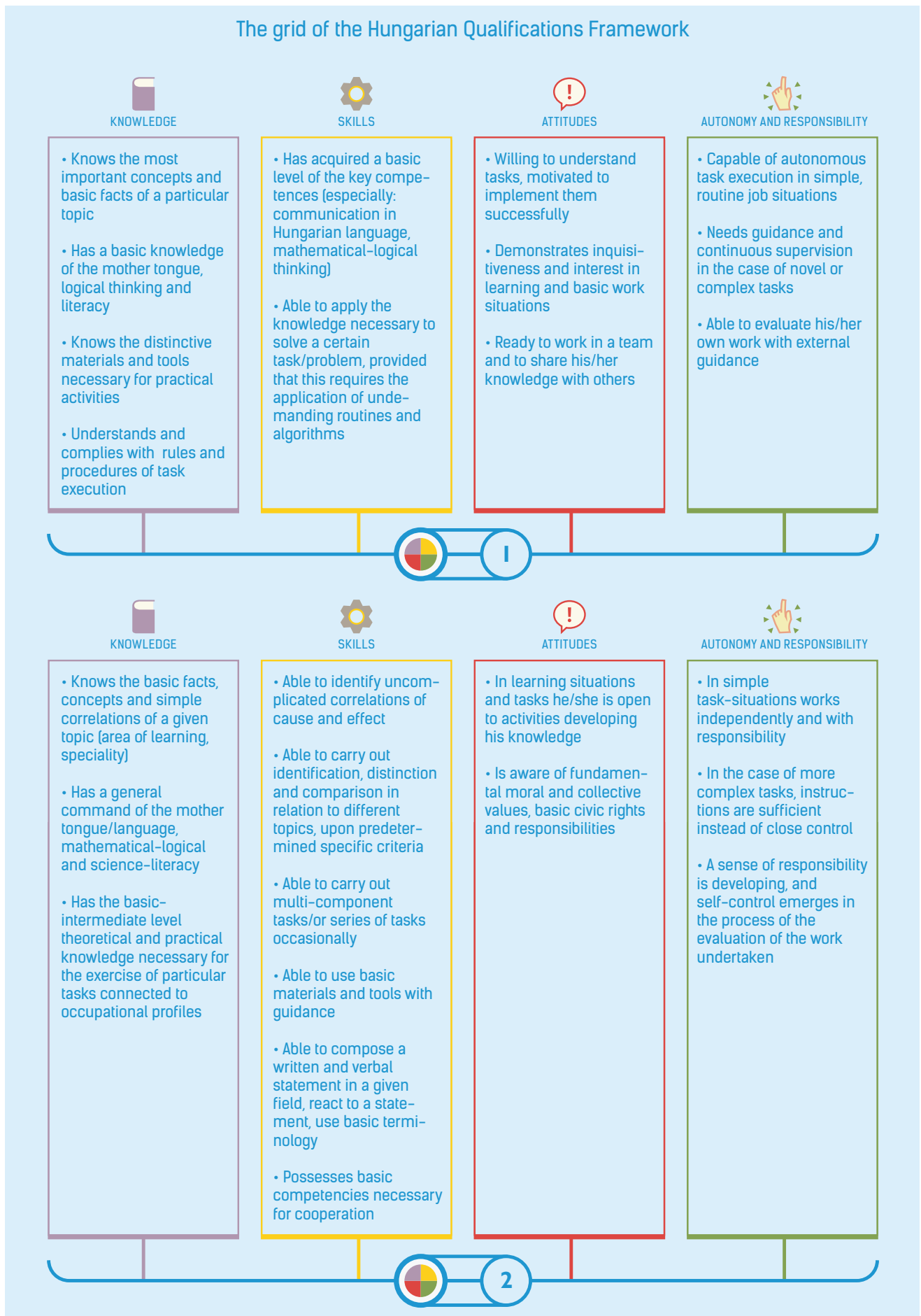
Translation in English	Term (in Hungarian)	Definition
Add-on qualification	Ráépülés	Add-on vocational qualification is built upon already obtained modules/vocational qualification/partqualification detailed in the Professional and Examination Requirements. The previously obtained and newly obtained modules make somebody able to do a new job. The two kinds of modules mean a new vocational qualification as well.
Adult education	Felnőttoktatás	By more laws well defined way of ALE, where adult education takes place on a full-time, evening or correspondence schedule or some other special scheduls under the framework of school-system (and not during some months duration courses as in „Adult Education/Training”.
Adult training	Felnőttképzés	An education sector also in Hungary for those who have fulfilled their schooling obligation. The courses target qualifications or competences with a defined outcome. Training outside the school-system.The educational or training activity can be delivered by training providers, schools, HE institutions, etc. Programmes accredited/approved by the state must be based upon NVQR, other vocational or language programme requirements.
Attitude	Attitúd	One of the descriptor categories in HuQF; attitude relates to learning, work and own activity, or they refer to relationships, cooperation. Attitudes consist of emotional, intellectual and behavioral components.
Autonomy and responsibility	Autonómia és felelősségvállalás	One of the descriptor categories in HuQF; it reflects the degree of autonomy and responsibility that characterizes the person carrying out an activity.
Certificate	Bizonyítvány	It is a public document in the general education system that is issued on the completion of each grade, as well as on the fulfilment of the study requirements for the secondary school leaving examination, vocational examination, basic art examination, and final art examination, including the results. As of the date stated by the law, the certificate shall also include how the educational attainment, (full) qualification certified by it is linked to the Hungarian Qualifications Framework and the European Qualifications Framework.
Competence	Kompetencia	Regarding the 8 key-competences for LLL defined by the EU, competence has an outstanding significance. While the vocational competences make the adult able to solve vocational challenges, other types of copmetences try to respond to the requirements of other social, cultural, equity and other fields.
Competence assessment	Kompetenciamérés	It is a national assessment for diagnostic purposes, to evaluate the pedagogical activity at the educational institutions, within the frame of which the assessment of basic skills covers the analysis of the development of literacy in reading comprehension, in mathematics, and as of the date stated by the law in science for pupils in general education, studying in grades 6, 8 and 10 according to the work schedule of full-time school education.
Complex vocational examination	Komplex szakmai vizsga	Assessment, where the overall theoretical knowledge and practical skills of the examinee are measured, not on the bases of otherwise fulfilled modules, but within a defined time-framework acc. to the Vocational and Exam Requirements.

Education and Outcome Requirements ('KKK')	Képzési és kimeneti követelmények	<p>The name of the legal document that includes the qualification standards; in the discourse on higher education the initials of the Hungarian name of this documents ('KKK') indicate the standards.</p> <p>Qualifications that can be awarded in Hungarian higher education are established by the state by means of a legal act. A qualification may be awarded by several higher education institutions and different training programmes may lead to it. Qualification standards do not only include the name, level (degree) of a qualification, the professional qualification certified by the qualification and its outcome features, but also several other elements that influence the planning of the training programmes leading to a qualifications such as the criteria for joining the training programmes leading to a qualification, the number of credits to be obtained for a qualification, the internal structure of the training programme and the ratio of its structural elements determined in credits (e.g. grounding phase – 15-20 credits, professional core curriculum – 120-140 credits; professional specialisation – 20-45 credits), the main knowledge areas to be covered by the training programme, furthermore, other criteria for obtaining a qualification such as the certified level of knowledge of foreign languages, the level of professional practice, etc.</p>
General Education Bridge Programmes	Köznevelési Hídprogramok	<p>They are complex developmental programmes to help pupils acquire the knowledge required for joining secondary education or vocational training, getting employed or starting an independent life. The Bridge I Programme provides the missing basic knowledge and competences required for further education to the pupils who have not achieved primary level educational attainment, by offering differentiated development pathways based on individual skills and needs. Within the frame of the Bridge I Programme, pupils take an entrance exam to the secondary school. A pupil may be admitted to the Bridge II Programme if the pupil has not achieved primary level school attainment but has successfully completed at least six grades of the primary school, is subjected to compulsory school attendance, and has reached the age of 15 years. The education provided in the Bridge II Programme improves the skills required for learning the different trades, and it prepares for achieving a partial qualification. The pupil receives a certificate of primary level educational attainment on the completion of the Bridge II Programme, whereas a vocational certificate of partial qualification is awarded if the complex vocational examination has been successfully taken. Bridge Programmes have been linked to HuQF level 2.</p>
General education	Köznevelés-közoktatás	<p>It is a public service task of the Hungarian state, which includes pre-primary education, free and compulsory primary education, as well as free secondary education available to everyone until a secondary school leaving certificate has been obtained or a vocational examination has been taken to provide the first qualification. The education provided within the frame of the Bridge Programmes is also included here.</p>
Grounding phase	Alapozó szakasz	<p>Out of the training phases as defined by the National Core Curriculum, it includes grades 5 and 6, as well as the prior educational phase. Its main function is to provide grounding for the key competences and skill sets required for school education. In this phase school knowledge (and the process of teaching) becomes strongly systemised, which requires a targeted grounding for the skill sets and competences that are necessary for and adapted to this type of learning.</p>
Higher vocational education and training	Felsőoktatási szakképzés	<p>Programmes provided by HEIs; after finishing, short cycle qualifications can be awarded. These belong to the responsibility of the higher education decision makers (formerly was part of the NVQR).</p>
Knowledge	Tudás	<p>One of the descriptor categories in HuQF; pieces of information and facts stored as declarative knowledge, which can be consciously and explicitly retrieved. The elements and concepts of knowledge are organized into complex units, schemes, that differ in terms of complexity at the subsequent levels. The volume and scope of the knowledge of abstract concepts considerably vary by levels.</p>
Learning outcome	Tanulási eredmény	<p>A learning outcome is a written statement of what the student/learner is expected to be able to do at the end of the module/course unit, or qualification. (Steven Adam, 2004)</p>

List of authorities' regulated qualifications	Országos Hatósági Képesítési Jegyzék	List of authorities' regulated qualifications not enlisted in the NVQR, but inevitable for pursuing certain professions and jobs.
Master craftsmen qualification	Mesterképesítés	Courses by economic chambers preparing for master craftsmen exams (mestervizsga). The Hungarian Chambers of Commerce and Industry (Magyar Kereskedelmi és Iparkamara) and Agriculture (Magyar Agrárkamara) define the standards and organise 'master craftsman' examination (mestervizsga), in cooperation with the national economic interest representation organisations. Master craftsmen qualifications are not regarded as a full NVQR qualification but based on it and supplemented with a more-years practical experience, entrepreneurial skills and pedagogical knowledge – recognised at an exam organised and certified by the Chamber.
Method competence	Módszerkompetencia	Method competence generally means the way of thinking, problem-solving and working-method or -style.
National Vocational Qualifications Register (NVQR)	Országos Képesítési Jegyzék	In VET is a central education document issued by decree of a Minister responsible for a vocational qualification. This central VET document defines the vocational requirements to be fulfilled at the examination and a couple of other important conditions to be taken into account during the VET process as a whole. Their number for full vocational qualifications recently is: 490.
NVQR level	OKJ-szint	A two-digit number that contains the preconditions of accessing into VET and generally refers to the ways of obtaining the vocational qualification.
Partial qualification	Rész-szakképesítés	Partial qualification is that is built-up by modules defined by the Professional and Examination Requirements, and makes somebody able to do at least one job, but in themselves do not take out a full qualification.
Primary education	Alapfokú nevelés-oktatás	It is the first phase of school education, which starts in grade 1 and finishes in grade 8, and divided into primary education in general school starting in grade 1 and lasting until the end of grade 4 (ISCED 100), and lower secondary education in general school starting in grade 5 and lasting until the need of grade 8 (ISCED 244).
Primary level educational attainment	Alapfokú iskolai végzettség	It is an educational attainment that may be achieved by completing grade 8 of primary education in general school, or by finishing the Bridge II Programme, which is certified by a certificate issued on the successful completion of grade 8 or on the completion of the Bridge II Programme, independent of the school type.
Primary school	Általános iskola	It is the institution of general education, in which primary education is provided in eight grades, according to nationally unified requirements. The primary school prepares the pupil for secondary school studies in compliance with the pupil's interests, skills and talent. The certificate issued on the completion of grade 8 of the primary school certifies primary level educational attainment (ISCED 244).
Programme Requirement(s)	Szakmai programkövetelmény (VET is)	It has at least 3 different meaning in the Hungarian educational life. In modern ALE it has two main branches: vocational and language programme requirements.
Qualification	Képesítés	<i>A formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes to a given standard.</i> However, there are some differences between Hungarian subsectors: while in general education one can obtain a qualification proving rather a level of educational attainment not specific vocation or profession (based on other countries' solution, we refer to these as educational qualifications), in VET and AE vocational qualification is awarded, which in school-based VET also certify level of secondary educational attainment. Higher education provides the graduates both with a level of educational attainment and a vocational qualification. Qualifications in Hungarian higher education do not only certify a degree (completed level of higher education) but they obligatorily award a professional qualification as well. The professional qualification certified by the qualification is determined by the qualification standards. However, these are not necessarily bound to an occupation or a job, they are rather to characterise the qualification.

Secondary education	Középfokú nevelés-oktatás	It is the second phase of school education, which starts in grade 9 except for the secondary grammar schools of six or eight grades, and it finishes in grade 11 in vocational schools, and at the end of grade 12 in secondary schools (ISCED 344).
Secondary level educational attainment	Középfokú iskolai végzettség	It is the educational attainment that can be achieved at secondary level schools, which is usually certified by a certificate issued on the successful completion of the finishing grade 12 of a secondary school, or by a certificate of a qualification obtainable in vocational schools as stated by the VET Act, issued on the completion of grade 11.
Secondary level school	Középfokú iskola	It is the common name of the institutions providing secondary education. It includes the secondary grammar school preparing for taking the secondary school leaving examination and starting higher level studies, the secondary vocational school preparing for the vocational secondary school-leaving examination, higher level studies in a specialisation, or employment in a specialisation, as well as the vocational school with three vocational grades including both general education required for the obtainment of a (full) qualification and vocational theoretical and practical training.
Secondary school leaving certificate	Érettségi vizsga	The secondary school leaving examination, which is a state examination according to nationally unified examination requirements, may be taken after the completion of the secondary school. After the fulfilment of the requirements, a secondary school leaving certificate is issued by the secondary grammar school to certify secondary level educational attainment, which enables its holder to apply for admission to a higher education institution, to join vocational training, and to fill a job or perform an activity as stated by the law, furthermore, the certificate issued after taking a (vocational) secondary school-leaving examination enables its holder to fill a job as stated by the laws on VET.
Skills	Képesség	One of the descriptor categories in HuQF; it consists of motoric skills (manual, practical skills and the use of methods, materials, tools and instruments) and cognitive skills (logical, intuitive and creative thinking) manifested in activities.
The phase to stabilise general knowledge	Általános műveltséget megszilárdító szakasz	It is a training phase defined in the National Core Curriculum, which starts in grade 9 and lasts until the end of grade 10 or 11. Its function is to provide the differentiated stabilisation of school knowledge, in which competences required for the preparation of vocational training, for career orientation and for the employee role may also appear.
Trade group	Szakmacsoport (VET)	Group of vocational qualifications is a tool for the state to govern the inevitable regulation, evaluation, finance, etc. Being a tool for transparency for all stakeholders. Their number recently is: 22.
Study fields	Képzési terület	The disciplinary classes of the training activities in higher education (altogether 13), which have been determined for regulatory purposes by a law. They are close to the scientific disciplines; however, they do not precisely cover either them, or the ISCED disciplines, or the research areas as defined by Frascati.
Validation of prior learning	Előzetesen szerzett tudás elismerése	Prior learning is defined as a person's total qualifications, knowledge, skills and competences, irrespective of where and how they were acquired. Validation of prior learning has to be conducted in relation to specific (formal) educational targets.
Vocational (requirement) module	Szakmai követelménymodul	All the NVQR qualifications are built up from modules. The module is a component of the qualification which describes a coherent set of knowledge, skills, methodological, social and personal competence requirements.
Vocational (NVQR) qualifications	szakképesítés (OKJ szakképesítés)	issued by the state, the OKJ szakképesítés qualifies the holder to occupy a position, or to practice a profession or specific activities. The qualification is issued upon the successful final examination when learning outcomes achieved are assessed and validated by the independent examination board against the assessment criteria set in the Vocational and Examination Requirement.

VI.15. The grid of the Hungarian Qualifications Framework





KNOWLEDGE

- Knows basic facts, concepts and processes related to a given field of work or study, recognises and understands multi-factor correlations
- In addition to being acquainted with tools, methods and procedures for carrying out tasks, he/she also applies basic methods of autonomous knowledge acquisition
- Possesses a broader inventory of knowledge elements/units in the field of study/work of his/her interest
- Knows and applies rules, processes of task execution



SKILLS

- Able to establish linkage between knowledge and knowledge schemata, and develop a new schema in a well-known context
- In addition to the routine performance of simple tasks, he/she is also able to solve new problems with unusual elements creatively
- Able to select and apply the appropriate tools, materials
- Able to perceive correlations and think in a systemic context



ATTITUDES

- Able to judge and apply in a critical manner information from diverse sources
- Open to make joint efforts, work in a group, and accepts interdependence
- Complies with the widely accepted social norms both in professional and private communication
- Committed to his profession/field of interest



AUTONOMY AND RESPONSIBILITY

- Self-control and systematic self-reflection concerning individual learning and work activities becomes common



KNOWLEDGE

- Knows basic facts and concepts related to a given field of work or study, understands key processes and correlations
- Knows the language and terminology of a given field, preferably in a foreign language as well
- Knows and understands the conceptual correlations and structure of his field of interest
- Understands the correlations of complicated, multi-factor phenomena
- Is familiar with the methods necessary for employing the facts, concepts, correlations and procedures of a given field



SKILLS

- Able to apply knowledge related to a field of work or study in an unusual context
- Able to think systematically, and use certain forms of abstraction
- Able to gather new information, and process it independently
- Able to plan and implement his/her learning and problem-solving strategy on his own and make the necessary corrections
- Able to identify problem situations in his/her field of work or study and articulate adequate proposals for solving them



ATTITUDES

- Open to undertaking new tasks
- Able to assess possibilities; consider risks, alternatives and consequences; is capable of making compromises
- Follows ethical and legal norms in decision-making situations, understands the correlations between values, behaviour and lifestyle
- Committed to the profession and to quality work
- Keen on continuous self-education and applies its proceedings



AUTONOMY AND RESPONSIBILITY

- He is characterised by independence and self-control in the performance of work, in the solution of problems and in learning as well
- Takes responsibility for his/her own actions or for the work of a small group or community he/she is in charge of





KNOWLEDGE

- Has a fundamental general and specialized, theoretical and practical knowledge, related to a particular field of study/work. His theoretical and practical knowledge is systematic
- His/her sound knowledge regarding the application of methods and tools ensures lasting exercise of the given profession at a high level
- Knows the specific terminology of the given field (in the mother tongue and in at least one foreign language)



SKILLS

- Able to solve the tasks related to a given profession: to design and carry them out, to choose the appropriate methods and tools, to apply them in an individual and complex manner
- His/her skills to communicate in his mother tongue and in a foreign language enable him/her to carry out a professional cooperation with speakers of other languages
- Able to improve his/her knowledge, and apply different methods of knowledge acquisition, self-improvement and current information and communication technologies for that purpose
- Able to make responsible decisions related to employment and entrepreneurship



ATTITUDES

- Open to the new achievements and innovations in his/her field of work/study. Takes efforts to be acquainted with, understand and use them
- Aims for continuous self-education
- Committed to high quality professional work
- Self-critical concerning his/her own work
- Accepts and genuinely stands for the social role and the values of his/her profession



AUTONOMY AND RESPONSIBILITY

- Works autonomously under continuous self-monitoring
- Takes responsibility for his or her own work as well as for the work, achievements or failures of the team under his/her supervision
- In decision making, takes into consideration the ethical and legal rules of his field of work





KNOWLEDGE

- Knows the fundamental comprehensive facts, tendencies and limits of his/her field of work or study
- Knows the key correlations, theories and terminology of his/her field of study or work
- Knows fundamental methods for knowledge acquisition and problem-solving of his/her speciality



SKILLS

- Capable of carrying out an elementary analysis of the concepts which constitute the foundations of the knowledge of a given field of work or study, to outline correlations, and to make proper evaluations
- Has the necessary skills for studying autonomously
- Able to identify frequently occurring problems in his/her field, explore the theoretical and practical background needed for their solution and able to address them through the application of standard procedures
- Able to use and understand the literature of his/her profession, its library and IT sources
- Able to cooperate with others
- Capable of managing different resources
- Able to use his professional knowledge in accordance with the diverse expectations of a given workplace



ATTITUDES

- Knows, accepts and genuinely communicates his/her job's social function and its relationship to the world
- Willing to disseminate the general way of thinking and basics features of the practical operation of his/her profession
- Strives for continuous self-education



AUTONOMY AND RESPONSIBILITY

- Capable of thinking over independently the comprehensive, fundamental questions of his profession and of elaborating them by using given sources
- Responsibly communicates the fundamental principles of the profession
- Cooperative and shows responsible behaviour with the professionals of his field.
- Consciously accepts the ethical standards of his profession





KNOWLEDGE

- Knows the general and specific features, main tendencies and exact limits of the general domains of a given field of work or study, as well as its links to related fields
- Has an in-depth knowledge of the correlations, theories and the related terminology of a given field of work or study
- Knows the particular research methods (especially those related to knowledge acquisition and problem solving) used in his field, abstraction techniques and the methods to cope with practical aspects of theoretical questions



SKILLS

- Capable to perform exhaustive analysis of diverse conceptual domains constituting the body of knowledge of a given field of work or study, to devise general and specific correlations and to carry out related evaluation activities
- Able to identify profession-specific issues, explore and outline the theoretical and practical background needed for their solution
- Able to approach profession-specific problems in an interdisciplinary, comprehensive manner
- Able to join research and development projects
- Is advanced at using the info-communication techniques of his/her field as well as using and processing Hungarian and foreign language publications
- Able to apply a wide range of methods and techniques in various contexts of different degree of complexity and predictability
- Able to produce in a scientific format analyses and summaries of sub-fields of his area of study
- Able to apply his professional skills in accordance with the various requirements of a given workplace



ATTITUDES

- Knows and identifies with the specific and general relations and professional identity that constitute the characteristics of his profession and its individual and social functions. This is the basis for his unfolding vocational commitment
- Able to understand and genuinely communicate the particulars and the synthesis of his/her profession's topics
- His/her professional interest deepens and is consolidated



AUTONOMY AND RESPONSIBILITY

- Possesses considerable autonomy in elaborating general and specific professional issues, in representing and justifying professional views
- Assumes responsibility in taking initiative for cooperation
- Is a partner on equal footing in cases of professional cooperation
- Thinks over and stands for the ethical positions of his field





KNOWLEDGE

- Has an in-depth knowledge, enabling him/her to undertake research, the general and specific features, main tendencies and exact limits, consensual and contentious correlations of his field
- Has a creative understanding of the theoretical elements, correlations, conceptual systems and terminology of a given field
- Possesses the methodological and research skills necessary to perform independent research in a given field



SKILLS

- Capable of analysing a given field in a creative manner, able to draft specific and general correlations through the application of new approaches, and make appropriate evaluations
- Able to use and further develop the special knowledge acquisition and problem-solving methods of his/her field
- Able to develop innovative, previously unknown practical aspects of a theoretical issue
- Able to plan and carry out new projects, conduct research in a given field of science, and develop new techniques and approaches
- Able to identify unanticipated professional problems, and explore the theoretical and practical background needed for solving them in detail
- Able to establish and disseminate new correlations vital for his profession as well as comprehensive links having significance for individual and community existence



ATTITUDES

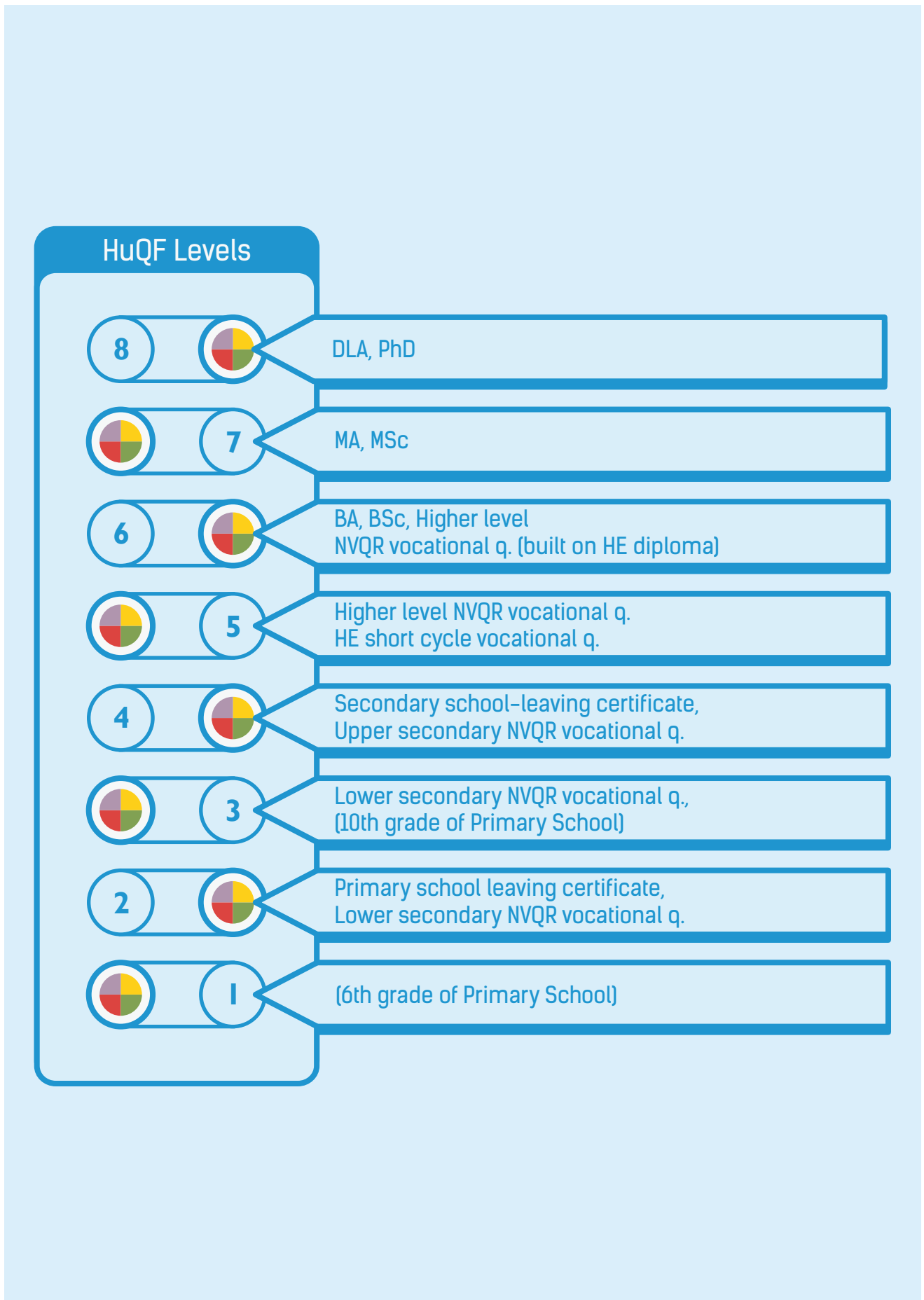
- Represents and, in relation to his/her field of interest, further develops the relations contributing to the process of human self-creation as a result of the speciality of the given field of work
- Disposes of an interest and learning skills, which permits him to identify and solve research problems of the field which are covert or unpredictable at the moment
- Has a solid sense of vocation, stable commitment to look for new approaches, accepts the necessity of working persistently



AUTONOMY AND RESPONSIBILITY

- Develops and initiates new knowledge areas and initiates new practical solutions creatively and independently
- Able to participate as a leader and is giving evidence of high skills for cooperation in the process of defining theoretical and practical issues
- Able to take part on an equal footing in a professional discussion of a given field
- Undertakes to raise and answer new ethical questions in relation to the theoretical and practical issues of his profession with responsibility

VI.16. . Illustration nr. 20. Qualifications on HuQF levels



VI.17 List of illustrations

(Graphic design: Lajos Csutorás, professional execution: see next to the illustration)

1. Formal education and training in Hungary (Zoltán Loboda-Erzsébet Szlamka)
2. Main milestones of HuQF development (Erzsébet Szlamka)
3. Structure of responsibilities (Erzsébet Szlamka)
4. An example on qualification types in VET and AE (Erzsébet Szlamka)
5. Types of qualifications in Hungary (Erzsébet Szlamka et al.)
6. Learning outcomes in regulatory documents (Erzsébet Szlamka et al.)
7. Referencing levels of the HuQF to those of the EQF (András Derényi – Erzsébet Szlamka et al.)
8. Assessment system in general education (Judit Ütő-Visi et al.)
9. Elements and relations of the linking process (in general education) (Judit Ütő-Visi et al.)
10. Phases of linking HE qualifications to HuQF levels (András Derényi – Erzsébet Szlamka)
11. Approved results of referencing (András Derényi – Erzsébet Szlamka et al.)
12. Levels of the NVQR (Annex VI.1)
13. Trade groups in VET (Annex VI.2)
14. Modification of the NVQR – the process (Annex VI.3) (László Soós)
15. Processes of vocational examination (Annex VI.4) (László Soós)
16. Processes in adult training (Annex VI.5) (István Kiszter – György Szent-Léleky)
17. Licensing adult training programmes (Annex VI.6) (Éva Farkas)
18. Quality assurance in higher education (Annex VI.7.1) (András Derényi – Zsolt Fekete – Katalin Rádli – Csilla Stéger)
19. Actors in HE QA (Annex VI.7.2) (András Derényi – Zsolt Fekete – Katalin Rádli – Csilla Stéger)
20. Qualifications on HuQF Levels (Annex VI.16)

List of Tables

1. External quality assurance procedures in higher education (page 54)
2. Grid of the Hungarian Qualifications Framework (Annex VI.15)
3. NVQR Qualifications with HuQF levels (Annex VI.9.1)
4. Results of Linking Selected Qualifications in HE (Annex VI.9.3)
5. List of HE qualifications with levels (www.oktatas.hu/LLL/HuQF)
6. List of VET qualifications with levels (www.oktatas.hu/LLL/HuQF)

VI.18 List of abbreviations

AE - Adult education

EA – Educational Authority

GE – General education

HCC – Hungarian Chamber of Commerce

HEI – Higher Educational Institution

HQB – Hungarian Qualifications Board

HuQF – Hungarian Qualifications Framework

ITF – Interministerial Task Force

MHC – Ministry of Human Capacities (responsible for HE and GE)

MNE – Ministry for National Economy (responsible for VET and AE)

NAQR – National Authority-regulated Qualifications Register

NCP – National Coordination Point (referring to the Hungarian NCP unless stated otherwise)

NLO – National Labour Office

NOVETAL – National Office for Vocational Education and Training and Adult Learning

NVQR – National Vocational Qualifications Register

SRQP – Social Renewal Operational Programme

VET – Vocational education



European
Qualifications
Framework



EUROPEAN
Higher Education Area



Hungarian
Qualifications
Framework



EDUCATIONAL AUTHORITY