



EUROPEAN
Higher Education Area

**National Report regarding the Bologna
Process implementation
2009-2012**

Hungary

Part 1.0 BFUG Data Collection: administrative information

For which country do you fill in the questionnaire?

Hungary

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Student representatives = Representatives of the Hungarian Students

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Academic and other staff representatives = Representatives of the Hungarian Rectors

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Other (please specify) = Representatives of the National Higher Education Accreditation Committee, of the National Student Loan Centre, of Tempus Public Foundation,), the Institute of Educational Research and Development, the Hungarian Association for Innovation

Part 1.1 BFUG Data Collection on Context and Structures

1. Do your steering documents for higher education policy explicitly take account of demographic projections for your country?

Yes

2. How do these projections affect higher education policy planning?

The number of students to be admitted to State-funded training is determined annually by the Government, taking into account the number of students in the last year of secondary school.

3. Which of the following statements correspond to your higher education system?

Higher education institutions can be either academically or professionally oriented

Higher education institutions are only academically oriented

Higher education institutions are either public or private

A third category comprises higher education institutions maintained by a religious legal entity (Church).

All higher education institutions are public

Other

While Hungarian higher education institutions can be characterised by a rather academic or rather professional orientation, these are not mutually exclusive categories defined as such in national legislation or steering documents.

4. What is the number of institutions in the categories identified?

For the 2010-2011 reference year: Public higher education institutions: 29 (19 universities and 10 colleges) Private higher education institutions: 14 (2 universities and 12 colleges) Church-maintained higher education institutions: 27 (5 universities and 22 colleges)

5. GENERAL DATA ON HIGHER EDUCATION SYSTEMS

5.1. Please provide the (approximate) percentages of first cycle study programmes across the following categories:

180 ECTS = 60

240 ECTS = 34

Other number of ECTS = 6

5.2. Please provide the (approximate) percentage of the total number of first cycle students enrolled in programmes of the following length:

180 ECTS = 36.4

240 ECTS = 9.7

Other number of ECTS = 53.9

5.3. Do degree programmes exist outside the typical Bologna 180-240 ECTS first cycle model (and/or calculated in years rather than credits)?

These may include integrated/long programmes leading either to a first or a second cycle degree.

No

5.4. In which study fields do these study programmes exist?

5.5. What is the typical length of these degree programmes outside the Bologna 180-240 ECTS model?

5.6. What (approximate) percentage of all students studying for a first degree (including students enrolled in the Bologna cycle structures) is enrolled in these programmes?

5.7. Please provide the (approximate) percentage of second cycle (master) programmes of the following length:

60-75 ECTS = 3

90 ECTS = 6

120 ECTS = 91

Other = 0

5.8. Please provide the percentages of the total number of second cycle students enrolled in programmes of the following length.

60-75 ECTS = 0.05

90 ECTS = 2.6

120 ECTS = 97.35

Other = 0

5.9. Do second cycle degree programmes exist in your country *outside* the typical Bologna model (i.e. other than 60-120 ECTS and/or calculated in years rather than credits)?

Yes

5.10. What is the typical length of these second cycle programmes outside the typical Bologna model?

300, 330 or 360 credits/10, 11 or 12 semesters

5.11. What percentage of all second cycle students is enrolled in these programmes?

49

5.12. In which study fields to these programmes exist?

One-tier programmes: in medical sciences, agricultural sciences, architecture, law and administration, fine arts, film and theatre

5.13. Please provide any additional relevant comments for consideration regarding general data on your country's higher education system.

The multi-cycle (“Bologna”) training structure has been introduced in Hungary starting from the 2006-2007 academic year, based on the Higher Education Act passed in 2005. Prior to that, college degree programmes and university degree programmes existed in parallel. These programmes are now phasing out, since 2006 new entrants are only admitted to programmes in accordance with the Act on Higher Education of 2005. While statistically speaking students are still to be found in college and university programmes, these programmes are not part of the training structure of higher education established on the grounds of the Act of 2005, therefore we did not take these programmes into account in our answers to III.1, III.2, III.3, IV.4 and IV.5. (In the 2010-2011 academic year, out of a student population of 361 347, the number of students in former college degree programmes was 13 350, the number of students in former university degree programmes was 18 637.) Former college degrees and university degrees are considered equivalent to current first cycle (BA/BSc) and second cycle degrees (MA/MSc), respectively – hence our answer to V.1, V.2 and V.3. Programmes within the framework of religious training have not been taken into consideration in this questionnaire since such programmes offered by higher education institutions maintained by Churches are not regulated by national legislation. Church-maintained accredited higher education institutions can provide religious and non-religious training. They are authorized to develop the structure and content of their religious training programmes and get funding for both their religious and non-religious programmes from the State (based on an agreement between the Republic of Hungary, the Government or the Minister responsible for higher education). Non-religious programmes as defined in the relevant national legislation and student numbers per type of training have been taken into account irrespective of the type of maintainer in our answers to III.1, III.2, III.4 and III.5. (The number of religious training programmes running in Hungary in the 2010-2011 academic year was 15 in the first cycle and 11 in the second cycle, while the number of students studying in such programmes was 2653 in the first cycle and 551 in the second cycle.) The higher education system of Hungary includes postgraduate specialist training courses which do not fit into the typical Bologna structure as defined in the questionnaire and cannot be considered non-typical first or second cycle courses either. Postgraduate specialist training courses (szakirányú továbbképzés) are 2-4 semester (1-2 year) long programmes with a 60-120 ECTS credit range open to holders of a first or second cycle degree (and of former college or university degrees), leading to a new professional qualification without an additional higher education degree. In the case of a small number of first cycle programmes offering several specializations (in the fields of humanities, health sciences and special education), related postgraduate specialist training courses are available for graduates later willing to acquire a further specialization of their first cycle programme.

6. PROGRESSION BETWEEN CYCLES

6.1. What percentage of first cycle programmes give access to at least one second cycle programme?

100%

National legislation guarantees that all first cycle programmes give access to at least one second cycle programme. Although higher-level vocational programmes offered by higher education institutions are currently not considered as first cycle programmes, students later entering specific first cycle programmes have the opportunity to get 30-60% of their credits acquired in higher-level vocational training validated as part of their first cycle course.

6.1.1. Please provide a source for this information.

Act CXXXIX of 2005 on Higher Education, Decree No. 15 of 2006 of the Minister of Education

6.2. What percentage of first cycle students continue to study in a second cycle *programme* after graduation from the first cycle (within two years)?

>25-50 %

This is an estimation based on the number of new entrants in second cycle programmes in the 2010-2011 academic year holding a first-cycle degree obtained in 2008.

6.2.1. Please provide the source for this information.

National statistics on higher education

6.3. What are the requirements for holders of a first cycle degree to access a second cycle programme?

- All students (Scale 1) Yes No Some No answer
- All students (Scale 2) Yes No Some No answer
- Holders of a first degree from a different study field (Scale 1) Yes No Some No answer
- Holders of a first degree from a different study field (Scale 2) Yes No Some No answer
- Holders of a first degree from a different higher education institution (Scale 1) Yes No Some No answer
- Holders of a first degree from a different higher education institution (Scale 2) Yes No Some No answer

6.3.1. When you selected 'some' in any of the answers above, please explain.

6.4. What percentage of all second cycle programmes give access without further studies to third cycle studies?

100 %

6.4.1. Please provide a source for this information.

Act CXXXIX of 2005 on Higher Education, Decree No.15 of 2006 of the Minister of Education

6.5. What percentage of second cycle graduates eventually enter into a third cycle programme?

8-10% (estimated number)

6.6. Is it possible for first cycle graduates to enter a third cycle programme without a second cycle degree?

No

6.6.1. Under which criteria is this possible?

6.7. What percentage of third cycle students enter into that cycle without a second cycle qualification?

0%

6.8. Please provide any additional relevant comments for consideration regarding the progression between cycles.

Since the transition in Hungary from the former dual degree system (university degree + college degree) to the multi-cycle system has taken place in relatively recent years, holders of the former college degree (posponers or returners from work) still enter second cycle programmes together with first cycle degree holders, and holders of the former university degree enter third cycle programmes together with second cycle degree holders. Holders of a first degree willing to enter a second cycle programme in a different study field have the possibility to prepare for their studies in the framework of a modular partial programme.

7. LINKING BOLOGNA AND NON-BOLOGNA PROGRAMMES

7.1. Is access to degree programmes outside the typical Bologna model organised in a different manner than for Bologna first cycle programmes?

Yes

7.1.1. Please explain the differences.

-

7.2. Is access to the second cycle specifically regulated for students holding a degree from a programme outside the typical Bologna model?

No

7.2.1. Please specify how it is regulated.

7.3. Is it possible for graduates of a first cycle degree outside the typical Bologna model to enter a third cycle programme without a second cycle degree?

No

7.3.1. Please specify for which graduates.

8. DEVELOPMENT OF THIRD CYCLE PROGRAMMES

8.1. What types of doctoral programmes exist in your higher education system? (These may include, but are not restricted to, traditional supervision-based doctoral education, structured doctoral programmes, professional doctoral programmes etc).

Mostly taught, structured doctoral programmes, with the opportunity of full validation of prior learning, teaching and work experiences for exemptions of taught doctoral courses.

8.2. Do doctoral and/or graduate schools exist in your higher education system?

Yes

8.2.1. What are the main features of these schools and how many doctoral schools are there?

The number of accredited doctoral schools was 169 in the 2010-2011 academic year. Doctoral training constitutes the third cycle within the current Hungarian higher education system. A model for the training structure of all doctoral programmes is defined in national legislation: doctoral programmes consist of thirty-six months divisible into assessment periods. They encompass teaching, research, and assessment-related activities conducted either individually or in groups, tailored to the particularities of the given discipline of science and the actual PhD / DLA students. Only students holding a Master degree are eligible to attend doctorate courses. After completion of the doctorate course, the doctoral degree shall be taken in the course of a separate procedure of degree award. Students enrolling for the doctoral degree award procedure are considered PhD/DLA candidates. Those who have not attended the doctorate course but have prepared for the degree award procedure individually can also become PhD/DLA candidates. In the event the PhD/DLA candidate enrolls for the degree award procedure while still on the programme, then he/she will have student status and at the same time be a PhD/DLA candidate. (Act on Higher Education, Section 68). All doctoral programmes require certified competencies in foreign languages (specified by doctoral schools), both upon entrance and completion.

8.3. Is the length of full-time third cycle (PhD) study programmes defined in your steering documents?

Yes

8.3.1. Please specify the number of years.

8.3.2. What is the average length (in years) of full-time third cycle (PhD) study programmes?

3

8.4. Are doctoral studies included in your country's qualifications framework?

No

8.5. Are ECTS credits used in doctoral programmes?

Yes, for taught elements only

8.6. Please provide any additional relevant comments for consideration regarding development of third cycle programmes.

Although the nominal length of third cycle programmes is defined in three years, it might take longer for students in employment (part-time students whose studies are not funded by the State) to obtain their degree.

9. TREATMENT OF SHORT CYCLE HIGHER EDUCATION PROGRAMMES

9.1. In your system, do short cycle programmes linked to the first cycle of higher education exist?

Yes

9.2. How are short cycle higher education programmes linked to the Bologna structures? Please tick the most appropriate case(s) for your country.

Holders of short cycle qualifications when continuing their studies in the same field towards a bachelor degree....

- gain full credit for their previous studies
- gain full credit, but only if there is agreement between the institution providing the short cycle programme and the institution where the bachelor programme is taught
- gain full credit for their previous studies but in professional bachelor programmes only
- gain substantial (>50%) credit for their previous studies
- gain some (<50%) credit for their previous studies
- gain little (<5%) or no credit for their previous studies

9.3. Are short cycle programmes legally considered to be an integral part of your higher education system?

Yes, part of higher education

9.4. Please provide any additional relevant comments for consideration regarding the treatment of short cycle higher education programmes.

The provision of higher level vocational programmes is regulated by the Act on Higher Education. Higher level vocational programmes lead to a higher level vocational qualification without a higher education degree. They provide 120 ECTS, 30-60 ECTS of which can be validated as part of specific first-cycle programmes in the case of further studies. Higher level vocational programmes are offered by a great number of higher education institutions. Higher education institutions can organise these programmes by themselves or in cooperation with secondary vocational schools.

10. INTERNATIONAL JOINT DEGREES AND PROGRAMMES

10.1. Does national higher education legislation mention joint degrees?

Yes

10.1.1. Please provide a reference to the legislation and/or cite the relevant articles.

Act CXXXIX of 2005 on Higher Education (Sections 31 and 117), Gov. Decree No.79 of 2006 on the implementation of certain provisions of the Act CXXXIX of 2005 on Higher Education

10.2. Does higher education legislation allow:

- Establishing joint programmes Yes No Legislation not clear Legislation doesn't mention joint degrees No answer
- Awarding joint degrees Yes No Legislation not clear Legislation doesn't mention joint degrees No answer

10.3. Please estimate the percentage of institutions in your country that award joint degrees / are involved in at least one joint programme.

- Award joint degrees > 75-100% > 50-75% > 25-50% > 10-25% > 5-10% > 0-5%
 0% No answer
- Participate in joint programmes > 75-100% > 50-75% > 25-50% > 10-25% > 5-10% > 0-5%
 0% No answer

10.4. Please estimate the percentage of students in your country that graduated in the academic year 2009/10 ...

- with a joint degree < 10% > 7.5-10% > 5-7.5% > 2.5-5% > 0 -2.5% 0% No answer
- from a joint programme < 10% > 7.5-10% > 5-7.5% > 2.5-5% > 0 -2.5% 0% No answer

10.5. Do you have information about study fields in which joint programmes / joint degrees are most common?

Yes

10.5.1. Please explain briefly.

At present, the participation of Hungarian higher education institutions in international joint programmes is most common in the field of social sciences.

10.6. Please provide any additional relevant comments for consideration regarding your joint degrees and programmes.

Part 1.2 BFUG Data Collection on student-centred learning

1. Do your steering documents mention the concept of student -centred learning?

Yes

1.1. How do steering documents in your country define student-centred learning in higher education?

Without student-centred learning being given an explicit definition, elements thereof are present in several steering documents, including the Act on Higher Education, under various headings - see 7 [IX.3.].

1.2. How important ('1' not important, '5' very important) are the following categories in your steering documents and national policies?

- | | | | | | |
|--|-------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| Independent learning | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Learning in small groups | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Initial or in-service training in teaching for staff | <input type="radio"/> 1 | <input checked="" type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Assessment based on learning outcomes | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Recognition of prior learning | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Learning outcomes | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 |
| Student/staff ratio | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Student evaluation of teaching | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 |

1.3. Are there any other important concepts on student-centred learning in your steering documents?

Yes

1.4. Please specify.

“Supporting gifted students”, as defined in the Act on Higher Education, means assistance for students in nurturing their talents by means of high-quality education, the academic student association, the student college and doctorate courses. The Act on Higher Education (Section 66) stipulates that students with exceptional abilities shall be provided assistance in satisfying those extra requirements that encourage them to cultivate their talents. Academic student associations serve to deepen and expand curricular, academic and artistic knowledge and to facilitate research and creative activity by students. The aim of student colleges is to provide high-standard and good quality professional education by way of developing a professional programme, and thereby to give support for gifted students, to encourage them to play an active role in public life, to contribute to the creation of infrastructure conditions and personal criteria of preparation for professional duties, and to educate students so that they become professionals who are receptive to social problems and ambitious enough to sustain a high standard in their profession. Further means of supporting student-centred learning include capacity requirements (inlc. a sufficient number of rooms for work in smaller groups, library facilities, computers and internet access points) that higher education institutions must fulfil when the maximum number of students they can enrol is fixed officially.

2. Please provide a reference for your steering documents covering student-centred learning.

Act on Higher Education CXXXIX of 2005

3. Please provide any additional relevant comments for consideration regarding the student-centred learning.

As mentioned earlier, steering documents have not defined the concept and idea of student centred learning and its means in an explicit manner, yet there has been progress in this field in the past few years. Research projects were started to examine the (many times hidden) presence of practices of student-centred learning, the use of learning outcomes, different assessment methods, etc. in higher education institutions. A large project supported by the European Social Fund has been launched in order

to prepare a feasibility study of the recognition of non-formal and informal learning in higher education. The Hungarian National Qualifications Framework - now under development - expresses competences of qualification levels in learning outcomes, contributing to the awareness-raising and a common discourse on the use of learning outcomes in higher education.

4. LEARNING OUTCOMES

4.1. Are learning outcomes defined in your national steering documents? If so, please provide the definition.

The Hungarian Act on Higher Education (Section 147) fixes a definition of „programme completion and exit requirements” (which are currently defined in ministerial decrees and upon which higher education institutions must rely in the development of the curricula of first and second cycle programmes within and outside of the typical Bologna model): „Programme completion and exit requirements mean the knowledge, skills, proficiency and abilities (competencies) whose acquisition is a precondition for a diploma evidencing the degree and the professional qualification to be awarded.”

4.2. Are ECTS credits linked with learning outcomes in higher education programmes in your country? (This means that learning outcomes are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired.)

No

4.3. Does national policy steer and/or encourage the use of learning outcomes in developing curricula?

Yes, this is done through compulsory measures (law, regulations, etc.)

4.3.1. Does your country provide specific support measures on the national level?

Yes, European Union funds have been used by higher education institutions for this purpose.

4.4. Does national policy steer student assessment procedures to focus on learning outcomes?

Yes, this is done through compulsory measures (law, regulations, etc.)

4.5. Is there an offer of training programmes on topics such as student-centred learning and learning outcomes for academic staff?

- Compulsory Yes for all academic staff Yes for some academic staff No No answer
Voluntary Yes for all academic staff Yes for some academic staff No No answer

4.5.1. Please specify for whom and give approximate % that participate.

No data is currently available.

4.6. Is the use of learning outcomes in curricula development and student assessment monitored by Quality Assurance procedures?

No

4.6.1. Please explain how, and provide a reference to further information.

4.6. Please provide any additional relevant comments for consideration regarding learning outcomes.

According to some recent research results, there is yet a limited level of consciousness, initiatives and practices concerning learning outcomes in the national higher education system and a systematic, targeted governmental support for enhancing the use of learning outcomes will be needed to improve the situation. Some projects using European Union funds for the modernization of curricula and assessment methods in higher education already include activities concerning learning outcomes, while other projects aim at the enhancement of the employability of higher education graduates, while meeting the expectations of stakeholders (employers) explained in learning outcomes.

5. IMPLEMENTATION OF THE EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM (ECTS)

5.1. In your country, do you use

a national credit system compatible with ECTS

5.1.1. Please provide details of how it is linked to ECTS (when applicable) and its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes).

The system is based on student workload; 30 credits are assigned to each semester.

5.2. In your country, what percentage of higher education institutions use ECTS for accumulation and transfer for all elements of study programmes?

75-99%

5.3. In your country, what percentage of programmes use ECTS for accumulation and transfer for all elements of study programmes?

100%

5.4. In the majority of higher education institutions and/or programmes, what is the basis to award ECTS in your country?

Student workload only

5.4.1. Please specify.

5.4.2. For student workload, is there a standard measure for the number of hours per credit?

Yes

5.4.3. What is the number of hours per credit?

30

5.4.4. What is the number of student teacher contact hours per credit?

0

5.4.5. Please provide any additional relevant comments for consideration regarding ECTS implementation.

The Government passed a decree in 2000 in order to introduce a credit system – with features comparable to the ECTS - in all higher education institutions by 2002 the latest.

6. DIPLOMA SUPPLEMENT

6.1. Is the Diploma Supplement issued in higher education institutions and to students in all fields of study?

- All students >75% of HEIs 50-75% of HEIs 25-49% of HEIs 0-24% of HEIs 0% No answer
- Some students >75% of HEIs 50-75% of HEIs 25-49% of HEIs 0-24% of HEIs 0% No answer
- Upon request >75% of HEIs 50-75% of HEIs 25-49% of HEIs 0-24% of HEIs 0% No answer
- In certain fields of study >75% of HEIs 50-75% of HEIs 25-49% of HEIs 0-24% of HEIs 0% No answer
- No students >75% of HEIs 50-75% of HEIs 25-49% of HEIs 0-24% of HEIs 0% No answer

6.1.1. Please identify those fields.

6.1.2. Please specify to which students.

6.2. Is there any monitoring of how employers use the Diploma Supplement?

No

6.2.1. Please provide the most recent results regarding the level of satisfaction of employers.

6.3. Is there any monitoring of how higher education institutions use the Diploma Supplement?

No

6.3.1. Please provide the most recent results regarding the level of satisfaction of institutions.

6.4. In what language(s) is the Diploma Supplement issued?

Hungarian and English, and, in the case of minority studies in the language of a minority group, DS can be applied for the language of the study programme.

6.5. Is the Diploma Supplement issued

free of charge

6.5.1. Please provide the amount and the reason for the fee.

6.6. Please provide an example of your national Diploma Supplement (in pdf or similar format) and send it to data.collectors@ehea.info

6.7. Please provide any additional relevant comments for consideration regarding your diploma supplement.

7. NATIONAL QUALIFICATIONS FRAMEWORKS (NQFs)

7.1. Have you started the process to develop a National Qualification Framework in your country?

Yes

7.2. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing a national qualification framework.

Please choose below the stage that best describes your national situation.

8. Study programmes have been re-designed on the basis of the learning outcomes included in the NQF

The development of the Hungarian National Qualifications Framework for Higher Education did not exactly follow the steps developed by the BFUG working group on qualifications framework. In 2005, based on the decision to change the structure of higher education training in line with the Bologna Process, a new Act on Higher Education was passed and came into force in 2006. The Act was complemented by a Government decree (Gov. Decree No. 289/2005 on bachelor and master training in higher education and on the procedure of launching new programmes) laying the foundation for the development of specific completion and exit requirements for each of the new programmes to be started. A ministerial decree (Decree No. 15/2006 of the Minister responsible for education on the completion and exit requirements of bachelor and master programmes) relied on the Dublin descriptors at programme level (but not at field level and without including third-cycle/doctoral training and short-cycle/advanced vocational training). In the following period, with the launch of the European Union initiative to develop a European Qualifications Framework and National Qualifications Frameworks linked to it, and Hungary's decision to join this process (formally taken in 2008), further work was carried out in this context including but not restricted to higher education. The levels of the Hungarian National Qualifications Framework (for the whole of the education system) are to be adopted by the Government in 2011. In this context, interpreting NQF as that of higher education, step 8 can be considered to have been taken.

7.2.1 Please provide the date when the step was completed.

03.04.2006

7.2.2. Please provide a reference for the decision to start developing a NQF.

19 September 2003 (Berlin Communiqué of the Ministers responsible for higher education in the countries participating in the Bologna Process, to which Hungary adhered, upon which ensuing national developments were based)

7.2.3. Please provide a reference outlining the purpose of the NQF.

7.2.4. Please provide a reference to a document establishing or outlining the process of NQF development. Please also report, which stakeholders have been identified and which committees have been established.

7.2.5. Please provide a reference describing the agreed level structure, level descriptors and credit ranges.

7.2.6. Please provide a reference outlining the form and the results of the consultation. Please provide a reference for the design of the NQF as agreed by the stakeholders.

7.2.7. Which stakeholders have been consulted and how were they consulted?

7.2.8. Please provide a reference document for the adoption of the NQF.

7.2.9. Are ECTS included in the NQF?

Please choose..

7.2.10. Please provide a reference for the decision to start the implementation of the NQF, including a reference to the roles of the different stakeholders.

7.2.11. Please provide a reference for the redesign of study programmes based on learning outcomes.

Gov. Decree No. 289/2005 on bachelor and master training in higher education and on the procedure of launching new programmes and Decree No. 15/2006 (IV.3.) of the Minister responsible for education on the completion and exit requirements of Bachelor and Master programmes

7.2.12. Please provide a reference outlining how qualifications have been included in the NQF.

7.2.13. Please provide a reference to the self-certification report.

7.3. Does a website exist in your country on which the National Qualification Framework can be consulted?

Yes

7.3.1. Please provide the link to that website.

Results of the work accomplished so far to prepare the National Qualifications Framework can be consulted at the website of the National Institute for Educational Research and Development: <http://tamop413.ofi.hu/okkr-orszagos-kepesitesi-keretrendszer>.

8. RECOGNITION OF QUALIFICATIONS

8.1. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of academic study and work in your country?

- Recognition for academic study
- Higher education institution
 - Central government authority (e.g. ministry)
 - Regional government authority (e.g. ministry)
 - National ENIC/NARIC centre
 - Regional/local specialised independent institution
 - Social partner organisation (employers' organisation, trade union etc)
 - Individual employers
 - Other
 - No answer
- Recognition for professional employment
- Higher education institution
 - Central government authority (e.g. ministry)
 - Regional government authority (e.g. ministry)
 - National ENIC/NARIC centre
 - Regional/local specialised independent institution
 - Social partner organisation (employers' organisation, trade union etc)
 - Individual employers
 - Other
 - No answer

8.1.1. Please specify.

8.2. Which of the following statements is specified in national legislation?

Applicant's right to fair assessment of qualification

8.2.1. Please provide a reference to the relevant legislation.

Act on Recognition (Act No.100 of 2001) A collection of legislative texts and other information is available at the website of the Hungarian Equivalence and Information Centre: <http://www.oh.gov.hu/hungarian-equivalence/recognition-of-foreign>.

8.3. What measures exist to ensure that these legal statements are implemented in practice?

The Lisbon Recognition Convention has been transposed into a Hungarian law. To implement these legal statements a specific regulation concerning recognition was introduced, making sure that these principles work in practice.

8.4. Do higher education institutions typically:

make recognition decisions in faculties/departments

8.5. Are higher education institutions' recognition policy and practice typically evaluated in external Quality Assurance processes?

No

8.5.1. Please explain.

8.6. What measures exist to ensure that higher education institutions have fair recognition procedures for study and training periods abroad?

At institutional level Credit Councils were established for the better recognition of foreign periods of study. Moreover, the burden of proof is on the higher education institution if substantial difference exists. The student has the right to appeal against a negative decision.

8.7. Please provide any additional relevant comments for consideration regarding your system of recognition of qualifications.

Our answer to 1.2.27. is a simplification (ensuing from the logic of the question). In the non-regulated field it is the employer who makes the recognition decision. In the regulated field, as a main rule central governmental authorities are the decision making bodies. Nevertheless, in the case of some professions, e.g. engineers or architects, the professional chamber is in charge of the recognition. Concerning question 1.2.30: generally speaking, higher education institutions typically make decision on final qualifications (e.g. Bachelor degree) centrally. Nonetheless, periods of study are typically recognized in a more decentralized manner, at faculty or department level.

Part 1.3 BFUG Data Collection on Quality Assurance

1. CHARACTER OF EXTERNAL QUALITY ASSURANCE SYSTEM

1.1. Which situation applies in your country?

A single independent national agency for quality assurance has been established.

1.1.1. Please explain the main elements of your external quality assurance system. Which ministry or government-dependent agency is responsible for quality assurance? How is this responsibility managed in practice? If there are external evaluations of institutions and/or programmes, by whom are these evaluations undertaken, how often, and how are the outcomes of evaluation used?

1.1.2. Please explain the main elements of your external quality assurance system (if it exists). If there is no system of quality assurance, please state this explicitly.

1.2. What are the main outcomes of an external review undertaken by the different QA agencies?

Please choose..

1.3. What is the main outcome of an external review?

A decision granting permission for the institution or programme to operate, or that is a pre-requisite for the institution or programme to operate

1.4. Does the outcome of an external review normally have an impact on the funding of the institution or programme?

No

1.4.1. Please specify the normal impact of an external review.

1.5. Does the agency cover:

All higher education institutions

1.5.1. Collectively, do the agencies cover:

Please choose..

1.6. What is the main "object" of the external evaluations undertaken?

Institutions and programmes

1.6.1. Are all institutions subject to external evaluation?

Please choose..

1.6.1.1. Please specify

1.6.2. Are all programmes in all cycles subject to external evaluation?

Please choose..

1.6.2.1. Please specify

1.6.3. Are all institutions and all programmes subject to external evaluation?

Yes

1.6.3.1. Please specify

1.7. How are the positive outcomes of Quality Assurance evaluations made available to the public?

Outcomes of external evaluations conducted by the national quality assurance agency (Hungarian Higher Education Accreditation Committee) are published on the agency's website.

1.8. How are the negative outcomes of Quality Assurance evaluations made available to the public?

Outcomes of external evaluations conducted by the national quality assurance agency (Hungarian Higher Education Accreditation Committee) are published on the agency's website.

1.9. Which of the following issues are typically included in external quality assurance evaluations?

- Teaching
- Student support services
- Lifelong Learning provision
- Research
- Employability
- Internal Quality Assurance/Management system
- Other (please specify)

1.9.1. For those issues that are typically included in external Quality Assurance evaluation, please briefly explain the approach.

A)Ex-ante accreditation of study programmes and doctoral schools, opinion on proposed professorial appointments: paper-based exercise taking into account legal and HAC (Hungarian Higher Education Accreditation Committee) requirements; the HAC assigns two external experts and asks for their opinion, HAC's disciplinary sub-committee concerned discusses the case and makes a proposal, based on which HAC passes a resolution. B)Ex-post accreditation of study programmes and higher education institutions (self-evaluation, site visit by HAC review panel, external report, HAC resolution, monitoring)

1.10. Please provide any additional relevant comments for consideration regarding your external Quality Assurance system.

2. CROSS-BORDER EVALUATION

2.1. Does your national quality assurance system or legislative framework allow higher education institutions to choose a quality assurance agency from outside your country (instead of your national quality assurance agency)?

No

2.1.1. If some institutions are able to choose, please specify which ones.

2.1.2. If no, please go to section XVII.

2.2. Which conditions apply to the choice of a quality assurance agency from another country?

Other (please specify)

Accreditation by the national quality assurance agency is a pre-requisite - thus mandatory - for higher education institutions and programmes to operate. For further accreditation procedures or quality reviews higher education institutions might choose any quality assurance agency from another country.

2.3. Please provide any additional relevant comments for consideration regarding Cross-Border Evaluation.

3. EVALUATION OF THE EXTERNAL QUALITY ASSURANCE SYSTEM AGAINST THE STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE EUROPEAN HIGHER EDUCATION AREA (ESG)

3.1. Has the agency been evaluated against the European Standards and Guidelines?

- Yes, for the purpose of ENQA membership
- Yes, for an application to EQAR
- Yes, independently of ENQA/EQAR
- Such an evaluation is planned but has not yet taken place
- No

3.2. If an evaluation has been conducted, was the application successful?

Yes.

4. INVOLVEMENT OF STAKEHOLDERS IN EXTERNAL QUALITY ASSURANCE

4.1. Is there a formal requirement that students are involved in any of the following? For each answer, please specify the relevant source.

- | | |
|---|--|
| <input checked="" type="checkbox"/> Student involvement in governance structures of national quality assurance agencies | Act CXXXIX of 2005 on Higher Education |
| <input checked="" type="checkbox"/> As full members in external review teams | Act CXXXIX of 2005 on Higher Education |
| <input type="checkbox"/> As observers in external review teams | |
| <input checked="" type="checkbox"/> In the preparation of self evaluation reports | Act CXXXIX of 2005 on Higher Education |
| <input checked="" type="checkbox"/> In the decision making process for external reviews | Act CXXXIX of 2005 on Higher Education |
| <input checked="" type="checkbox"/> In follow-up procedures | Act CXXXIX of 2005 on Higher Education |

Other, please specify

4.2. Is there a formal requirement that international peers/experts are involved in any of the following:

- In governance structures of national QA agencies
- As full members in external review teams
- As observers in external review teams
- In the decision making process for external reviews
- In follow-up procedures
- Other (please specify)

4.3. Is there a formal requirement that academic staff are involved?

- In governance structures of national QA agencies
- As full members in external review teams
- As observers in external review teams
- In the preparation of self evaluation reports
- In the decision making process for external reviews
- In follow-up procedures
- Other (please specify)

4.4. Are there any formal requirements regarding the involvement of employers in external QA processes.

Yes

4.5. Please provide any additional relevant comments for consideration regarding the involvement of stakeholders in external QA.

5. INTERNAL QUALITY ASSURANCE

5.1. Are there formal requirements for higher education institutions to develop internal quality assurance systems?

Yes

5.1.1. Please specify these requirements and the relevant source.

The Higher Education Act stipulates that 1. higher education institutions must operate a quality assurance system (Section 20); 2. the provisions pertaining to institutional operation and organisation of each higher education institution must specify the rules of its internal quality assurance system (Section 21), 3. the statutes on quality assurance of each higher education institution must specify the process of operation of the higher education institution, as part thereof the execution of management, planning, control, measurement, assessment, criteria and rules for ensuring the operation of the institution with special regard to the mechanisms of the launching, follow-up and regular internal evaluation of study programmes, procedures related to the internal evaluation of the quality of the level of qualification and professional qualification to be acquired, and aspects of consumer protection. Statutes on quality assurance must also specify the procedures ensuring the continuous fulfilment of the conditions of the establishment of the institution's doctoral school(s) and regulate the rules pertaining to the evaluation of lecturer performance by the students. Each higher education institution is required to prepare a quality development programme based on its plan for institutional development and its strategy for research, development and innovation defined in the Act on Higher Education. The institutional quality development programme specifies the institution's educational programme, artistic activities, the assessment of students, the infrastructural and staff conditions of teaching, tools supporting learning, student services, the internal information system and goals related to the enhancement of publicity. Higher education institutions have to annually revise the implementation of the institutional quality development programme, and – within 30 days from the adoption of the report on implementation - publish its

findings on the website of the institution and in other customary manners.

5.2. Who is primarily responsible for deciding the focus of internal quality assurance processes?

Combination of above

5.2.1. Please specify.

See our answer to 40 [XIX.1.1.].

5.3. Are there formal requirements for students to be involved in internal quality assurance systems?

Yes

5.3.1. Please go to Question 5.6.

5.3.2. Is there a requirement for students to be involved in the preparation of self evaluation reports?

Yes

5.3.2.1. Is there a requirement for students to be involved in decision-making as an outcome of evaluation?

No

5.4. How many higher education institutions have published a strategy/policy for the continuous enhancement of quality in the past 5 years?

More than 75%

5.5. How many higher education institutions have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?

More than 75%

5.5.1. Please describe what kind of arrangements are in place.

See our answer to 40 [XIX.1.1.].

5.6. How many higher education institutions publish up to date and objective information about the programmes and awards offered?

More than 75%

5.7. How many higher education institutions publish critical and negative outcomes of quality assurance evaluations?

More than 75%

5.7.1. Please provide a source for this information, and links to examples of critical/negative evaluations.

Outcomes of external evaluations conducted by the national quality assurance agency (Hungarian Higher Education Accreditation Committee) are published on the agency's website (www.mab.hu). Information managed by the Educational Authority (involved in registration issues conditional upon prior expert review and evaluation by the quality assurance agency) is not yet accessible online but can be accessed upon request addressed to the Authority.

5.8. Please provide any additional relevant comments for consideration regarding Internal Quality Assurance.

Part 1.4 BFUG Data Collection on Lifelong Learning

1. Do steering documents for higher education in your country contain a definition of lifelong learning?

No

2. How do your steering documents define lifelong learning?

3. What is the common understanding of lifelong learning in your country?

While steering documents for higher education do not contain a definition, the National Strategy on Lifelong Learning of 2005 adopts the definition of LLL formulated by the Council of the European Union in 2002.

4. What are the main forms of lifelong learning provision in which higher education institutions are involved in your country?

- Short cycle programmes (higher level vocational training) are part of the higher education system. - Higher education institutions cooperate with employers and their organisations and offer competence courses satisfying the needs of employers. - Degree courses are also offered as part-time programmes and distance learning programmes to accommodate the needs of working people (mature students). - Courses to help entering the next degree level are organised in higher education institutions.

5. Is lifelong learning a recognised mission of higher education institutions?

Yes, of all institutions

The purposes of the Hungarian Act on Higher Education include creating conditions for lifelong learning and, as part of lifelong learning, expand the range of access opportunities to higher education (Section 2). The National Strategy on Lifelong Learning also recognises the role of higher education institutions in the provision of lifelong learning opportunities, by the diversification of their mission and programmes and the enhancement of their regional engagement.

6. For which institutions is lifelong learning a recognised mission?

7. Are there legal requirements for higher education institutions to offer lifelong learning provision?

No

8. Please provide a reference to the relevant legislation or regulation.

9. Are there legal restrictions or constraints for higher education institutions to offer lifelong learning provision?

No

10. Please explain these restrictions, and provide a reference to relevant legislation/regulations

11. Which are the three (maximum) most significant groups of intended users of lifelong learning services offered by higher education institutions?

- Adults in employment Most students in part-time courses are employed at the same time.
- Unemployed adults

Retired citizens

Part-time students

In Hungary, the majority of new entrants to higher education start their studies immediately or soon after graduation from secondary school. New entrants from older age groups are more likely to pursue part-time courses and work at the same time.

Adults without higher education qualifications

See our comment on part-time students.

Other, please specify

12. Where does the funding of lifelong learning provision in higher education come from?

general higher education budget

State-funded courses are part of the general higher education budget.

special budget for lifelong learning

private contributions from students

Fee-paying courses require students' private contributions.

private contributions from business and industry

Employers can cover or contribute to the costs of the (fee-paying, part-time) degree course or postgraduate specialist training that their employee participates in.

13. To what degree is the provision of lifelong learning in higher education funded from the public budget?

Min.30 % (estimation)

Part 2.1 BFUG Data Collection on policies to widen participation and increase flexibility

1. Do you want to answer this section now or later?

Now

2. Do individuals that meet higher education entry standards have a guaranteed right to higher education?

Yes in all fields

2.1 Please specify.

3. Which statement best describes your country's policy approach regarding the goal that the student body entering, participating and completing higher education should reflect the diversity of the population?

There is a combination of the two previous approaches.

4. UNDERREPRESENTED GROUPS

4.1. Please describe how your country's steering documents define underrepresented groups (e.g. based on socio-economic status, gender, ethnicity, disability, geography, other).

I. Students with a disability: The Hungarian Higher Education Act (Act CXXXIX of 2005) defines a student (or applicant to higher education) with a disability as a student/applicant who suffers from physical, sense, speech disorders, autism, and disorders in cognitive and behavioural development. II. (Socially) disadvantaged/multiply disadvantaged students: According to the Higher Education Act, a disadvantaged student/applicant is a student/applicant younger than 25 years at the time of registration, in respect of whom a notary arranged for child protection care during secondary education due to family or social background, or for whom regular child welfare benefit has been disbursed, or who has been eligible for regular child protection benefit, or has been a ward of the state. A multiply disadvantaged student (applicant) is a disadvantaged student/applicant whose parent exercising parental control at the time when the student reached the compulsory school age only completed elementary education (as stated in a voluntary parental declaration under the procedure regulated in the Act on the Protection of Children and on Child Welfare Administration); or for whom long-term guardianship has been arranged. III. Family supporters: Family supporters are students who have at least one child, who are entitled to a nursing fee (according to the Act III/1993 on social administration and social services) IV. Students with a large family: These are students who have at least two dependent sisters/brothers, who have at least three children, who share their household, in addition to their supporter(s), with at least two persons whose monthly income is below the minimal wage ; or who are legally in charge of at least two minor children.

4.2. For each of these groups, please briefly describe the national/regional policies and measures that are put in place to address under-representation. These may include, but are not restricted to laws, regulations, campaigns, incentives, other actions etc.

Preliminary remark: Please note that some of the measures addressing under-representation of specific groups described here focus on widening access while others are designed to reduce the risk of drop-out stemming from specific personal circumstances (such as disability, social or family situation). I. Measures targeting several underrepresented groups: Since 2005 - based on the Higher Education Act and a related Government Decree - preferential treatment in the form of a given number of additional points available in the admission procedure have been introduced for specific categories of persons, including applicants with disabilities, (socially) disadvantaged/multiply disadvantaged applicants, persons on unpaid leave for childcare purposes or in receipt of pregnancy-maternity benefits, childcare allowance, child-rearing allowance or childcare benefits. Preferential treatment can only be provided in connection with the standard admission application evaluation, it cannot result in an exemption from the fulfilment of basic academic requirements. No special quota currently exists for underrepresented groups to be admitted to higher education in the framework of preferential treatment. In Hungary, the principles and general criteria for student support are defined in a Government decree. (Higher education institutions may specify their own rules respecting these legal grounds.) The array of needs-based student support schemes include, for students admitted to a state-funded training, a starting basic support and welfare grant in the first semester of their studies, and a regular (monthly) welfare grant in further semesters. (Socially) disadvantaged, multiply disadvantaged students, disabled students, family supporters, orphaned, motherless/fatherless students, students who had been a state ward and students with a large family are granted a guaranteed amount (50% of the student normative defined in the annual State budget) of basic support and welfare grant. National legislation fixes the minimum amount

of the monthly welfare grant for students with a disability, (socially) multiply disadvantaged students, family supporters, orphaned students and students with a large family on the one hand (20% of the amount of the annual student normative) and for (socially) disadvantaged, motherless/fatherless students and students who had been a State ward, on the other hand (10% of the amount of the annual student normative). The exact amount of regular (monthly) needs-based student support (grant) for each eligible student applying for it is determined by higher education institutions, taking into account the nationally prescribed minimum amount for specific groups (see above) and the social situation of students examined from certain points of view fixed in national legislation (the Gov.decreed cited above). The factors for consideration in the assessment of a student's social situation include the number and income of the persons the student shares a household with; the distance between the student's place of residence and the place of his/her training; if a student does not share a household with others and the costs this implies; in the case of a student with a disability the costs of special tools, special transportation and personal aid; regular medical expenditures due to health problems of the student or a close relative in his/her household; the number of dependent persons in the student's household, especially the number of dependent children (besides him/her); and expenditures due to the nursing of a relative. The allocation of dormitory places is partly based on the social situation of students – students in a disadvantaged situation have priority – and partly on their academic performance. (Socially) disadvantaged/multiply disadvantaged students, orphaned students, family supporters and students whose ward was terminated due to their majority can be dispensed from paying for their dormitory placement.

II. Measures targeting specific underrepresented groups: Upon admission to higher education, the measures targeting underrepresented groups of students are the following:

II.1. Students with a disability: In addition to support by preferential treatment, the removal of infrastructural barriers is on the way in higher education institutions, in order to provide access for persons with physical disabilities. In accordance with the law, in existing public buildings including those of higher education institutions, barriers had to be removed by 2010 and since 1998 only barrier-free public buildings were permitted to be constructed. In accordance with the provision to improve the disabled candidates' school performance and the opportunities of their access to higher education, disabled pupils in public education can already be exempted from the fulfilment of certain subjects and can meet their study obligations in an alternative way, or can use permitted tools and can demonstrate their knowledge in a personalized way, in conformity with the nature of their disability. Higher education institutions are granted additional normative funding from the State budget for higher education for their students with a disability. Such funding can be used for the purchase of technical equipment (special tools) and for the financing of personal helpers. Students concerned have the right stipulated by law to have recourse to a sign language interpreter, to be exempted from foreign language examination, to have an individual schedule (with the permission of the institution), to the use of aids and to extra time in examinations. Higher education institutions shall remove physical barriers, provide course material free of barriers and help students with a disability with their studies by extending the awareness and related knowledge of academic staff. Students with a disability admitted to a State-funded training in higher education can obtain a guaranteed amount (50% of the student normative defined in the annual State budget) of basic support and welfare grant in the first semester of their studies, and a guaranteed minimum monthly welfare grant in the course of their studies (20% of the amount of the annual student normative). Counselling for students is stipulated in the Higher Education Act. Among the services for students provided by higher education institutions, in addition to lifestyle counselling, psycho-social and mental hygienic counselling available for all students, each higher education institution shall appoint an equal opportunities coordinator for helping (socially) disadvantaged students, students with a disability and those in an otherwise disadvantaged situation with their studies and student life.

II.2. (Socially) disadvantaged /multiply disadvantaged students: Socially disadvantaged students having applied for preferential treatment in the admission procedure can apply for support in the framework of the national Higher Education Mentoring Programme (legal basis: Higher Education Act section 66 (7)), financed by the Ministry responsible for higher education and operated by the Hungarian Students' Union. The programme covers all higher education institutions in Hungary that admit at least one eligible student who had asked for mentoring in the admission procedure. The program offers first-year students personal support provided by peer mentors, its main goal is to make adaptation to higher education institutions easier and to prevent dropout. The mentoring programme covers three main fields: providing information for its future participants (pupils in public education) about the possibility and conditions of preferential treatment in the admission procedure and about forms of student support available in higher education; making the adaptation of first-year mentored students easier, and increasing their later labour market chances by means of various extra-curricular courses (career supporting, preparation for entering the labour market) and other activities (e.g. workplace practice). (Socially) disadvantaged and multiply disadvantaged students admitted to a State-funded training in higher education can obtain a guaranteed amount (50% of the student normative defined in the annual State budget) of basic support and welfare grant in the first semester of their studies and a guaranteed minimum monthly welfare grant in the course of their studies (10% and 20% of the amount of the annual student normative for disadvantaged and multiply disadvantaged students, respectively) in the course of their studies. The Bursa Hungarica Local Governmental Scholarship Programme is a further form of financial support based on the students' social situation. Bursa Hungarica Scholarships are allocated per academic year and consist of a part provided by local governments (that is, social support granted for the student by the local government of his/her settlement and county) and a part provided from the State budget through the higher education institution the student concerned is attending.

4.3. How does your higher education system determine whether an individual belongs to a particular group (e.g. self-declaration)?

I. Students with a disability: The rules pertaining to the establishment and attestation of disability of a student are defined by the Government (Gov. Decree VXXIX of 2006). The type and degree of a student's disability and its definitive or temporary character has to be attested by an expert's report based on the results of a complex examination and issued by authorities defined in the Decree. II. (Socially) disadvantaged/multiply disadvantaged students: Students who declare and attest - by the relevant official documents - that the criteria described in I.3.1. apply to them, are considered disadvantaged/multiply disadvantaged students. III. Family supporters/Students with a large family: Students who declare and attest - by the relevant official documents - that the criteria described in I.3.1 apply to them, can be considered family supporters/students with a large family.

4.4. Is there any funding reserved for measures to increase participation of under-represented groups?

Yes

4.4.1. Please specify.

A Government Decree of 2005 on student benefits and fees determines the minimum percentage of the normative funding higher education institutions receive per student (student normative) to be spent on needs-based student support (for forms of student support concerning unrepresented groups, see I.3.3). Based on a Government Decree of 2008 on the funding of higher education institutions, higher education institutions are granted supplementary normative funding for their students with a disability to cover the costs related to the improvement of their study conditions. A part of the Bursa Hungarica Scholarship is provided for students from the State budget through higher education institutions. The higher education budget (State budget) provides for the annual operation of the Mentoring Programme in higher education institutions (including organisational expenses and scholarship for student mentors). It must be emphasized that policies covering the full spectrum of compulsory education are essential to lay the foundations of later successful higher education policies aimed at widening access to higher education for people belonging to the largest under-represented groups (the socially disadvantaged/multiply disadvantaged and those with a disability). In Hungary, in order to make access to higher education possible for these groups, and especially as a secondary school leaving certificate is formally required for admission to higher education, policies and measures are needed to raise the educational attainment, reduce drop-out rates and prevent early tracking of the children concerned into education paths that block the way to further studies. Examples of measures already in place in this regard include, among others: - Developing ability, integration or kindergarten development programmes (participating teachers are eligible for extra bonuses, school maintainers are entitled to a grant if they provide skills-development or inclusive teaching in line with regulations and the methodology of the Integration Pedagogy Programme published by the Minister responsible for education). - A scholarship scheme (Útravaló/On the Road Scholarships) available jointly for (socially) disadvantaged pupils and their mentors, supporting the preparation of elementary school pupils for secondary school or that of upper secondary school pupils for obtaining a secondary school leaving certificate. - Extra-curricular pedagogical services, often by civil organisations, for disadvantaged students ("tanoda") including course tutorial, mentoring, social and cultural programmes, in contact with students' families. - The national Arany János Programme operated in several secondary schools of Hungary, offering financial support and targeted individual pedagogical development and talent-management for socially disadvantaged/multiply disadvantaged students so that they can obtain a secondary school leaving certificate and continue their studies in higher education. - The Equal Opportunity Funding Policy developed by the Hungarian Government in 2007 and first introduced first in the field of public education and urban-rehabilitation. (The main goal of the EOFP is to introduce a new, Equal Opportunity Plan for allocation of EU funds. The Equal Opportunity Plan is an obligatory part of all tender proposals in the field of public education and urban-rehabilitation, submitted by municipalities, schools, etc.)

4.5. Do you have national targets/goals for participation of those groups that you identify as under-represented in higher education?

No

4.5.1. Please explain these targets briefly and name the groups to which they apply.

4.6. Does your country offer more public funding to higher education institutions to stimulate access for underrepresented groups?

No

4.6.1. Please specify and identify variation between different groups, where they exist.

4.7. Is the effect of measures to increase participation of each of the groups monitored in your country?

Yes for some groups

4.7.1. Please specify.

The number of applicants admitted to higher education thanks to preferential treatment (additional points in the admission procedure) and the overall number of applicants entitled to preferential treatment is monitored in the national statistics on admission to higher education.

4.8. Please provide details on how the higher education participation and graduation of each of the groups that you identify as underrepresented is monitored in your country.

National statistics on higher education – based on data provision by all Hungarian higher education institutions twice a year, i.e. in every semester – include information on the number of students belonging to the following categories (a student might fall into more than one category): students with a disability, (socially) disadvantaged students, (socially) multiply disadvantaged students, orphaned students, motherless/fatherless students, family supporters. Data are broken down by level of studies, institutions and faculties. Composition of the student body according to the same criteria is not monitored upon completion.

4.8.1. What data is collected?

See our answer to 17 [I.3.9].

4.9. Is there a system to monitor the composition of the student body (in terms of groups identified as under-represented) by subject?

No

4.10. When are data generally collected?

Please choose..

4.10.1. Where an approach different from the general approach is used for any group, please specify.

4.11. Where is information provided by this monitoring system published (provide a reference and link)?

Higher education statistics available from the Ministry responsible for higher education; for highlights see the Statistical Yearbook of Education at <http://www.kormany.hu/download/4/45/50000/Oktat%C3%A1si%20%C3%89vk%C3%B6nyv-2010.pdf#!DocumentBrowse>

5. GENERAL POLICY APPROACH TO WIDENING PARTICIPATION

5.1. If your country has a general policy approach to increase and widen participation and to overcome obstacles to access, please explain your approach briefly and provide reference to relevant documents.

Massification has allowed an unprecedented number of people to have access to higher education (contrary to previous numerus clausus/bottlenecks in a higher education system geared towards the education of a small elite). For references, see the annual Government Decrees on the numbers of students to be admitted to State-funded training in higher education.

5.2. How does your country's policy explicitly identify the obstacles that it addresses?

-

5.3. What are the criteria used to measure and evaluate the success of specific initiatives and measures?

For preferential treatment upon admission: the number of students admitted thanks to the additional points they received.

5.4. In your country, is the composition of the student body monitored according to certain criteria?

Yes

5.4.1. Who monitors on the basis of which criteria?

National statistics on higher education – based on data provision by all Hungarian higher education institutions twice a year, i.e. in every semester – include information on the number of students belonging to the following categories (a student might fall into more than one categories): students with a disability, (socially) disadvantaged students, (socially) multiply disadvantaged students, orphaned students, motherless/fatherless students, family supporters. Data are broken down by level of studies, institutions and faculties. Composition of the student body according to the same criteria is not monitored upon completion. The Ministry responsible for compulsory and higher education annually prepares a Statistical Yearbook of Education and publishes it on its official website (for the latest edition, see <http://www.kormany.hu/download/4/45/50000/Oktat%C3%A1si%20%C3%89vk%C3%B6nyv-2010.pdf#!DocumentBrowse>)

5.5. How is this data used in higher education policy?

-

5.6. How are measures to remove obstacles to access primarily funded? If your country has a mixed system, please choose all adequate boxes. Please only indicate the most important source(s).

From the general higher education budget

From a specific budget

A part of Bursa Hungarica scholarships is provided by local governments (see also I.3.3).

From university budget

Higher education institutions might award institutional student support/scholarships funded from its institutional revenue (independent of State funding).

There are no measures to remove obstacles to access

6. DIFFERENT APPROACH TO WIDENING PARTICIPATION

6.1. Please explain the characteristics of your country's policy to achieve the goal that the student body reflects the diversity of the population.

6.2. Does your country's policy approach explicitly identify obstacles to higher education?

Please choose..

6.2.1. Please describe these obstacles.

6.3. Does your country's policy approach make reference to parts/groups in the population?

Please choose..

6.3.1. Please describe these groups.

6.4. What measures does your country's policy take?

6.5. How does your country assess whether its policy has been successful?

7. COMPLETION OF STUDIES

7.1. Does your country have policies aiming to increase the level of completion of studies?

Yes

7.1.1. Please describe the main features of these policies.

Higher education institutions only receive normative funding (student normative) for students completing their studies within the time frame of their programme officially determined in the relevant legislation plus a maximum of one year (two semesters). The status of students not completing their studies within this time frame (with the exception of students with a disability) must be changed from State-funded to fee-paying.

7.2. Are student completion rates monitored in your country?

Yes, at national level

7.2.1. What use is then made of the data?

Policy interventions are now planned to improve completion rates (and related data collection).

7.3. Are there any incentives for higher education institutions to improve student completion rates?

Yes

7.3.1. Please specify the nature of these incentives.

Higher education institutions only receive normative funding (student normative) for students completing their studies within the time frame of their programme officially determined in the relevant legislation plus a maximum of one year (two semesters). The status of students not completing their studies within this time frame (with the exception of students with a disability) must be changed from State-funded to fee-paying.

7.3.2. Are there any other incentives (e.g. it is a subject covered in external quality assurance procedures)?

8. STUDENT SERVICES

While higher education institutions offer multiple services, in the following questions, the focus lies on academic guidance services, career guidance services and psychological counselling services.

8.1. What kind of student services are commonly provided by higher education institutions?

- Academic guidance services
- Career guidance services
- Psychological counselling services
- Other
- No services

8.1.1. Please specify.

8.2. Who are the main users of the services?

All students

8.2.1. Please specify.

8.3. Please provide the main source(s) of funding.

The provision of student services is an obligation of all higher education institutions according to the Higher Education Act and is funded from the State budget for higher education. The development of these services has been going on for years using EU funds.

8.4. What are the main tasks of the services?

Academic guidance services include support for making study-related decisions (the choice of courses and professors, accumulation of credits, recognition of prior learning, etc.). Career guidance services include counselling on labour market perspectives, demands and salaries. Institutional career offices regularly organise career fairs and job placements and support students in acquiring job-seeking techniques (CV writing, skills development for job interviews etc.) Psychological counselling services seek to improve students' self-knowledge, help them resolve study-related or other personal issues and to orient them towards careers matching their personal needs and characteristics.

8.5. Please provide any additional relevant comments for consideration regarding your national policies to widen participation.

Ad Question 13 [I.3.7]: "Does your country offer more public funding to higher education institutions to stimulate access for underrepresented groups?" - Our answer is negative in the sense that the admission procedure - and the allocation of places in higher education based on a result-based ranking of applicants - is essentially centralised in Hungary, therefore the access of certain people to higher education (understood as being officially admitted to a higher education training programme) cannot be stimulated by financial incentives targeting higher education institutions. Ad Question 22 [I.3.12]: "Where is information provided by this monitoring system published (provide a reference and link)?" - Due to the lack of space in the box above, we provide our full answer here: National statistics on higher education – based on data provision by all Hungarian higher education institutions twice a year, i.e. in every semester – include information on the number of students belonging to the following categories (a student might fall into more than one category): students with a disability, (socially) disadvantaged students, (socially) multiply disadvantaged students, orphaned students, motherless/fatherless students, family supporters. Data are broken down by level of studies, institutions and faculties. Composition of the student body according to the same criteria is not monitored upon completion. The Ministry responsible for compulsory and higher education annually prepares a Statistical Yearbook of Education and publishes it on its official website (for the latest edition on the 2010-2011 academic year, see <http://www.kormany.hu/download/4/45/50000/Oktat%C3%A1si%20%C3%89vk%C3%B6nyv-2010.pdf#!DocumentBrowse>). Data on preferential treatment in the admission procedure is not included in the highlights on admission statistics regularly published on the official national website for higher education admission (http://www.felvi.hu/felveteli/ponthatarok_rangsorok/elmult_evek) but related information was integrated and published in the annual information by the Ministry responsible for higher education accompanying the announcement of the results of higher education admission process in July 2010, see the presentation by the Deputy State Secretary for Higher Education and Science Policy (slide 6 on preferential treatment), on the website of the Ministry: www.nefmi.gov.hu/miniszterium/2010/vonalhuzas-100723 Annual statistics on the Bursa Hungarica Local Governmental Scholarship Programme, including the number of local governments participating (per county), the number of students receiving a Bursa Hungarica Scholarship, amounts attributed to students and overall spending on this scholarship programme by the State and local governments are published on the official website of the Programme: http://www.wekerle.gov.hu/?oldal_id=379

9. Do you want to answer this section now or later?

Now

10. Does your country's higher education policy focus on promoting the flexible provision of higher education (e.g. changing the intensity of study programmes according to personal circumstance through part-time study, distance learning and e-learning)?

Yes

10.1. Please provide details of specific policy measures.

- Possibility of access to second-cycle programmes by complementary training (for students coming from a different field of training) - Possibility of shortening the standard training period depending on the student's qualification level, in teacher training (in the second cycle) - Possibility of obtaining credits via the recognition of work experience (higher education institutions deciding on a case-by-case basis, within the limits specified in their statutes and national legislation)

11. Does your country's policy on flexible provision of higher education contain a special focus linked to the goal of widening participation for underrepresented groups?

No

11.1. Please explain how higher education policy aims to attain this goal.

12. Are there regulations or other policy measures regarding the relationship between employers and higher education institutions in fostering flexible learning?

No

13. Please provide details of these measures.

14. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification) and, if possible, provide approximate percentages of students entering through this route in parenthesis (). If less than five main routes exist, please write "n/a" in the remaining fields.

Route 1: = Entry with a secondary school leaving certificate

Route 2: = Entry with a secondary school leaving certificate and a vocational qualification

Route 3: = Entry with a higher education degree

Route 4: = n/a

Route 5: = n/a

15. Do higher education regulations and steering documents promote flexible entry to higher education, e.g. through alternative access routes?

No

15.1. Please briefly describe these measures.

16. PART-TIME STUDY

16.1. In your country, is there any official status other than full-time student?

Yes

16.1.1. If yes, what formal status does exist?

Courses may be offered, besides full-time training, in the framework of part-time training or distance learning courses. Part-time training may be provided in the framework of the training schedule associated with evening or correspondence training.

16.1.2. How do you define it?

The length of part-time training shall equal at least thirty but no more than fifty percent of the contact hours of full-time training. See also Question 87 [II.7.8].

16.1.3. What are the reasons for offering a different student status?

The availability of courses other than full-time is essentially intended to allow people active in the labour market to pursue higher education studies in parallel with their job-related tasks.

16.1.4. How are these students treated differently (e.g. fees, student support, etc.)?

Only full time students are entitled to needs-based student support described in I.3.3. (as defined in the Gov.Decree No. LI/2007 on the allocations to higher education students and the allowances to be paid by them).

16.1.5. Please describe the most common understanding/concept of part-time studies.

16.2. In your country, do you have an explicit policy to encourage part-time study provision by higher education institutions?

No

16.2.1. Please describe briefly the main elements and provide the source.

16.3. Which one of the following statements best describes the current situation in your country?

Higher education institutions have autonomy to decide, but most of them offer part-time studies

16.3.1. Please specify

17. RECOGNITION OF PRIOR LEARNING

17.1. In your country, is there a legislation regulating recognition of prior non-formal and informal learning?

No

17.1.1. How does your legislation in higher education define prior learning?

17.1.2. Do your steering documents in higher education define prior learning?

Yes

17.1.3. How do your steering documents in higher education define prior learning?

The concept is used in the Higher Education Act (Art. 58.) without an accompanying detailed definition.

17.2. In your country, apart from formal learning, what can be taken into account and recognised as prior learning in higher education?

- Prior non-formal learning (e.g. various non-certified courses)
- Prior informal learning (e.g. work experience)

17.3. Prior learning as defined by your steering documents can ...

- be used to gain admission to a higher education study programme
- be taken into account as partial fulfilment of a higher education study programme (e.g. to reduce the required amount of courses to be taken/credits to be gained)

17.4. Based on your steering documents or legislation, can applicants for higher education have prior non-formal or informal learning assessed and recognised?

Legislation expressly obliges higher education institutions to implement procedures for validation of non-formal and informal learning

17.5. If recognition of prior non-formal or informal learning is permitted by legislation but is not a right, is it:

Please choose..

17.6. What measures are in place to ensure that assessment of learning is based on reliable and valid evidence?

17.7. Is institutional practice in recognition of prior learning explicitly included in the quality assurance processes used to evaluate institutions and/or programmes?

No

17.8. Please provide any additional relevant comments for consideration regarding flexibility of higher education studies.

Ad Question 68 [II.6.1.2.]: "How do you define [any formal/official status other than full-time student]?" Due to a lack of space in the box above, we give our full answer here: according to the Higher Education Act, part-time training may be provided in the framework of the training schedule associated with evening or correspondence training. Except for postgraduate specialist training courses, the length of part-time training shall equal at least 30 but no more than 50 percent of the contact hours of full-time training. The length of postgraduate specialist training courses shall equal at least 20 but no more than 50 percent of the contact hours of full-time training. Courses offered in line with the training schedule of evening and correspondence training shall be provided on working days or, if appropriate, rest-days, in consideration of the timetable of the students concerned.

Part 2.2 BFUG Data Collection on student contributions and support

1. STUDENT FEES AND CONTRIBUTIONS

The focus of the questions is on students, and is not limited to full-time daytime students. Furthermore, all first and second cycle students are included. Third cycle students are excluded except when explicitly mentioned. Similarly, the focus is on home students or equivalent. International students are only included when explicitly mentioned.

1.1. Do you want to answer this section now or later?

2. In your country, does any higher education home student at a public higher education institution have to pay a fee of any kind?

Contributions to student unions are not included!

3. In which currency are contributions to higher education institutions and other study costs paid in your country?

Hungarian Forint (HUF)

4. In principle, which home students at public higher education institutions have to pay fees?

- During studies All students Specific groups of students No answer
- After studies All students Specific groups of students No answer

4.1. Which main exemptions to this principle exist in your country?

4.2. Which of the following criteria determine whether a student has to pay fees?

Need

As a rule, merit, i.e. academic results do not influence the amount to be paid, yet they can have an impact on the status (State-funded vs. fee-paying) of a limited number of students as national legislation stipulates that based on annual assessment at institutional level, the best-performing fee-paying students can be allocated the places of State-funded students who terminate their studies before completion, or whose status is changed to fee-paying due to their poor academic performance (upon criteria determined by national legislation and institutional statutes) or who continue their studies with a fee-paying status for any other reason.

Merit

Part-time/Full-time/Distance learning

Field of study

Students can be admitted to either State-funded or fee-paying training (in many cases this allows for the same programme being offered to students belonging to both categories). Students in fee-paying programmes need to pay a fee while the costs related to the studies of students admitted to State-funded programmes are covered from the State budget.

5. With regard to fees, are home students in the second cycle treated differently to those in the first cycle?

No

5.1. In principle, which second cycle students at public higher education institutions have to pay fees?

- During studies All students Specific groups of students No answer
After studies All students Specific groups of students No answer

5.2. What main exemptions to this principle exist in your country?

5.3. Which of the following criteria determine whether a student has to pay fees?

- Need
 Merit
 Part-time/Full-time/Distance learning
 Field of study

6. What is the minimum, maximum and most common amount of fees payable by home students in the first cycle? Please multiply any annual fees (including registration, tuition, administration, graduation and other fees) by the most common length of programmes in this cycle and add fees to be paid only once to that amount.

Minimum amount = 486 000 HUF

Maximum amount = 5 850 000 HUF

Most common amount = 720 000 HUF (estimation)

6.1. Which home students pay the minimum and the maximum amount in the first cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

Hungarian higher education institutions are authorized to define their tuition fees (above a certain minimum fixed nationally) for their fee-paying programmes. Tuition fees de facto vary according to subjects/fields of study: in the first cycle they are the lowest in teacher training and in certain subject of the humanities, and the highest in the field of arts.

6.2. Please provide the percentage of students paying the minimum and the maximum amount in the first cycle. If precise data are not available, please provide an estimate.

Minimum amount: 0,05 % of all students of the first cycle (incl. State-funded and fee-paying students), OR 0,13 % of fee-paying students of the first cycle
Maximum amount: 0,0004 % of all students of the first cycle (incl. State-funded and fee-paying students), OR 0,0017 % of fee-paying students of the first cycle

7. What is the minimum, maximum and most common amount of fees payable by home students in the second cycle? Please multiply any annual fees (including registration, tuition, administration, graduation and other fees) by the most common length of programmes in this cycle and add fees to be paid only once to that amount.

Minimum amount = 190 000 HUF

Maximum amount = 6 000 000 HUF

Most common amount = 720 000 HUF (estimation)

7.1. Which home students pay the *minimum* amount in the second cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

Hungarian higher education institutions are authorized to define their tuition fees (above a certain minimum fixed nationally) for their fee-paying programmes. Tuition fees de facto vary according to subjects/fields of study: in the second cycle they are the lowest in teacher training.

7.2. Which home students pay the *maximum* amount in the second cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

Hungarian higher education institutions are authorized to define their tuition fees (above a certain minimum fixed nationally) for their fee-paying programmes. Tuition fees de facto vary according to subjects/fields of study: they are the highest in the field of arts and in medical training (general medicine, dentistry, pharmacy).

7.3. Please provide the (approximate) percentage of students paying the minimum and the maximum amount in the second cycle. If precise data are not available, please provide an estimate.

Minimum amount (estimation): 0,009 % of all students (incl. State-funded and fee-paying students) of the second cycle (incl. second cycle programmes in and outside of the typical Bologna model), OR 0,028 % of fee-paying students of the second cycle (incl. programmes in and outside of the typical Bologna model) Maximum amount (estimation): 0,003 % of all students (incl. State-funded and fee-paying students) of the second cycle (incl. second cycle programmes in and outside of the typical Bologna model), OR 0,009 % of fee-paying students of the second cycle (incl. programmes in and outside of the typical Bologna model)

8. Concerning fees, are international students treated differently in your country from home students?

No

8.1. What is the minimum, maximum and most common amount of fees (including registration, tuition, administration and graduation fees) payable by international students in the first cycle?

Minimum amount =

Maximum amount =

Most common amount =

8.2. According to your country's steering documents, students from which countries are considered international students?

According to the Higher Education Act, the right to pursue studies in a higher education institution with a State-funded or fee-paying status under the conditions defined in the Act are granted for Hungarian citizens, persons having the right to free movement and residence, refugees, asylum-seekers, exiles, immigrants, and residents living in the territory of the Republic of Hungary, foreign nationals enjoying the same rights as Hungarian citizens on the basis of an international agreement, the nationals of countries where Hungarian citizens have recourse to the higher education services of the country based on the principle of reciprocity, and holders of the "Blue Card" (residence and work permit for highly skilled immigrants) of the European Union. Any person not falling into these categories can only pursue their studies with a fee-paying status. The same fees apply to home students and international students in fee-paying training.

9. Who defines the fee amounts for any student in the first cycle?

- Each higher education institution defines its own fees
- Higher education institutions can define their fees, but there are limits set by the central/regional authority
- Higher education institutions can define their fees, but they have to be approved by the central/regional authority
- Central/regional authority defines the value range of fees

Higher education institutions can define their fees, a lower limit is set in national legislation.

10. Who defines the fee amounts for any student in the second cycle?

- Each higher education institution defines its own fees
- Higher education institutions can define their fees, but there are limits set by the central/regional authority
- Higher education institutions can define their fees, but they have to be approved by the central/regional authority
- Central/regional authority defines the value range of fees

Higher education institutions can define their fees, a lower limit is set in national legislation.

11. Do students have to pay compulsory contributions to student unions/representations?

No

11.1. Please provide the payable amounts and explain differences between cycles and students, where they exist.

12. Do you want to answer this section now or later?

Now

12.1. Please identify the main focus of your country's student support system.

A combination of grants and loans for students

12.2. The following questions deal with public grants and loans separately. If there is a combined system of grants and loans in your country, please provide information about your system here. In this case, please still answer the questions on grants/scholarships and loans, keeping in mind the relevant parts of your combined system.

13. PUBLIC GRANTS AND SCHOLARSHIPS

13.1. Does any student receive public financial support in the form of grants and/or scholarships?

Yes, students of all cycles

As a general rule defined in legislation (Gov. Decree 51/2007), among students of all cycles, only full-time State-funded students (and a specific category of fee-paying students who had started their studies with a State-funded status and would be eligible for participation in State-funded training based on the number of semesters they have spent in higher education) are entitled to social benefits (need-based support).

13.2. Which first cycle students are eligible for grants and/or scholarships?

Specific groups of students

13.2.1. Which groups of students receive grants and/or scholarships?

- Need-based
- Merit-based
- Part-time/Full-time/Distance learning

Field of study

13.2.2. What percentage of first cycle students receives a grant and/or scholarship?

18

13.3. What is the minimum, maximum and most common value of grants/scholarships available to first cycle students in higher education?

Minimum = 29 000 HUF per semester for merit-based scholarship and 15 000 HUF per month per semester for the regular (monthly) welfare grant

Maximum = 480 000 HUF per semester for merit-based scholarship and 250 000 HUF per semester for the regular (monthly) welfare grant

Most common = No data available.

13.4. Which second cycle students are eligible to receive grants and/or scholarships?

Specific groups of second cycle students

13.4.1. Which groups of students receive grants and/or scholarships?

- Need
- Merit
- Part-time/Full-time/Distance learning
- Field of study

13.4.2. What percentage of second cycle students receives a grant and/or scholarship?

19

13.4.3. What is the minimum, maximum and most common value of grants/scholarships available to second cycle students in higher education?

Minimum: 29 000 HUF/15 000 HUF per semester; maximum: 480 000 HUF/250 000 HUF per semester; most common: no data available

13.5. What percentage of all students receives a grant and/or scholarship?

26

14. STUDENT LOANS

14.1. In your country, can any student take out publicly subsidised or guaranteed loans to cover their expenses of higher education studies?

Yes, students of all cycles

14.2. Are all first cycle students eligible to receive loans?

No

14.2.1. On what criteria are the groups of first cycle students eligible for loans differentiated?

- Need-based criteria
- Merit-based criteria
- Full-time, part-time, distant learners, etc.
- Field of studies
- Based on cycle the student is enrolled in

See our comment.

Students older than 40 years are not eligible to receive a student loan. Loans are only available for a determined period adjusted to the length of study programmes. While most State-subsidized and fee-paying students are both eligible for student loan, the maximum amount available for fee-paying students is higher.

14.2.2. What is the minimum, maximum and most common value of loans that first cycle students receive? Please provide the amount per year.

Minimum first cycle = 150 000 HUF

Most common first cycle = 400 000 HUF for State-funded students, 500 000 HUF for fee-paying students

Maximum first cycle = 400 000 HUF for State-funded students, 500 000 HUF for fee-paying students

14.2.3. Are all second cycle students eligible to receive loans?

No

14.2.4. On what criteria are the groups of second cycle students eligible for loans differentiated?

- Need-based criteria
- Merit-based criteria
- Full-time, part-time, distant learners, etc.
- Field of studies
- Based on cycle the student is enrolled in

See our comment.

Students older than 40 years are not eligible to receive a student loan. Loans are only available for a determined period adjusted to the length of the study programmes. While the most state-subsidized and fee-paying students are both eligible for student loan, the maximum amount available for fee-paying students is higher.

14.2.5. What is the minimum, maximum and most common value of loans that second cycle students receive? Please provide the amount per year.

Minimum second cycle = 150 000 HUF

Most common second cycle = 400 000 HUF for State-funded students, 500 000 HUF for fee-paying students

Maximum second cycle = 400 000 HUF for State-funded students, 500 000 for fee-paying students

14.3. If different types of loans exist in your country, please provide the details here.

14.4. What percentage of students takes out loans?

In the first cycle = 16.31

In the second cycle = 14.32

Of all students = 23.78

14.5. Are student loans publicly subsidised or guaranteed?

Yes

14.5.1. Please explain the form of this guarantee/subsidy.

There is state guarantee for the funds taken out by the (national) Student Loan Centre.

14.5.2. What conditions govern the cancellation or reduction of a state guaranteed/subsidised debt incurred by students after completion of their study period?

- Income too low
- Studies successfully completed on time
- Exceptional merit in studies
- Age or length of period in debt
- Disability
- Parenthood
- Death
- Early repayment of loan
- No debt cancellation
- No debt reduction

14.6. Please provide any additional relevant comments for consideration regarding your grants and loan system.

Comments on fees: IMPORTANT NOTE: In our reply to Question 5 [III.4] "In principle, which home students at public higher education institutions have to pay fees?", we marked that "Specific groups of students" have to pay fees after studies ONLY because this electronic questionnaire obliges us to choose one of the proposed answers in order to continue. The answer we were thus forced to give is NOT true, it is due to a technical problem inherent to the questionnaire. In reality, NO students had to pay fees after studies in the 2010-2011 reference year. In our answer to question 15 (III.7) we calculated the maximum amount to be

paid based on the highest fee per semester in the reference year, multiplying it by the number of semesters of the training programme in question, which is a 2-year second cycle programme within the “typical” Bologna structure as defined in this questionnaire . We note however that in the case of some non-typical, one-tier (10-12 semester long, 300-350 credit) programmes with somewhat lower fees per semester and with higher numbers of participating students, the total amount paid for the whole training can be higher (up to 13 554 000 HUF). Comments on grants/scholarships: Based on the current structure of the Hungarian grants/scholarship system in higher education (merit-based and need-based student support schemes are not integrated) and the according data collection (the numbers of students receiving particular types of grants/scholarships are collected separately, per category), we can not provide an OVERALL number of students receiving ANY kind of grant/scholarship. Therefore in questions IV.4.2. (“What percentage of first cycle students receives a grant and/or scholarship?”) and IV.5.2 (“What percentage of second cycle students receives a grant and/or a scholarship?”) we chose the type of scholarship that concerns the greatest number of students in higher education, i.e. the standard merit-based scholarship, and gave the percentage of students receiving this one in each cycle. In addition we note that in the 2010-2011 reference year, the percentage of students receiving the basic and most common type of need-based support (monthly welfare grant) was 12,9 % in the first cycle and 10,6 % in the second cycle (cycles within the “typical Bologna model”, see our answers in Part 1.1.). Comments on loans: Since 2009, students whose parents are job-seekers, orphaned students and motherless/fatherless students whose parent alive is a job-seeker are eligible for a higher maximum amount of student loan for a maximum of two semesters (50 000 HUF/month and 500 000 HUF/year for State-funded students, 60 000 HUF/month 600 000 HUF/year for fee-paying students). This rule applies to students of all cycles. Debt cancellation only applies to cases of disability where the deterioration of a borrower’s health condition is medically proven to be irreversible, without the possibility of rehabilitation. If facing financial difficulties, borrowers who having started their third payment year (at minimum) and who would be required to pay in monthly instalments adapted to their average monthly income from two years before can ask for a temporary (max. two-year long) reduction of their monthly instalment. Paying off can be suspended temporarily in case of giving birth, caring for a small child and (reversible) disability.

15. Do you want to answer this section now or later?

Now

16. Do any student's parents receive tax-related benefits (tax relief of any kind, which is not limited to income tax) for tertiary education expenses?

- 1st cycle Yes No No answer
- 2nd cycle Yes No No answer

17. Which students' parents are eligible to receive such non-tax based benefit?

Some

17.1. What are the criteria upon which eligibility is decided?

- Income of parents too low
- Income of student too low
- Age of student (child)
- Disability
- Parenthood of student (child)
- Other

17.1.1. Please specify.

Question 57 [V.2.1] "What are the criteria upon which eligibility is decided?" is not relevant for us since student's parents do not receive tax-related benefits (tax relief of any kind, which is not limited to income tax) for the tertiary education expenses of their children, as we indicated in our answer to Question 55 [V.1].

17.2. Are parents of students in the first or in the second cycle treated differently?

Please choose..

17.2.1. Please explain the difference.

18. Can the parents of any student enrolled at a higher education institution receive tax-based financial benefits (tax relief)?

Please choose..

19. What are the forms and values of the granted tax relief? The information you enter may be an absolute amount or a share of a person's taxable income expressed as percentage.

19.1. Is there a difference for parents whose children are first or second cycle students?

Please choose..

19.2. Please explain the difference.

20. Please provide any additional relevant comments for consideration regarding your benefits for students' parents (including guardians).

21. Do you want to answer this section now or later?

Now

22. Does any student receive tax-related benefits (tax relief of any kind, which is not limited to income tax) for tertiary education expenses?

1st cycle Yes No No answer

2nd cycle Yes No No answer

22.1. What are the criteria to determine who is eligible?

- They are enrolled as a student at a recognised higher education institution
- They are under a certain age (please specify)
- They have another particular civil status (e.g. married, parenthood, other)
- Income-dependent

23. In your country, do any forms of public non-cash student support exist?

1st cycle Yes No No answer

2nd cycle Yes No No answer

24. What forms of public non-cash student support exist?

Subsidised accommodation: 1st cycle

Subsidised accommodation: 2nd cycle

Subsidised health insurance: 1st cycle

Subsidised health insurance:2nd cycle

24.1. Please specify the details of existing subsidies.

Students eligible for student support can apply for subsidized accommodation in student dormitories. In all higher education institutions, dormitory places are allocated based on a combination of social criteria and academic performance.) The social insurance costs of home students are covered from the State budget (emergency services for all students, emergency and public health services for full-time students and international students studying in Hungary in the framework of an international agreement or holding a grant from the Minister responsible for education).

25. Who is eligible to receive such non-cash support?

- Subsidised accommodation All students Specific groups of students based on pre-defined criteria No answer
- Subsidised health insurance All students Specific groups of students based on pre-defined criteria No answer
- Other subsidies All students Specific groups of students based on pre-defined criteria No answer

25.1. What are the criteria to determine who is eligible?

- Income of parents too low
- Income of student too low
- Age of student
- Disability
- Parenthood of student

The allocation of subsidized accommodation (for students eligible for student support only) is based on social criteria (including those described in I.3.1.) and academic performance combined. Public health services are only financed from the State budget for full-time students. Only certain groups of international students are entitled to State-funded emergency and public health insurance.

25.2. Is there a difference in eligibility between first and second cycle students?

25.3. Please explain the difference.

This question is irrelevant with regard to our answer to Question 74 [VI.5.2] "Is there a difference in eligibility between first and second cycle students?", see above.

26. Please provide any additional relevant comments for consideration regarding public non-cash student support.

In our answer to Question 72 [VI.5] "Who is eligible to receive such non-cash support?", we marked that specific groups of students based on pre-defined criteria were eligible for other subsidies because the electronic questionnaire required a mark in that line too, in order to let us continue. We did not intend to describe any other subsidies.

27. Do you want to answer this section now or later?

28. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

- Student
- They hold an employment contract with a HEI

28.1. Please explain why you selected multiple options?

We did not select multiple options.

28.2. Are there differences between students of different subject areas?

No

28.3. Please explain the difference.

29. What are the main funding sources for candidates preparing a third cycle (PhD) qualification?

Scholarship for State-funded candidates within their official training period; income from employment in other cases. (This is an estimation; no regularly collected data is available).

30. Please explain any differences in the fees they are required to pay, compared to your answers for first and second cycle students, as well as differences in grants, loans and other support that may be provided.

Fees to be paid by students in fee-paying doctoral training are determined by higher education institutions. Full-time doctoral students are eligible for the regular welfare grant (need-based student support), the standard merit-based monthly scholarships and institutional scholarships. Contrary to first and second cycle students, doctoral students are not eligible for the Bursa Hungarica Scholarship Scheme and the Scholarship of the Republic of Hungary.

31. Please explain the nature of the contracts candidates preparing a PhD have with their higher education institution.

32. Please specify any fees third cycle candidates that are typically neither "fully student" nor "fully employee" have to pay, as well as any support that may be provided.

See our answer to Question 78 [VII.1] "What is the typical status of a candidate preparing a third cycle (PhD) qualification?".

33. Please provide any additional relevant comments for consideration regarding your doctoral education.

Questionnaire on student and staff mobility

A Preliminary remarks

In the Leuven/Louvain-la-Neuve Communiqué, the European Ministers responsible for higher education agreed that “mobility shall be the hallmark of the European Higher Education Area”. They called upon each country to increase mobility of students, , to ensure its high quality and to diversify its types and scope. At least 20% of those graduating in the European Higher Education Area should have had a study or training period abroad in 2020”. They also called for mobility of teachers, early-stage researchers and staff. At the same time, the Ministers underlined the importance of more balanced mobility across the European Higher Education Area. The findings of the Bologna Process Independent Assessment which were presented on the occasion of Bologna Ministerial Anniversary Conference in Budapest/Vienna on 11/12 March 2010 again underlined the need for action to enhance and better balance student and staff mobility.

This questionnaire on mobility is part of the general questionnaire used to collect information for the 2012 integrated implementation report. To give the BFUG Working Group on Mobility sufficient time and the necessary material to fulfil its terms of reference of drafting a European Higher Education Area Strategy for Mobility to be decided by the Ministers in 2012, the questions on mobility are being asked a few months earlier than the questions on the other themes. However, when the general questionnaire is sent out in early 2011, each country will have the opportunity to update its responses to the mobility questions should any significant changes have occurred.

When completing this questionnaire, please pay particular attention to the following two points:

- Information provided in this questionnaire should be supported by references whenever they are available. Please include the title and internet links, where available, for all publications and texts (national policy documents, national and/or international empirical surveys etc) which you have used to provide your responses to the specific questions.
- When providing a response for your country, please be aware that different stakeholders in the higher education system may have varying opinions or experience with regard to the issue at hand. Please make every effort to consult with stakeholders before finalising your answers to ensure that a balanced and consensual response is provided.

Please return this questionnaire to the Bologna Secretariat until 30 September, 2010 at the latest. If you have any queries on the questionnaire, please contact: secretariat@ehea.info.

B Details on the completion of the questionnaire

B.1. Who contributed to the completion of this report? Please provide the names and functions.

B.1.a Government representatives

László Dux, Deputy State Secretary for Higher Education, Ministry of National Resources

Béla Kardon, Head of the Department of Scientific Affairs, Ministry of National Resources

Katalin Törökné Szilágyi, Head of the Department of International Affairs, Ministry of National Resources

Gábor Mészáros, Head of the Hungarian Equivalence and Information Centre

László Csekei, BFUG member, Secretary of the Hungarian Bologna Board

Katalin Rádli, Deputy Head of Higher Education Department, Ministry of National Resources

B.1.b Stakeholder representatives

Ernő Keszei, Chair of the Hungarian Bologna Board

Éva Sándorné Kriszt, President of the Hungarian Rectors' Conference

György Bazsa, President of the Hungarian Accreditation Committee

Péter Kabai, Member of the Hungarian Bologna Board (teaching staff)

(Every Bologna stakeholder group was asked to fill in.)

B.1.c Other contributors

Katalin Kurucz, Head of Unit for Higher Education and RTD programmes, Tempus Public Foundation (LLP National Agency)

C National strategies and action plans

The following questions look at national quantitative targets and at policies aiming to foster mobility.

C.1. Does your country have national strategies or action plans to foster mobility?

Yes

No → please continue with section C.6.

C.1.a If yes, please provide a reference.

C.1.b If yes, when was the national strategy or action plan adopted, and when was the most recent revision?

Adopted:

Most recent revision:

C.2. Does the strategy include national quantitative targets for the different forms of student mobility in higher education?

Please specify the target, including the date, in the appropriate box (e.g. 20% by 2020).

	All forms of mobility	Credit mobility ¹	Degree mobility ²
Inbound			
Outbound			
No target			

C.2.a Please provide a reference for the target.

C.2.b Are these targets the same for students in all cycles or are there differences?

Same

Differences

¹ Mobility to a different country in the context of a programme in the home institution for which credits are awarded

² Mobility for an entire degree programme

C.2.b.i If there are differences according to the degree cycle, please specify.

C.3. Does your country's national strategy/action plan include staff mobility in higher education?

Yes

No

C.3.a If yes, does it include quantitative targets for staff mobility?

Yes

No

C.3.a.i If yes, please specify

C.4. Does your national strategy/action plan prioritise particular geographic regions for student and/or staff mobility?

Yes

No

C.4.a If yes, please complete the following table by ticking the boxes where applicable.

Priority Region	Incoming students	Outgoing students	Incoming staff	Outgoing staff
EHEA				
USA/Canada				
Latin America				
Australia, New Zealand				
Middle East				
Africa				
Asia				
Other (please specify)				

C.4.b If you have regional priorities, please give reasons.

C.5. Does your country monitor the impact of your national strategy or action plan?

Yes

No

C.5.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

C.6. Are there, in your country, any strategies or programmes below the national level (e.g. regional, institutional) to foster mobility?

Yes

No

C.6.a If yes, please explain and/or give examples.

Institutional level mobility strategies exist at some HEIs (e.g. University of Pécs, website: <http://english.pte.hu/menu/35/21>). Also, most universities and colleges have Erasmus agreements. A huge number of the Hungarian HEI-s are taking part in bi- and multilateral partner programmes with foreign HEIs.

C.7. Can national students who study in a higher education institution in another country receive a grant/scholarship under the same conditions as students studying in the country?

Yes, for degree mobility

Yes, for credit mobility

Yes, for both

No

C.7.a If yes, do the following restrictions apply?

	Degree mobility	Credit mobility
Grants/scholarships are restricted to specific countries (if so, please specify which countries, e.g. EU member states, EHEA countries, other countries/world regions)		
Grants/scholarships are restricted to specific programmes (if so, please specify)		
Other restrictions apply (please specify)		
No restrictions apply		

C.8. Has your country implemented any of the following financial support measures to foster student mobility?

Measure	Credit mobility	Degree mobility
loans for incoming students	national student loan system	national student loan system
grants/scholarships for incoming students	Ceepus programme Bilateral agreements between governments for student mobility	
Loans for outgoing students	national student loan system	national student loan system
Grants/scholarships for outgoing students	LLP community programmes Ceepus programme Bilateral agreements between governments for student mobility Possibility of grant from the home institution	
Other: (please specify)	Student card see C9.	Student card see C9.

C.9. Has your country implemented other support measures or programmes to foster student mobility? (Measures may include, but are not restricted to, accommodation/transport subsidies for international students, improvements in recognition practice, exchange programmes, targeted guidance services etc.)

All students enrolled in Hungarian higher education institutions can get a student card (included foreign students, too). If you hold a student card, you can access a number of services and discounts. Some higher education institutions require the card for entering their premises or the dormitory, and it is needed for using the library services with a discount or free of charge. Discounts are also available in the sports facilities if you hold a student card. The kinds of services for which the student card must be presented vary by institutions, but some discounts are centrally regulated and available for every student who holds a student card. Among these are various travel, cultural and commercial discounts.

As for the recognition of foreign qualifications and degrees, the academic recognition lies in the responsibility of HEIs, so it is a much easier procedure than the professional recognition.

Some Hungarian HEIs have tutoring and mentoring for foreign students.

Many Hungarian HEIs maintain and finance bilateral mobility programmes (beyond the LLP) with partner HEI-s in Europe and in other continents.

D Identifying and removing obstacles to mobility

D.1. Has your higher education policy been informed by any surveys or research that have considered obstacles to student mobility?

Yes

No

D.1.a If yes, please provide references to those surveys and/or research that have influenced your policy on mobility?

In 2008 and 2009, 3 surveys have been conducted in the framework of the Bologna Promoters' network in Hungary. The 3 themes are:

- 1) Student services at Hungarian universities
- 2) Internationalisation in Hungarian higher education
- 3) The use of learning outcomes in Hungarian higher education

The preliminary results of these surveys have been published by Tempus Public Foundation (the LLP national agency). The publications are available at http://www.tpf.hu/pages/content/index.php?page_id=726 (under the name of "Bologna füzetek").

D.2. In this context, please rank the three most important obstacles to incoming and outgoing student mobility addressed in national programmes and measures? (Most important = 1, second most important = 2, and third most important = 3)

Obstacles to student mobility	Incoming mobility	Outgoing mobility
Funding		1
Recognition	3	2
Language	1	
Curriculum/Study organisation		3
Legal issues		
Motivating and informing students	2	
Other, please specify:		

D.3. Are at least some of the obstacles that you ranked above particularly important in specific study cycles?

Yes

No

D.3.a If yes, please specify.

“Curriculum/Study organisation” in the bachelor cycle in outgoing mobility is a most important issue – most first cycle programmes lack a “mobility window” so it is difficult to find a place for international mobility in a way that it be fully recognised by the sending university.

D.4. Are at least some of the obstacles that you ranked above particularly important in specific fields of studies?

Yes

No

D.4.a If yes, please specify.

D.5. Are the obstacles that you ranked above particularly relevant for credit mobility?

Yes

No

D.5.a If yes, please specify.

All of them are particularly relevant for credit mobility.

“Curriculum/Study organisation” in the bachelor cycle in outgoing mobility is a most important issue – most first cycle programmes lack a “mobility window” so it is difficult to find a place for international mobility in a way that it be fully recognised by the sending university.

D.6. Are the obstacles that you ranked above particularly important for degree mobility?

Yes

No

D.6.a If yes, please specify.

Lack of funding - both on national and family level.

D.7. What measures/programmes has your country implemented to tackle and remove the obstacles to student mobility that you mentioned?

The measures are not country-level, but were taken at the level of the Erasmus programme (this being the biggest mobility scheme in the country). Funding cannot be improved at the moment.

Recognition of credits gained during credit mobility is being closely monitored by the LLP National Agency. Also, the Ministry of Education and Culture (now: M. of National Resources) drew rectors’ attention to the institutions’ obligation of recognising credits from mobility in a letter at the end of 2009.

D.8. Has your country monitored the effects of these measures/programmes?

Yes

No

D.8.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

Recognition of credits gained during credit mobility is being closely monitored by the LLP National Agency. This area is one of the questions in the Final reports that have to be handed in to the LLP NA on the use of Erasmus funds; it is a recurrent question at monitoring visits by the NA to HEIs; problematic cases are being tackled (and with results) at the individual case's level.

D.9. Has your higher education policy been informed by any surveys or research that have considered obstacles to staff mobility?

Yes

No

D.9.a If yes, please provide references to those surveys or research that have influenced your policy on staff mobility?

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D.10. In this context, please rank the three most important obstacles to incoming and outgoing staff mobility? (Most important = 1, second most important = 2, and third most important = 3)

Obstacles to staff mobility	Incoming mobility	Outgoing mobility
Immigration restrictions		
Recognition issues		
Language issues	1	2
Incompatibility of pension and/or social security systems		
Legal issues		
Other, please specify:	1 - Hungary is less popular as a target country for staff, because of the language difficulties and relatively low net income	1 - Lack of information, funding and of free capacity of the teaching staff

D.11. What measures/programmes has your country implemented to tackle and remove the obstacles to staff mobility that you mentioned?

We are not aware of existing measures to improve language skills of staff – it is their personal responsibility.

Some steps have been taken to improve the popularity and attractiveness of Hungary as a target country (mostly information projects in Europe), but these should be wider in scope as they do not yet reach a sufficiently wide range of staff.

D.12. Has your country monitored the effects of these measures/programmes?

Yes

No

D.12.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

E Balanced student mobility flows

When looking at global and intra-European mobility flows, significant imbalances between continents, countries, regions and institutions become visible. In the Leuven/Louvain-la-Neuve Communiqué, the European Ministers therefore asked the BFUG to consider how balanced mobility could be achieved within the EHEA. With the 2009 Bologna Policy Forum Statement, Ministers from across the world declared that they “advocate a balanced exchange of teachers, researchers and students between [their] countries and promote fair and fruitful ‘brain circulation’”.

The following questions aim at collecting information on the understanding of the term “balanced mobility and on national strategies and measures to achieve more balanced mobility.

E.1. Which of the following situations for student mobility applies to your country?

	Total mobility	Credit mobility	Degree mobility
more incoming than outgoing students	no	no	no
more outgoing than incoming students	yes	yes	yes
approximately the same number of incoming and outgoing students	no	no	no
No information available	no	no	no

E.1.a What is the statistical source for this information? Please supply statistical data.

Credit mobility: Erasmus programme

☐ Outgoing Erasmus students per year and per target country on the site of the Hungarian LLP NA:
http://www.tpf.hu/upload/docs/LLP/Erasmus/Statisztikak/kiutazo_hallgatok_celorszagonkent98_2008.pdf

☐ Student mobility stats in 2008/09 on the site of the European Commission
<http://ec.europa.eu/education/erasmus/doc/stat/table109.pdf>

Degree mobility: Statistical Yearbook of Education
http://www.nefmi.gov.hu/letolt/statisztika/okt_evkonyv_2009_2010_100907.pdf

E.2. Is the situation described above regarded as balanced mobility?

Yes

No

E.2.a Please explain and include a definition of “balanced mobility” as it is used in your country.

Mobility is balanced if approximately the same number of students arrive in Hungary as go abroad to study. This approach also applies to credit mobility and degree mobility.

E.3. Does your country have significant imbalances of student mobility flows with particular countries or regions?

Yes

No

E.3.a If yes, with which countries or regions are mobility flows most imbalanced?

Although we have no relevant and reliable statistics on outgoing students in degree mobility, there seems to be an East-West slope in the field of mobility in general: we can say, that we have more outgoing students to Western Europe and more incoming from Eastern Europe.

E.4. Does your mobility strategy/action plan for higher education address the issues of balance of student mobility flows?

Yes

No

E.4.a If yes, what are the main concerns addressed?

E.4.b If yes, which measures have been undertaken to address these concerns regarding the balance of student mobility flows?

Space for Comments:

Errata Annex

5. 1. Please provide the (approximate) percentages of first cycle study programmes across the following categories: *

Total of all entries must not exceed 100

Please write your answer(s) here:

- **180 ECTS : 60 %**
- **240 ECTS : 6 %**
- **Other number of ECTS : 34 %**

In the original questionnaire the 240 ECTS and the other number ECTS was mixed.
The correct numbers are the ones provided now. Numbers are taken from the Annex 1 of the Governmental Decree no. 289/2005. (issued on the 22 December 2005).