

Strengthening self-evaluation for training providers / VET Quality Management System

POLICY DEVELOPMENT

PRACTICAL MEASURE/INITIATIVE

 HUNGARY

Timeline

2017 Implementation	2018 Implementation	2019 Implementation
2020 Implementation	2021 Implementation	2022 Implementation
2023 Implementation	2024 Implementation	

ID number 28697

Description

The National Office of Vocational Education and Training and Adult Learning (NOVETAL), which is also the quality assurance national reference point (QANRP), used Erasmus+ funding to set up a national EQAVET expert network to strengthen the culture of quality assurance in VET and to cooperate with QANRPs from other countries to share experiences in workshops and peer learning activities. The national EQAVET expert network consists of four to six members, including representatives of the Ministry of National Economy (Ministry of Innovation and Technology as of April 2018 and Ministry of Culture and Innovation as of 2022), the Hungarian Chamber of Industry and Commerce, VET providers and the NRP, as well as individual experts in QA in VET.

The 24/2017 EMMI (Ministry of Human Resources) Decree of 3 October 2017 specifies that from the beginning of the academic year 2018-2019 '*revision tools established in the European Quality Assurance in Vocational Education and Training (EQAVET) reference framework, must be used during the verification process of the pedagogical and occupational skills in VET schools*'. In the first semester of 2018, existing school inspectorate evaluation frameworks and related self-evaluation frameworks were complemented with EQAVET + indicative descriptors and indicators interpreted at an institutional level. In the same year, a methodology handbook of self-evaluation for VET institutions was approved by the Minister for Human Capacities. VET institutions started to adapt to the provisions of this handbook.

Until the 1st of January 2020, the Educational Authority (Oktatási Hivatal) has been carrying out an annual plan to ensure that IVET institutions undergo a self-evaluation in the given year. The self-evaluation is included in the verification process of the pedagogical and occupational programme of VET schools and the Educational Authority provided an [online self-evaluation handbook](#) [64].

According to the Act on VET, training providers have to operate a Quality Management System, and as a part of it they have to perform self-evaluation. It applies only to Technicums (*Technikum*) and VET Schools (*Szakképző Iskola*), but not public general education institutions, as they are regulated separately since the 1st of January 2020.

When the Act LXXX of 2019 on VET became effective, a new, *VET specific* Handbook of self-evaluation for VET institutions was developed which has been effective since 1 January 2022.

In line with the QMS requirements of the VET institutions, the quality management system of dual VET providers consists of quality policy, comprehensive self-evaluation and - based on the results - correction and improvement activities.

After the Act LXXX of 2019 on VET became effective national level career tracking system (*pályakövetés*) for graduates of VET became also a part of the EQAVET-based quality assurance system. The VET Act appointed the National Office for Vocational Education Training and Adult Learning (*NSZFH*) to operate the career tracking system. The recommended methodology in IVET schools was finished in March 2019 to introduce the institutional level career tracking system.

Before 2020 VET institutions regularly collected data on the career development and career progression of graduates as the ten EQAVET indicators have been introduced into Hungarian VET quality assurance management. Data collection on placement rates in VET programmes (indicator five) and utilisation of acquired skills at the workplace (indicator six) were required so schools had short-term feedbacks on whether their graduates are placed in the labour market, further education (including tertiary education) or other training programmes and whether graduates and their employers are satisfied with the acquired skills and competences.

2017 Implementation

2018 Implementation

2019 Implementation

2020 Implementation

A national VET tracking system is under development within the framework of the project Improving the quality and content of 21st century vocational training and adult education (GINOP - 6.2.4).

Following the adoption of the Act on VET LXXX in 2019, the Educational Authority did not make a verification plan for the self-assessment of IVET institutions in 2020. According to the provisions of the new act, VET institutions have to develop a comprehensive institutional quality management system (QMS) by 31 August 2022. In terms of quality assurance, its envisaged elements of the VET institutions include:

- (a) self-assessment of VET institutions and school leaders every two years;
- (b) evaluation of VET teachers every three years;
- (c) external evaluation, under the responsibility of IKK Innovative Training Support Centre, every four years.

In 2020, an evaluation system of VET teachers was elaborated and used to differentiate their salary increases. The criteria for the new assessment of VET teachers were created based on the EQAVET. The assessment of VET teachers and their differentiated and objective evaluation was made by the directors of the VET institutions. The exact amount of the pay rise in 2020 was determined individually. The new system is performance-based and applied to almost 32 000 people working in IVET and adult education. The rise was differentiated. The directors of the IVET institutions evaluated the work quality of their employees based on 10 criteria. The evaluation criteria included job evaluation and assessment of professional competences. The elements of the job evaluation were qualifications, professional experience and the labour market value. For instance, knowledge of foreign languages was taken into account as an advantage when assessing qualifications. In addition to the duration of time worked as a teacher, relevant labour market experience and international professional experience were also taken into account in the professional experience. The following professional competences were assessed; the professionalism of the trainers, the use of modern methodologies relevant to vocational education and training, the planning of their pedagogical work (e.g. whether

they take into account the needs and abilities of learners in their planning, whether they incorporate digital teaching methods and tools in their activities), their pedagogical evaluation, their cooperation with other trainers, parents and dual partners, their activities in personal development, in team leadership, in learning support, their innovation and professional commitment. Participation in teaching material development and students' performance in examinations, competitions and competency tests were also assessed.

The implementation of the career tracking system in VET is a continuing procedure; the most important elements have already been created: the Adult training reporting system (FAR) and the VET information system (SZIR) modules within the Public Education Registration and Study Information System (NEPTUN-KRETA). A career tracking system in adult training has been elaborated and is expected to be introduced in 2021.

2021 Implementation

In 2021, the development of an independent quality management system for vocational education and training, which has been separated from public education, was launched. The result of this development are the system elements described in the Self-assessment Handbook for Vocational Education and Training Institutions, which entered into force in January 2022, and the methodological guidelines for quality management system development of vocational education and training institutions.

According to the Act LXXX. 82. § (1), business organisations may participate in vocational education and training as a dual training partner in cooperation with vocational education and training institutions, if they operate a quality management system in line with that of the vocational education and training institution or at least meet the quality requirements set out in the criteria developed by the Chamber of Commerce and Industry. The Hungarian Chamber of Commerce and Industry therefore developed these criteria for the year 2021.

2022 Implementation

VET institutions, regardless of their maintainer developed their QMS (*Minőségirányítási Rendszer MIR*) by 31 August 2022 with the methodological support of the Ministry of Innovation and Technology. Dual VET providers also revised their quality management approach by 31 August 2022.

The description of the *MIR* of the institution had to be prepared by the director, submitted to the teaching body and the training council for their opinion and approved by the maintainer (within 30 days after the submission).

IVET institutions under the quality policy:

- (a) define the mission and vision of the IVET institution and adopt a strategy to ensure and improve the quality of VET;
- (b) set quality objectives to ensure and improve the quality of VET provision;
- (c) develop an evaluation system for VET teachers based on the basis of a methodological proposal issued by the Minister responsible for VET.

Sustainability is based on a well prepared and operational *MIR* specification. It needs to be kept operational during the biennial self-evaluation cycles and in preparation for external evaluation. Consistent and systematic application of the EQAVET quality assurance and quality development cycle, closing the quality loop, implementing improvements are necessary to ensure that the data provided by quality assurance activities - internal and external measurements, audits and evaluations - are fed back into the planning process and used by institutions to improve and develop VET, professional-pedagogical work and institutional operations.

The start of the two-year institutional self-evaluation cycle is 1 September 2022. Within the evaluation cycle, the following is assessed:

- (a) the achievement of strategic and quality objectives (e.g. whether the institution's professional programme enables learners to achieve learning outcomes and to participate actively in the learning process);
- (b) the regulated processes;
- (c) the annual evolution of indicators (elements supporting self-evaluation). There are 24 mandatory indicators which can be identified from existing electronic databases, data services, e.g. Kréta system);
- (d) results of the partner needs and satisfaction survey (whether the institution consults relevant partners to identify local labour market and individual training needs);
- (e) the action plan and the effectiveness of its implementation.

The merged Self-evaluation guide effective as of 1 January 2022 contains the set of evaluation criteria, the indicator system, the processes to be regulated, the measurement tools, the work templates and the proposed procedure and methodology for VET institution self-evaluation conducted every two years. The VET institutions analyse the results of self-evaluation, identify strengths and points that need improvement, elaborate action plans and implement improvement actions. It also includes the institutional criteria and the evaluation criteria for the director of the institution.

The guide is available on the website of IKK Zrt.

Self-evaluation and external evaluation are carried out on the basis of the same set of criteria, expectations and respective indicators. External evaluation is carried out by the IKK Innovative Training Support Centre Ltd.

2023 Implementation

By 31 August 2022, VET schools were required to develop their own quality management systems based on the self-evaluation manual. In 2023, they conducted the first performance-based evaluations of VET teachers - based on VET schools' QMSs - in line with the methodological recommendations. The 2024 salary increase was based on the performance-based evaluation of VET teachers conducted in May-June 2023.

2024 Implementation

By July 2024, VET schools and their heads completed a self-evaluation process based on evidence such as stakeholder needs (e.g. employer feedback), satisfaction survey results, and VET indicators. This provided school management and the governing VET centres (maintainers) with a comprehensive overview of the functioning and performance of VET schools.

Based on the self-evaluation results, VET schools launched intervention and development activities from 1 September 2024. Their effectiveness and efficiency will be continuously monitored by the schools and assessed during the next self-evaluation, which will take place within two years. Additionally, an external evaluation of the quality management system will be conducted at least once every four years.

IKK Innovative Training Support Centre, the designated state administrative body for VET, is responsible for the external audit of quality management systems. Methodological and IT developments related to this process began in 2024 as part of the GINOP Plus-5.2.2-23 Priority Project on Quality Improvement and the Expansion of Continuing Education in VET.

Bodies responsible

- National Office for Vocational Education and Training and Adult Learning (NOVETAL)
- IKK Innovative Training Support Center (IKK Nonprofit Plc.)

Target group

Education professionals

Teachers
Trainers
School leaders
Adult educators

Entities providing VET

VET providers (all kinds)

Thematic categories

Governance of VET and lifelong learning

Further developing national quality assurance systems
Establishing and developing skills intelligence systems

European priorities in VET

VET Recommendation

VET underpinned by a culture of quality assurance

Subsystem

IVET

Further reading

[Methodology guidance for the assessment of VET teachers and instructors](#)

[Katalin Molnar, Performing self-evaluation in VET institutions using the EQAVET framework, EPALE](#)

[Tibor Kralik, EQAVET in Hungarian formal VET, EPALE](#)

[Molnárné Stadler, Katalin. Institutional-level career tracking methodology in school-based vocational education. Opus et Educatio, \[S.l.\], v. 6, n. 3 October 2019. ISSN 2064-9908](#)

[Self-assessment manual for general education](#)

[Handbook of self-evaluation for VET institutions](#)

[Online self-evaluation handbook](#)

[Call for proposal:](#)

Related policy developments

2024 Implementation

Public Education Registration and Study Information System (NEPTUN-KRETA)

The provisions of the Act on National Public Education CXC of 2011 allowed electronic filing and storage of school documents.

 HUNGARY

Type of development

Regulation/Legislation

Subsystem

IVET CVET

2024 Implementation

VET teacher initial and continuing training requirements and career opportunities

The Ministry responsible for VET outlined its priorities in the decree, VET in the service of the economy, which was approved by the Government in February 2015.

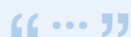
 HUNGARY

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Subsystem

IVET CVET



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<https://www.cedefop.europa.eu/en/tools/timeline-vet-policies-europe/search/28697>