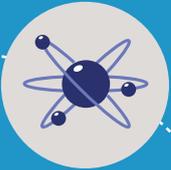
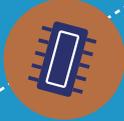




Progress since the 2015 Referencing Report:

Implementation of the Hungarian Qualifications Framework and the use of learning outcomes, 2015–2020



Authors: Derényi András – Farkas Éva – Ütőné Visi Judit
Commissioned by the Educational Authority

© Educational Authority

Co-funded by the European Union in the frame of EUROPEAN QUALIFICATIONS
FRAMEWORK NATIONAL COORDINATION POINT 2018-2020; VS/2018/0269 project.

Manuscript closed: 30 June 2020
Updated by the editor: 25 November 2020

Table of Contents

Introduction	3
Summary statements	4
1. The Hungarian Qualifications Framework	4
2. Application of learning outcomes	5
3. Validation	7
Sectoral implementation of the HuQF and the use of learning outcomes between 2015 and 2020	8
1. Public education	8
<i>1.1. Process and steps of implementation</i>	8
<i>1.2. Impacts of the HuQF and the use of learning outcomes on the planning, functioning and validation of qualifications</i>	8
<i>1.3. Administrative steps</i>	9
<i>1.4. Related training</i>	10
<i>1.5. Related events, forums and conferences</i>	12
2. Vocational education and training	13
<i>2.1. Process and steps of implementation</i>	13
<i>2.2. Impacts of the HuQF and the use of learning outcomes on the planning, functioning and validation of qualifications</i>	16
<i>2.3. The impact of learning outcomes on validation</i>	20
<i>2.4. Related training</i>	21
3. Higher education	23
<i>3.1. Process and steps of implementation</i>	23
<i>3.2. Impacts of the HuQF and the use of learning outcomes on the planning, functioning and validation of qualifications</i>	27
<i>3.3. Trainings, projects, events and conferences</i>	28
4. Adult education	30
<i>4.1. Process and steps of implementation</i>	30
<i>4.2. Impacts of the HuQF and the use of learning outcomes on the planning, functioning and validation of qualifications</i>	31
5. Beyond the educational sector	35
Conclusions	36
Bibliography	37
Legislation	39
Guidance documents and other aids	40
Annexes	42
Annex 1: EQF and HuQF levels of qualifications available in Hungary, 2020	42

Introduction

The first phase of the development process related to the Hungarian Qualifications Framework (HuQF) reached an important milestone when, on 3 February 2015, the European Qualifications Framework Advisory Group (EQF AG) accepted the report on referencing the HuQF to the EQF.¹

Significant development work ensued in the subsectors of the education system. The HuQF levels of the qualifications appeared in legislation pertaining to education, and the use of learning outcomes has become increasingly dominant in the regulation of certificates and diplomas. Learning outcomes appeared first in educational requirements of higher education degrees, then also in certificates of public and vocational education.

However, the administrative steps introducing the HuQF and outcomes-based training development in higher education (HE) and vocational education and training (VET) has not had a pregnant impact on the quality of programmes and teaching-learning processes as yet.

This report presents the developments and results achieved in the 2015-2020 period in the implementation of the HuQF, the use of learning outcomes, and validation in public education, VET, HE, and adult education (AE). The report is sector-oriented, for the practical reason that for the time being it is within the education system that the HuQF exists and can be interpreted. Qualifications obtained in the context of formal education and training from primary through secondary to tertiary education were the first to be linked to the HuQF. Legislation on the PhD/DLA level of the HuQF was promulgated in 2016. Qualifications acquired in AE were also linked to the HuQF, but linking the outcomes of labour market-based education and training and informal learning to the system requires further development.

This publication reflects the views only of the authors. The European Commission cannot be held responsible for any use which may be made of information contained therein.

¹ *Referencing and Self-certification Report of the Hungarian Qualifications Framework to the EQF and to the QF-EHEA*. EQF National Coordination Point, Educational Authority, 2015.
https://www.oktatas.hu/pub_bin/download/LLL/HuQF/HuQF_referencing_report.pdf

Summary statements

1. The Hungarian Qualifications Framework

Hungary has its own qualifications framework (HuQF) comprising qualifications awarded in Hungary at all levels from public education through higher education to adult learning including VET and doctoral education. The Government adopted the HuQF by Government Decision 1229/2012 (6 July) as act of establishment. No specific comprehensive legislation was passed on the HuQF; rules on certain elements of its operation appear in different sectoral laws and decrees. At the same time, every law regulating various subsystems of education is related to the HuQF one way or another, and different educational agencies link and assign different qualification types to HuQF levels. Outside education, however, the HuQF is not yet present.

School qualifications were the first to be connected to the HuQF. Qualifications acquired in public education were linked to the four lower HuQF levels, while higher level vocational qualifications obtained in the context of HE, as well as bachelor's, master's and doctoral (PhD and DLA) degrees were assigned to the top four HuQF levels. Linking school qualifications to the HuQF was followed, in 2015, by linking the qualifications recognised by the State and listed in the National Vocational Qualifications Register (NVQR). Vocational qualifications acquired in AE were linked in 2016. The HuQF level has been indicated in secondary school leaving certificates and HE diplomas since 2017, in vocational qualification certificates since 2019. Certificates of qualifications obtained in AE do not contain HuQF level notation.

Implementation of the HuQF progressed through the following steps:

1. Government Decree 100/1997 (13 June) on the issuing of the rules of upper secondary examination sets out that the secondary school leaving certificate is proof of EQF level 4 and HuQF level 4 qualification.
2. In vocational education, indication of the HuQF level of State-recognised programmes listed in the NVQR (Government Decree 150/2012) was mandated in 2016, and certificates have included the HuQF levels since 2019. The new register of vocational qualifications effective since September 2020 (Government Decree 12/2020) also contains the HuQF levels of qualifications.
3. Even before the drafting of the Referencing Report, the provision to include the EQF and HuQF levels in diplomas was added to the Higher Education Act. The decree on implementation mandates the entry of these data in the education information system as of the autumn of 2015.
4. In higher education, Government Decree 139/2015 on the register of qualifications acquired in higher education and on the admission of new qualifications in the register determines the EQF and HuQF levels of qualifications, which have been included in diplomas and certificates since 2017.
5. The HuQF classification of doctoral programmes was legislated in 2016. Government Decree 387/2012 on doctoral education provides for the doctoral school to draft an

“education and training plan in harmony with level 8 of the Hungarian Qualifications Framework” as part of the programme documentation.

6. Act LXXVII of 2013 on Adult Education already set out the obligation to include determination of the EQF compatible HuQF levels of qualification acquired in the context of AE. Linking of AE programmes with the HuQF took place in 2016.

Additional tasks include the definition and placement of the HuQF in the Hungarian qualification system. The methodological rules of classification to levels should be developed, together with monitoring and quality control mechanisms to clarify the methodology of linking organisations and qualifications to HuQF levels.

2. Application of learning outcomes

The introduction of the HuQF gave a boost to the use of learning outcomes in the design and development of educational programs. Hungary uses the concept of learning outcomes in accordance with the interpretation in the Recommendation of the Council of the European Union (2017). Learning outcomes are statements that describe the knowledge and skills and the application of the knowledge, skills and attitudes a person has acquired and is able to demonstrate as a result of learning, irrespective of where, how and when these competences have been mastered. Learning outcomes are defined by knowledge, skills, attitudes, autonomy and responsibility fitted to the HuQF. However, the expressions *learning outcomes* does not feature in any of the education laws as a definition or by reference. Therefore, usage of the concept relies mainly on the “consensus” of educational professionals involved in the development of the HuQF.

There has been no broad professional consultation on whether the learning outcomes of qualification criteria should be understood as minimum, optimal or threshold level. Such coordination should be conducted by the professional communities within the particular education subsystem. Learning outcomes-based development of qualifications has been embraced in HE and VET on a systemic basis. While crucial, setting up learning outcomes-based criteria is only the first step in the development process. Developing better structured and more carefully conceived and designed learning outcomes-based curricula, school subjects and courses will not result in improving the quality of classroom work and the learning process *per se*, but only if the stakeholders of the education system understand the sense in, and way of, applying learning outcomes and they also endorse and represent this approach. This calls for retuning old routines, revamping curricula, rethinking previous methodology and teaching tools, development of assessment and measuring forms and methods – on the whole, changing our perception of teaching and learning. At present, one of the most important things to do is for heads of institutions, curriculum developers and teachers to understand the essence of the use of learning outcomes, the potentials and methods of its application, and to enable them to use the approach effectively in their daily work, putting it in the service of quality enhancement.

The process of implementing the use of learning outcomes:

1. In higher education, the use of learning outcomes appeared as early as 2006 (i.e. before the 2008 adoption of the EQF), taking over the Dublin descriptors in education and outcome requirements. The most recent revamping of the output criteria of HE short-cycle, bachelor and master qualifications on line with the HuQF started in the summer of 2015. The year-long development process was concluded in August 2016 by the publication of Decree 18/2016 of the Minister of Human Capacities on HE qualifications and on related education and outcome requirements. Underscoring the outcomes-based approach, the new education and outcome requirements gives greater prominence to HuQF-linked learning outcomes in determining the qualification criteria of HE short-cycle and tertiary degrees. Announced in 2016, education and outcome requirements were phased in HE short-cycle as well as bachelor and master level education from September 2017.
2. The new National Core Curriculum published in early 2020 and the framework curricula building on it also took a significant step towards the use of learning outcomes. The general provisions of the National Core Curriculum mention the concept of learning outcomes, and they feature prominently in the description of fields of knowledge in the core curricula of the particular subjects.
3. The use of learning outcomes appeared in VET by the introduction of Act LXXX of 2019. The training and outcome requirements of trades that can be mastered in the context of VET, and the programme requirements determine the outcome of a particular qualification in terms of learning outcomes. The new curricula will be phased in starting from September 2020. In VET programme plans have been developed centrally to fit the training and outcome requirements. Their contents and process regulation have an impact on programme organisation.
4. In adult education, since 2014 the outcome requirements of programmes must be determined in terms of learning outcomes. However, the programmes developed along programme requirements are not learning outcomes-based and the learner- centred approach has not gained ground in AE practice.

Although there has been progress in the application of learning outcomes continued incentives and policy coordination are necessary for learning outcomes to achieve a systemic effect on the process and quality of programs, teaching and learning. The dual approach conspicuous in documents regulating qualifications (i.e. a dominance of input, content and process regulation besides outcomes) does not help the propagation of the approach or its institutional application. Another obstacle is that despite an interest and, in many cases, openness to output-oriented organisation of teaching and learning the change in (adult) education culture necessary for the spread of the approach has not taken place as yet.

3. Validation

The precondition for validating learning outcomes achieved in a non-formal educational environment is that the qualification and training standards should be based on learning outcomes. Therefore, it is logical to suppose that learning outcomes-based curricula will have a positive impact on validation practices. Each of the laws regulating the subsystems of education provide for some mechanism to assess and recognise competences acquired outside institutional education. Implementing mechanisms recommended and proven effective in international practice requires further action to create national or sectoral directives, frameworks of procedure, to establish the financing background, and to introduce incentives. The validation procedure should be best developed and controlled by institutions or groups of institutions or supra-institutional organisations. Recognition in HE is the competence of the Credit Transfer Committee, and in other sectors of education, it is the competence and responsibility of the head of institution. We have no comprehensive information on institutional practices.

Sectoral implementation of the HuQF and the use of learning outcomes between 2015 and 2020

1. Public education

1.1. Process and steps of implementation

On 31 January 2020 the new National Core Curriculum (NCC) was published in Issue 17 of 2020 of *Magyar Közlöny*, the Hungarian Official Journal, and a few weeks later the framework curricula built upon the NCC were also published (https://www.oktatas.hu/kozneveles/kerettantervek/2020_nat). These basic documents determining the education work in public education reveal a significant shift towards the use of learning outcomes. The general provisions of the NCC mention the concept of learning outcomes, and they feature prominently in the description of fields of knowledge in the core curricula of the particular subjects. The principles, goals and subject-related characteristics in the particular fields of knowledge of the NCC formulate expectations from the teacher's perspective; in other words, what teachers should do to achieve the goals. The document links learning outcomes to specific content elements and developmental goals, using third person singular, referring to the student. Some of the learning outcomes are comprehensive, to be achieved by the end of a particular stage of teaching or of a thematic unit. Another novel feature is that attitude and, to a lesser extent, autonomy also appear in the descriptions of learning outcomes.

Definition of learning outcomes also appears in framework curricula that rely on the NCC. Thinking in terms of learning outcomes reflects a new approach, where the emphasis is not on the regulation of the teaching-learning process (what to teach and in what order) but rather on the outcomes that are expected of students. This gives teachers greater freedom to design teaching-learning processes that can be adjusted to local needs. Similarly, learning outcomes appearing in the framework curricula are not linked to knowledge alone but also to the ability to apply knowledge, the attitude to learning, and the ability of autonomous learning.

1.2. Impacts of the HuQF and the use of learning outcomes on the planning, functioning and validation of qualifications

The concept and process of validation from the aspect of public education is difficult even today; predominantly, it means taking over students coming from another institution. Due to the stated permeability of pathways within school systems the need for validation has so far been infrequent. Uniform curricular control (input and process control) makes it relatively easy to change school at both primary and secondary level. Transfer problems mostly arise for administrative reasons or in connection with specialised classes (e.g. language or other special streaming). Schools decide to accept a transfer student on the basis of their local regulations, for example, they may test or interview the transfer student. In this process schools neither receive nor require central assistance. Therefore the need for validation in public education is

scarce even today. The picture is nuanced by students returning from studies pursued abroad, or those seeking transfer from alternative schools, and transfer or admission of foreign students currently living in Hungary, but in those cases, too, schools follow their own practices.

Persons who dropped out of public education but return to adult education constitute a special population. Recognition of their knowledge and skills could require some kind of validation that would help make up for knowledge acquired in public education. However, their education is typically closely connected to VET, and the need for validation arises on the side of vocational education rather than public education.

Validation presupposes a baseline to which a person's acquired knowledge is referenced. In public education documents regulating curricula constitute such a baseline, but referencing is problematic in the case of process control documents. While the inclusion of learning outcomes in the NCC and the framework curricula has created the theoretical condition for validation, a shift in the attitude of institutional operators and of teachers is also necessary. Also, the fact that learning outcomes in public education are essentially based on subjects could be an ongoing problem, as general outcomes, skills and abilities that are important for recognition continue to be hard to define in the way recognition works in VET or HE. Consequently, in public education validation is likely to continue to be limited.

1.3. Administrative steps

Government Decree 100/1997 on the secondary school leaving examination provides for the mandatory inclusion of the relevant EQF and HuQF levels (both Level 4) in certificates of secondary school leaving examination.

Government Decree 100/1997 (13 June) on the issuance of the (upper) secondary school leaving examination rules provides as follows:

“Section 45 (1) A secondary school leaving certificate shall be issued to a candidate who has met the secondary school leaving examination criteria. The secondary school leaving certificate shall be issued by the examination board before which the candidate fulfilled all the relevant requirements prescribed for the acquisition of the certificate of secondary school leaving examination.

(2) The secondary school leaving certificate shall contain the candidate's natural identification data, the candidate's registration sheet number, the fact that the certificate is proof of HuQF Level 4 and EQF Level 4 qualification, the date of issue, as well as the round seal imprint of the examination board, and the respective signatures of the chair of the examination board and the principal.”

Sorszám: _____ Érettségi vizsga száma: _____

ÉRETTSÉGI BIZONYÍTVÁNY

MINTA

Név: _____
Cím: _____
OM azonosító: _____

A vizsgázó adatai

_____ család és név
_____ születési hely: _____ születési ideje: _____
Anyja születési neve: _____
A vizsgázó születési neve: _____

A vizsga eredményei

Vizsgatípus	Az adott eredmény		
	száma (bármely osztály)	százaléka (%)	osztályzata (határozatlan osztályzat)
Magyar nyelv és irodalom			
Matematika			
Érdemesség			

A. 10. 963. 2. sz. / 1997. évi
Pécsi Nyomda Rt. / Fax: 0 69 50 000
Cím: 76 21 Pécs, Széchenyi u. 4. / Tel: 0 69 50 000

A nemzeti köznevelésről szóló 2011. évi CXCV. törvény 6. § (1) bekezdése szerint ez az érettségi bizonyítvány érettségi vizsgátságot tanúsít, és jogszabályban meghatározottak szerint felsőoktatási intézménybe való felvételre, szakképzésbe való felkapcsolódásra, valamint munkakör betöltésére, tevékenység folytatására jogosít.

Ezen érettségi bizonyítvány a Magyar Képesítési Keretrendszer szerinti 4. és az Európai Égységes Képzési Keretrendszer szerinti 4. szintet tanúsít.

Allandó záradékok:

1. Ez az érettségi bizonyítvány az érettségi vizsga vizsgaszabályzatának kiadásától szóló 100/1997. (VI. 13.) Kormányrendelet 43. §-ának (4)., illetve (5) bekezdése szerint

_____ nyelvből _____ fokú _____ típusú
_____ nyelvből _____ fokú _____ típusú
_____ nyelvből _____ fokú _____ típusú

Állomány-átalmeri nyelv-vizsga-bizonyítvánnyal egyenértékű okmányok minőségű.

2. A(z) _____ vizsgatárgy akkreditált vizsgaközpontjainak egyike.

Egyéb záradékok:

Kelt: _____ év _____ hó _____ nap

A vizsgabizottság működését irányító igazgató: _____ A vizsgabizottság elnöke: _____

E. H. A vizsgabizottság helyettese

1.4. Related training

In November 2017 a series of training programmes titled *Drawing up and Assessing Learning Outcomes* was launched with the guidance and support of the European Qualification Framework National Coordination Point to disseminate information on the HuQF and the use of learning outcomes. The duration of each training programme was 15 hours spread over two training days. The following topics were addressed: 1. The role of learning outcomes in planning the education process; 2. Use of learning outcomes and pedagogical culture; 3. The HuQF. Training was scheduled 10–11, 17–18, 24–25 November and 30 November–1 December 2017 with a total of 77 participants.

In the wake of experiences of, and feedback from, the training a 30-hour accredited in-service teacher training course titled *Learning Outcomes-based Student/teacher Assessment* was developed consisting of the following thematic modules:

1. The role of learning outcomes in planning the teaching process;
2. Use of learning outcomes and pedagogical culture: planning, implementation and evaluation;
3. Use of learning outcomes in a broader professional environment – EQF, HuQF and validation.

The training course consists of two contact days (of 10 hours each), and e-learning material for individual processing (10 hours).

The main goal of the accredited training course is to help participants understand the impact of the use of learning outcomes on teaching practice, to enable them to work with learning outcomes when planning the teaching process, and to understand the connection between the use of learning outcomes and other educational innovations, and how it can be the one of the main tools promoting a change in paradigm in pedagogical culture.

During the training course participants were acquainted with the quality criteria of learning outcomes, they wrote learning outcomes, and were familiarised with research findings related to the development the public education levels of the HuQF. A cardinal element was the presentation of effects on daily teaching practice: on learning outcomes-based processing of content and lesson planning. Participants were asked to translate developmental goals and tasks appearing in educational documents of various levels to learning outcomes that can be interpreted by practising teachers. They paid special attention to how to use learning outcomes when planning smaller units within a lesson (e.g. partial topics or problems). Another special thematic component is assessment including familiarisation with formative assessment and possibilities of its gamification in the classroom.

The topics of lifelong learning, validation, formal, non-formal and informal learning are linked to the presentation of the HuQF. Although teachers working in public education are less concerned by these processes at present, these issues are included in the course because growing social mobility will require of public education to respond these challenges in the near future. The course is also important in that public education teachers who don't necessarily find themselves in a situation where they have to formulate learning outcomes for educational documents are more likely to need to know and understand learning outcomes. It is equally important that they should be acquainted with the educational potentials inherent in the use of learning outcomes.

The Courses have so far been offered in Budapest. The dates and attendance were as follows:

Date	Number of participants
6 and 20 June 2019	18
22 and 29 August 2019	17
7 and 21 November 2019	20
3 and 10 December 2019	12
6 March and 28 August 2020	17
5 and 13 June 2020	12

Based on the experience so far there is a keen interest in training on learning training. Up until 30 October 2020 a total of 90 participants have obtained certificate of completion. It is also conspicuous that teachers working in public education have largely differing knowledge on the concept of learning outcomes and their application in day-to-day teaching, and their knowledge about the EQF and HuQF is also insufficient. At the same time, they are they are open to learn more about the topic and the great majority of them said at the end of the course that they would try to implement the concept in their teaching work and were aware of the importance of opportunities of this tool in organising differentiated learning that better responded to individual

needs. It was also found that teachers were particularly interested in the shift of paradigm in assessment and evaluation, where they felt they had shortcomings.

1.5. Related events, forums and conferences

The conference titled *Measurement – Requirements – Outcomes – System* staged in Budapest on 16 November 2017 contributed to acquainting a wider group of teaching professionals with the HuQF from a learning outcomes perspective and its applicability in public education. Besides presenting the HuQF with a focus on public education the speakers explored the concept of learning outcomes, the characteristics of standard-based educational development, and had a glimpse into international good practices of learning outcomes-based curriculum development through the example of Estonia. The interactive breakout sessions in the afternoon gave participants an opportunity to find out about the presentation of the use of learning outcomes in curricula and syllabi, relevant conceptual and methodology issues, the role of learning outcomes in assessment and evaluation, and the related shift in approach and methodology, and the application of the use of learning outcomes in teaching practice through the experience of a Budapest grammar school. The conference was supported by the EQF NCP and assembled approximately eighty teachers and education professionals from all over Hungary.

On 11 November 2020, EQF-NCP organised another conference for teachers titled *Practical Application of Learning Outcomes in Public Education*. The online event was attended by almost 100 participants. The conference's aim was to promote practical application of the use of learning outcomes also in pedagogical practice, now that the concept has been enshrined in legislation and regulatory documents, i.e. that curricular and class planning of subjects, as well as student assessment should also rely on the outcome concept and tools. Familiarised with good practices in Croatia and Denmark, the participants had an insight of the different stages, challenges and achievements of implementation. In the second part of the conference, Hungarian good practices were presented by heads of institutions, teachers and students, highlighting the fact that there are good and innovative practices in Hungary, and if they are developed further, the use of learning outcomes will take firm roots in public educational institutions as well.

2. Vocational education and training

2.1. Process and steps of implementation

2015	On 3 February 2015, the European Qualifications Framework Advisory Group (EQF AG) accepted the report on referencing the HuQF (including State-recognised qualifications that can be acquired within the VET system) to the EQF. This concluded the first phase of development.
2015	VET institutions participating in Erasmus+ student mobility started to apply the learning outcomes in developing mobility work programs.
2016	Pursuant to Government Decree 150/2012 on the National Vocational Qualifications Register and the procedure of modification of the National Vocational Qualifications Register amended by Government Decree 26/2016 (23 February) effective from 4 March 2016, the National Vocational Qualifications Register contains the HuQF levels of State-recognised vocational qualifications. State-recognised vocational qualifications are referenced from Level 2 to Level 6.
2019	Vocational qualification certificates issued after 1 January 2019 include the qualification's HuQF/EQF level. VET 4.0 Strategy is published and Parliament adopts a new law on VET (Act LXXX of 2019).
2020	The new VET law entered into effect on 1 January 2020; development of learning outcomes-based criteria of State-recognised trades (174) taught in upper secondary initial VET (IVET) institutions. The criteria were published in May 2020. In April 2020 learning outcomes-based development of training and outcome requirements of master craftsman programmes operated by chambers of commerce commenced. The new criteria of master craftsman's qualifications were published in July 2020. In June 2020 outcomes-based central development of (approximately 400) outcome requirements of programmes grounding qualifications available in the context of continuing vocational education and training (CVET) was started. By the end of October 2020 161 criteria were published.

After the initial development of the HuQF the next stage was to link qualifications to the HuQF levels, starting qualifications acquired in formal education. The methodology and rules of procedure were developed in the context of the New Hungary Development Plan Social Renewal Operation Program (SROP) between 2012 and 2015 in the form of three parallel projects.² Subproject 5 of priority project SROP 2.2.1 titled *Developing the quality and content*

² SROP 2.2.1 was aimed at developing VET, SROP 3.1.8 developed public education, and SROP 4.1.3, higher education and adult education.

of vocational and adult education and training was aimed at creating the link to the HuQF, and introducing the EQF in the Hungarian vocational and adult education environment. Priority goals of the projects included learning outcomes-based description of State-recognised qualifications listed in the NVQR, linking them to HuQF levels, and making recommendations as to the referencing of the HuQF with the EQF. In order to make the link, it was indispensable to “translate” competence-based NVQR qualifications to learning outcomes. Learning outcomes were determined at the level of qualifications primarily in the interest of HuQF referencing. The contents of qualifications were not revised, the professionals involved in the development determined learning outcomes primarily from the contents of existing VET documents (trade and examination requirements, framework curricula) and referenced them to the HuQF level descriptors. Referencing NVQR qualifications to the HuQF has been completed. Learning outcomes-based criteria of every NVQR trades (approximately 800) have been linked to HuQF levels, from Level 2 to Level 6.³ Basic vocational qualifications built on primary level educational attainment and acquired typically in three-year upper secondary vocational schools (from 2016, secondary vocational schools or *szakközépiskola* in Hungarian) and the so-called add-on qualifications built on them were classified as HuQF Level 4 qualifications. Qualifications relying on the secondary school leaving certificate and obtained typically in the context of two-year vocational grammar schools (from 2016, *szakgimnázium* in Hungarian) were classified as HuQF Level 5. CVET qualifications entitling to pursue several jobs acquired outside the school system, in AE, and built on completed primary school education were linked to HuQF Level 3, those built on a secondary school leaving certificate were classified as HuQF Levels 4 and 5. HuQF Level 2 comprises partial qualifications that can be acquired without primary level educational attainment and enable the holder to carry out simple works (e.g. timber industrial machine operator, garden worker, gingerbread maker). Vocational qualifications built on tertiary educational attainment were linked to HuQF Level 6 (e.g. certified tax controller). The first legal document on linking State-recognised NVQR qualifications to the HuQF was Government Decree 150/2012 on the National Vocational Qualifications Register and the procedure of modification of the National Vocational Qualifications Register amended by Government Decree 26/2016 (23 February) effective from 4 March 2016. It encompasses the referencing of each NVQR qualification to HuQF levels. It is only since January 2019 that vocational qualification certificates include the EQF/HuQF levels. The learning outcomes-based description of qualifications requirements has not become public and does not appear in curricula. In this respect, development efforts and the insertion of the EQF/HuQF levels in the NVQR decree and in the certificates has not, in itself, brought a change in content or quality in VET but has remained an administrative step. Conversely, the greatest achievement of the HuQF is that it has introduced the learning outcomes concept, which had not been used in VET and AE terminology. Application of the concept facilitates the implementation of learning outcomes.

Coordinated by Tempus Public Foundation, the activity of the Hungarian ECVET Experts Network is a key player in the dissemination and popularisation of the use of learning

³ Referencing to HuQF levels of qualifications acquired in trades no longer listed in the currently effective NVQR is based on referencing tables of the competences proved by the qualifications. The tables are included in annex to the ministerial decree providing for the vocational and examination criteria of the particular trade.

outcomes.⁴ The Hungarian ECVET Experts Network officially started its work in March 2012. The team consists of an average of 12 experts representing all of the stakeholders concerned by the effective operation of the VET system including VET institutions, HE, employers, educational research, chambers of commerce, branch ministries and their support organisations (sadly, representation of the latter has only been formal). The Expert Network meets four times a year; the experts stage multiple ECVET seminars, two-day learning outcomes-based skills development workshops and professional conferences every year. In addition, they develop and publish papers, good practices, guidelines and other materials and publications supporting the practical work of VET institutions. In VET the use of learning outcomes was first adopted by vocational schools implementing mobility projects, primarily in developing mobility working programs. Although it was not an exclusive requirement, mobility projects were expected to rely on ECVET principles, particularly learning outcomes, in the course of preparation and implementation. Consequently, the initial efforts of the ECVET Experts Network were focused on applying the ECVET concept and principles to –vocational student mobility under the Leonardo da Vinci scheme, then from 2014, the Erasmus+ scheme. Year after year an increasing number of VET institutions used learning outcomes in formulating work programmes and determining the evaluation criteria of vocational practice completed abroad, thereby promoting the recognition and validation of learning outcomes achieved in the mobility programme in the Hungarian training process. In the autumn of 2016 Tempus launched a research project⁵ to find out whether the institutions that have effectively used the learning outcomes concept in their mobility practice also use the same approach in the organisation and implementation of Hungarian vocational practice. Representatives of seven VET schools, eight practice placement sites and the local chamber of commerce were interviewed. According to the replies of VET institutions implementing mobility programmes on the basis of learning outcomes, the use of learning outcomes

- ✓ Induces a more carefully conceived and better structured planning and implementation of mobility (defining the goal or mobility, drawing up the work program, and coordination with the host partner);
- ✓ Makes partners more consistent when determining their expectations of each other;
- ✓ Allows a more objective evaluation by making it easier to determine evaluation criteria;
- ✓ Supports more efficient and varied forms of evaluation;
- ✓ Facilitates for individuals to consider, plot and document their trajectory, and makes the location, purpose and expected outcome of mobility unequivocal within the project and the connection of the mobility with other activities and mobility concluded within the project and its relevance to the school’s professional development goals.

An important experience gleaned from the interviews was that while the vocational schools apply the use of learning outcomes in planning and implementing vocational student mobility,

⁴ The work of the Hungarian ECVET Experts Network can be followed in the annual reports of Tempus Public Foundation (<https://tka.hu/kiadvanyok/8/kategoria/eves-jelentesek>), on the Tempus website (<https://tka.hu/index.php?page=kereses&str=ECVET>), and in the issues of the Tempus periodic publication *Pályázati Pávilon* (<https://tka.hu/kiadvanyok/1/kategoria/palyazati-pavilon>).

⁵ <https://tka.hu/hir/7533/a-munkaalapu-tanulas-minosegbiztositasa-a-tanulasi-eredmeny-alapon-szervezett-szakmai-gyakorlatokkal>

this way of thinking is not manifest when it comes to organising vocational practice in Hungary. The concept and possible applications of learning outcomes are embraced mainly by teachers who have participated in developing learning outcomes-based mobility work programmes abroad. Despite the fact that linking of State-recognised vocational qualification to the HuQF was concluded in February 2016 and the HuQF determines the characteristics of outcome levels, practice placement sites and local chambers are largely unfamiliar with the use of learning outcomes. The unequivocal message of the 2016 research was that continued effort was needed to present the potentials and application of outcomes in training development. VET should certainly shift to learning outcomes-based thinking. This is increasingly important not only because of the internationalisation of education and strengthening vertical geographic mobility, but also in the interest of meeting labour market needs more effectively and strengthening the relations between education and the world of work.

Although the main focus of its activity is to manage international mobility programmes from application to implementation and evaluation, Tempus Public Foundation undertook to step out of the mobility context and assist with the promotion of the use of learning outcomes on a wider scale, acquainting professionals with the concept and its practical uses. Approximately 4,000 VET students are involved in mobility annually, less than 2% of the total number of VET students. To promote the impact on Hungarian VET, the ECVET Experts Network has geared its activity to providing professional advice and guidance on the application of the use of learning outcomes in Hungarian VET practice, primarily in dual training.⁶

Despite all efforts, so far the application of the learning outcomes has not gained ground in the development and practice of VET, with the exception of a few notable and ingenious projects and initiatives. The concept has had no conspicuous effect on content and quality development or teaching.

2.2. Impacts of the HuQF and the use of learning outcomes on the planning, functioning and validation of qualifications

Initial vocational education and training

Act LXXX of 2019, the new VET Act meant a breakthrough in the application of the learning outcomes in VET. Effective from 2020, the new legislation revamps VET fundamentally. The systemic transformation that are currently in process concern the concepts, construct, institutional structure, financing, and curricular regulation of VET. The basis of the changes was laid down in the Vocational Education and Training 4.0 Strategy⁷.

VET was detached from the public education system. VET consists of two major areas. One is IVET (*szakmai oktatás*) preparing for State-recognised trades listed in the new Vocational

⁶ Methodological support is offered by Farkas–Bogdány (2017) for the application of learning outcomes in the practice of Hungarian VET.

⁷ Vocational Education and Training 4.0 – Medium-term strategy of the renewal of vocational education and training and adult education. Response of the vocational training system to the challenges of the fourth industrial revolution. The strategy was adopted by Government Decision No. 1168/2019 (III. 28.): <https://www.nive.hu/Downloads/Hirek/DL.php?f=szakkepzes-4.0.pdf>

Qualifications Register (VQR)⁸ and awarding State-recognised secondary school-level attainment and qualification entitling the holder to undertake several jobs. The other area is CVET (*szakmai képzés*) preparing for vocational qualification. These programmes are offered by VET institutions or adult education institutions licensed by the competent authority. The VQR contains the HuQF level of each trade. Unlike the NVQR, where the final learning outcomes of each qualification were examined and matched against the level descriptors of the HuQF, trades listed in the Register were linked to HuQF levels according to a unified system. Trades mastered in vocational schools in three-year training programmes were linked to HuQF Level 4, and trades mastered in five-year programmes offered by technical schools (*technikum*) were assigned to HuQF Level 5.

Vocational qualifications available in CVET were also linked to HuQF levels, although the methodology used is not known. Supposedly, former NVQR qualifications transferred to the CVET system based on the programme requirements-based system of vocational qualifications have kept their old classification.

In IVET institutions as of September 2020 education training based on training and outcome requirements will be phased in. The new training and outcome requirements under the new VET Act follow a basically different logic than the framework curricula and the trade and examination requirements used earlier. The most important change is the output side, i.e. learning outcomes-based regulation. The outcomes-based regulation of trades follows the logic of the HuQF and does not segment the training process into sections constituted by compulsory subjects. Instead it provides information about the profile of the trade and puts emphasis on the output side, describing the requirements in terms of learning outcomes in Point 6 of the training and outcome requirements. In line with the structure of VET, the output requirements separately list the common requirements of sectoral grounding education and training and of specialisations or streams within trades. Learning outcomes determine the requirements to be achieved by the end of each study phase (sectoral grounding education and training, common learning phase of specialisations, and specific learning phase of specialisations). Based on the training and outcome requirements and the programme plan the IVET institution must prepare a training programme which plots the path leading to the learning outcomes. The most important regulatory tools in the new VET system are the sectoral basic examination and the trade examination organised and conducted by accredited examination centres; in this way, training and examination are separated.

The process of developing the training and outcome requirements determining the content of IVET started in January 2020 with the participation of some 350 expert professionals. The Department of VET Development of the Ministry of Innovation and Technology responsible for the training and outcome requirements development organised a three-day prep training for those involved. A dominant part of the training was about familiarisation with the use of learning outcomes, and the methodology of determining requirements in terms of measurable and assessable trade-specific learning outcomes. Backed by technical and methodological

⁸ Effective as of 15 February 2020, the Vocational Qualifications Register forms Schedule 1 of Government Decree 12/2020 (7 February) on the implementation of the Act on Vocational Education and Training. The new Vocational Qualifications Register (VQR) replaces the NVQR. It classifies 174 trades in 24 sectors. Together with the specialisations, a total of 284 outcomes are listed. CVET vocational training preparing for the trades listed in the VQR can only be provided by CVET vocational training institutions (vocational schools and technical schools).

assistance, the experts developed the training and outcome requirements that were published in May 2020.⁹ The time frame for training and outcome requirements development was tight, which did not allow for a thorough professional exchange on whether the learning outcomes should be considered as minimum, optimum or reference requirements. They can be mainly regarded as reference requirements.

The training and outcome requirements are complete with a description of the activities suitable for evaluating learning outcomes at the sectoral basic exam and the vocational exam. For the latter, the examination tasks and related evaluation sheets are developed by the accredited examination centre in accordance with the criteria set out in the training and outcome requirements. The exam modules are in harmony with the use of learning outcomes. The vocational exam consists of a central examination module determined in the training and outcome requirements and requiring a computer (interactive exam module) and a project. The project is set by the accredited examination centre taking into consideration the training and outcome requirements, and serves for a more comprehensive assessment of the candidate's practical skills. The project must be prepared for or at the vocational exam and must be defended orally, giving account of the skills required for the pursuit of the particular trade. The project (which may include a portfolio presenting the development of the candidate's vocational and personal skills) enables the examination board to assess whether the candidate has mastered the complexity of expected learning outcomes and is capable of pursuing the given trade autonomously and effectively.

Learning outcomes not only permit a more accurate definition of the requirements of a particular trade but also serve for teachers and instructors as a guidance regarding the teaching process, the choice of teaching and learning methods, and the evaluation criteria and tasks. The use of learning outcomes should have an impact on classroom and shop work to improve the quality of VET, and to enhance the effectiveness of teaching and learning. To this end, teaching strategies, content, methods and aids, as well as assessment and evaluation should be determined starting from learning outcomes. A learning outcomes-based curriculum is more effective if teaching is based on projects instead of the traditional subject system. These contents call for different methodologies. However, the programme plans that are supposed to facilitate IVET institutions' efforts to develop their own programmes leading to the desired outcome requirements do not follow this thinking. The fact that the Government's innovative and forward-looking intention (i.e. the outcomes -oriented education, training and examination system putting learning outcomes in the centre) does not appear at the level of programme plans leads to numerous professional problems. Program plans configure VET on the basis of subjects rather than by (work) activities; the teaching content and is broken down to topics with the number of contact hours to cover them. This is a problem because the new VET system is essentially a dual system. In dual training students' skills and competences are developed through work processes and work activities that fit in with the company's operation. A subject-based structure is not readily meaningful in a corporate environment. Learning outcomes-based requirements would necessitate programme plans that provide flexible content and

⁹ The training and outcome requirements phased in from September 2020 are available at the web site of Innovative Training Support Centre: www.ikk.hu

recommended numbers of contact hours on the basis of which VET institutions could build the foundations of project-based training in their local programs, which is eminently better suited to the use of learning outcomes than the traditional subject-based structure. Institutions could work together with the dual training partner when planning the projects that support the achievement of the learning outcomes related to a given trade and the end result would be teaching work processes and activities rather than subjects, and develop skills, capacity and working ability in a trade.

Being stuck in the rut of old routines, the “this is the way we’ve always done it” attitude is the most difficult to shift. Perhaps a few innovative teachers would hook on, but a change is almost impossible without some kind of compelling force. It is therefore a big question mark whether learning outcomes will exist only at the level of curricular documentation (in training and outcome requirements) or whether they penetrate levels of learning organisation and become a definitive element of teachers’ work. To this end, conscious and consistent preparation of VET stakeholders for the effective implementation of learning outcomes in vocational education and training is crucial. Such an effort would necessitate workshops, further training and professional dialogue that put the applicability and advantages of the use of learning outcomes in the VET sector.

An advancement in this respect is the thirty-hour in-service teacher training course titled *Application of learning outcomes in student assessment and pedagogical evaluation in vocational education and training* accredited by the Educational Authority specifically for VET teachers and instructors. The training was launched in August and September 2020 with the participation of a total of 76 VET teachers and instructors in four groups.

Continuing vocational education

The other major area of the new VET system is continuing vocational education outside the IVET institutions. CVET can be offered by licensed adult education institutions and prepares for vocational qualification. Pursuant to Section 13 of the 2019 Act on Vocational Education and Training, the qualification (output) requirements must be specified in the programme requirements. Development of the output requirements of approximately 400 qualifications is undertaken centrally by the competent ministry (Ministry of Innovation and Technology) in cooperation with the Hungarian Chamber of Commerce and Industry (the Chamber). Development started in June 2020 and new programme requirements have been regularly published since, and will continue until the end of 2020. Program requirements determine the output criteria of CVET and the qualification exam in terms of learning outcomes. Given the SARS-COVID-19 pandemic, preparation of (approximately 400) professionals involved in the development of programme requirements took place in the form of a one-day online course which included a presentation of the methodology of lo-based training development.

Candidates who completed CVET take a vocational qualification examination at accredited examination centres. After a successful exam the candidate is awarded a certificate as proof of State-recognised qualification. CVET is conducted according to the programme developed by the training institution. The programme content does not include the obligation to develop learning outcomes-based requirements.

Although not falling within the scope of the VET Act but of the Act on Chambers¹⁰, master craftsman qualifications awarded by the Chamber are an integral part of CVET. Efforts to revamp master craftsman qualifications in harmony with the spirit of the new VET Act started in April 2020, and the development of Io-based education and output requirements began. The professionals involved received preliminary learning outcomes-based methodology training.

2.3. The impact of learning outcomes on validation

One of the biggest challenges in international mobility programmes is the automatic recognition of learning outcomes achieved abroad within the Hungarian VET system. In higher education Government Decree 87/2015 provides for the so-called mobility window, i.e. the obligation to incorporation of mobility in the curriculum in undergraduate and master's programmes started from the a 2019/2020 academic year. This means that the possibility, scheduling and duration of studies abroad are built in and recognised as part of the training program, which means that credits earned in the foreign institution will be automatically validated. The situation is more complicated in VET as vocational training is strongly national, as opposed to higher education, where internationalisation is much stronger. Furthermore, there is no credit system in VET. Act CLXXXVII of 2011 on VET, the old VET Act in effect until 31 December 2019, did not provide for the validation of learning outcomes acquired during apprenticeship or training fulfilled abroad in an explicit fashion, but its Section 27 grants power to the head of the IVET school to validate learning outcomes so achieved. No systematic validation practice has emerged over the past years. As regards VNFIL in formal training, institutions followed individual solutions and their own rules and regulations.

Effective from 1 January 2020, the new VET Act sets out that “it is possible to fulfil specialisation training outside Hungary if it serves the purpose of the IVET. The duration of foreign training cannot exceed a quarter of the length of specialisation training.” (Act LXXX of 2019, Section 76 (1) b)).

Section 62 of the new VAT Act provides for the validation of former studies and experience. “In accordance with the stipulations in the programme of the VET institution,

- a) studies pursued in a VET institution, public education institution and higher education institution shall count towards compliance with the requirements of the particular trade or specialisation of the same content;
- b) apprenticeship or practice spent in employment relationship prior to IVET shall count towards compliance with the requirements of the particular trade or specialisation;
- c) education and training requirements may be fulfilled within a shorter period than prescribed.

Based on this, there are two possibilities for a student to complete training within a shorter period of time than the duration set out in the VQR:

¹⁰ Act CXXI of 1999 on Business Chambers

One is when the student can serve proof that they have already fulfilled all or a part of the vocational training and outcome requirements and the programme plan as well as the requirements set out in the institution's training programme in a VET, public education or HE institution. This is a case of recognition by a formal vocational learning environment (a VET school) of studies undertaken in another formal vocational learning environment.

The other possibility is when the student has previously been employed in the trade in which they want to pursue school-based vocational studies. In this case the duration of practical experience should count towards the VET. This makes it easier to learn in VET primarily for adults who are already in employment.

Pursuant to Section 157 b) of Government Decree 12/2020 “the student is entitled to request exemption from participating practice sessions or recognition of prior studies”.

In order to validate relevant prior experience in VET the learning outcomes achieved by the adult must be assessed and evaluated using appropriate measurement tools. The result of the evaluation must be matched against the learning outcomes of the training modules in order to establish to what extent prior learning outcomes can be recognised and which requirements are considered to have been met.

Validation is helped by the fact that from 2020 vocational education and training requirements are determined in terms of learning outcomes. The possibility and process of assessment and recognition of prior learning continues to be regulated in the VET institution's professional program. The decision on validation is taken by the head of the VET institution: the head of the VET institution “shall make decision on exempting the student or VET participant from attending practical sessions or certain subjects and evaluation of performance therein, and on the recognition of prior learning and experience.” (Government Decree 12/2020, Section 124 (2) 12).

VET institutions should develop the process of assessment and recognition of prior learning (including its goal, result and procedure) and the related documentation system, and should regulate it in the quality assurance manual, in the process description of training. VET institutions need methodological help to develop and effectively operate their validation procedures. It is important to stress that the validation and recognition of competences (e.g. work experience) acquired in a different environment does not replace formal vocational education. Prior learning and experience is not an equivalent alternative; its recognition is a supplementary element intended to promote the flexibility of VET and assertion of individual learning pathways.

2.4. Related training

Training to familiarise with the HuQF and the use of learning outcomes was primarily organised by Tempus Public Foundation and the Educational Authority. ECVET seminars staged by Tempus Public Foundation operating the ECVET Experts Network were intended primarily for applicants for, and participants of, mobility projects. This was an understandable effort as

Tempus Public Foundation's main goal is to coordinate and implement Erasmus+ and other mobility schemes. Tempus provides multifaceted support to institutions interested in mobility schemes, for example free devices, events, workshops, training consultancy, and publications to help the institutions realise mobility programmes of high standards of quality. Besides "independent" ECVET seminars presentations supporting the design of learning outcomes-based work programmes have also become key features of application writing seminars and sessions training experts who evaluate applications. In addition to the one-day ECVET events two-day skills development seminars are also available and assist teachers and instructors of VET institutions with embracing and implementing the use of learning outcomes in their work as teachers, and programme developers. Two skills development events are offered annually, one in Budapest and the other at a different location in the country.

The Educational Authority had a thirty-hour in-service teacher training course titled *Application of learning outcomes in student assessment and pedagogical evaluation in vocational education and training* accredited, intended specifically for VET teachers and instructors. There has been a keen interest in the program. In August and September four groups of twenty teachers and instructors participated in the in-service training.

3. Higher education

3.1. Process and steps of implementation

2015	<p>The report on referencing the HuQF levels to the EQF levels (which also discussed the issue of the self-certification of referencing the levels of the HE levels to the levels of the Qualifications Framework of the European Higher Education Area) was adopted by the European Qualifications Framework Advisory Group (EQF AG) in February 2015. This marked the end of the first phase of the development.</p> <p>At the time, the HuQF was covered by Hungarian regulations in a somewhat lopsided manner: the HuQF (the HuQF grid) was adopted by the Hungarian government with Government Decree 1229/2012 (6 July), which can be regarded as the act of establishment. The same Decree required ministers to classify qualifications, examine their referencing to the EQF and prepare a report on the issue.</p> <p>No specific comprehensive legislation was passed on the HuQF; rules on certain elements of its operation appeared in different sectoral laws and decrees.</p> <p>In the summer of 2013 (that is, before the finalisation of the referencing report!) a provision was included in the existing Higher Education Act that certificates must indicate the HuQF and EQF classification of qualifications. The decree on implementation mandates the entry of these data in the higher education information system as of the autumn of 2015.</p> <p>In the summer of 2015, a Government Decree (139/2015) was published on the structured list of the qualifications that can be acquired in HE, broken down by level. The list also specified the HuQF and EQF levels of the qualifications. Thus, regulation effectively embraced the HE results of the referencing report. The Government Decree, besides defining of the levels, gave a concise definition of the process of the introduction of new qualifications, (and, within that, the process of the definition of the HuQF level of qualifications) and of the structure of the detailed description of each qualification, adding that learning outcomes which serve as output standards must be worked out in a descriptor system that falls in line with the HuQF. This system replaced the existing descriptive structure that was in harmony with the EHEA-QF. (This Ministerial Decree was published in August 2016 and pertained to the HE qualifications existing at the time [Decree 18/2016 of the Minister of Human Capacities]).</p>
2016	<p>In the summer of 2016, a year-long process was concluded when the ministerial decree on HE qualifications and on the education and outcome requirements of training programmes leading to such qualifications was published. As the structure of education and outcome requirements was modified, the Ministry intended to ensure a stronger representation of the outcomes-based approach and the referencing</p>

	<p>of the HuQF. To that end, it organised several preparatory events and consultations for university teachers who were participating in the preparation of education and outcome requirements. The review and editing of the existing documents and consultations with stakeholders started in November 2016, coordinated by the Ministry of Human Capacities. The documents of some qualifications and fields of study were finalised in a process of several rounds of modifications.</p> <p>The linking of doctoral programmes started in 2016, so to say, by the back door. With the exception of the referencing report, it was not clearly stated that doctoral education belongs to Level 8. In the summer of 2016, Government Decree 387/2012 was modified: a provision was added that an “education and training plan in harmony with level 8 of the Hungarian Qualifications Framework” is required to be prepared as part of the training documentation of the doctoral school.</p>
2017	<p>The linking of postgraduate HE specialisation programmes took place in 2017, the year set by the Government Decree on implementation (No. 87/2015.) for the classification of such programmes. The Educational Authority issued a manual (https://www.oktatas.hu/pub_bin/dload/felsooktatas/hatosagi/KKK_tajekoztato_20180101_utan.pdf), which specified that a training programme basically must be linked to the level to which it is related.</p> <p>The government gave higher education institutions one year to adapt their curricula to the modified education and outcome requirements. The majority of the higher education institutions performed the task primarily with the modification of curriculum content.</p>
2018–2020	<p>No legislative acts or policy interventions intended to develop the HuQF have been performed.</p> <p>Those HRDOP-3.4.3 projects that supported, among others, the review and modernisation of curricula and an outcomes-focussed preparation of teachers were launched around 2017 and 2018. Many institutions offered their teachers internal or external in-service training courses or started an extensive or partial review of their curricula. By contrast, those institutions that had modified their curricula in the year before, did not plan to introduce major changes in the framework of that project.</p>

This means that in HE the legal regulation of the system of relations between qualifications framework → HE qualifications → individual training programmes is extensive and detailed, which ensures that an individual qualification is coherently linked to the adequate HuQF level and that the level indicator appears in the qualification certificates and in databases.

According to the list of implementation aspects used by the EQF Advisory Group, the following had been performed by 2015:

- 1) The conceptual development and planning were mostly implemented: points a), b), first half of point c), and point d).
- 2) The formal establishment / formal acceptance was partly implemented:
 - a) in a weak form (as an annex to a government decree, not as an act of Parliament);
 - b) partly (see above).
- 3) Early operation was implemented very partially:
 - d) a major group of qualifications (formal qualifications) were linked to the levels, albeit with methodologies and procedures that differ by sub-field;
 - f) implemented (the Referencing Report made shortcomings and future development tasks explicit).

By 2015, the following had not been implemented:

- 1) Conceptual development and planning:
 - c) the major stakeholders were not made interested stakeholders (this remains a challenge to date).
- 2) Official establishment / formal recognition:
 - a) the framework was not enshrined in law (see above); at the level of public administration, the preparation of a relevant draft government decree started but the document was not tabled for the government;
 - b) the division of roles and responsibilities between the various groups of stakeholders was partly implemented in HE; however, some major roles are not covered by regulations (see above);
 - c) no general or HE-specific implementation strategy was elaborated. Some ad hoc implementation measures were taken (the revamping of the education and outcome requirements, the modification of training curricula; but the EU funds for curriculum development were introduced later); no information is available on capacity calculation or resource planning.
- 3) Early operation:
 - a) in HE, the implementation structures were partially established via legislative amendments after 2015; however, a major lack of functions and responsibilities were detected (see above);
 - b) partial progress has been made since 2015: some tools are available, measures have been taken (e.g. database development), but some tools are still missing (e.g. communication, quality assurance);
 - c) only EQF NCP (funded mainly by the COM) and the HuQF Working Group (a representative ad hoc interministerial body) can be regarded as institutional capacity;
 - d) formal HE qualifications had been linked to levels (but not referenced) in relevant legislation by 2017. The linking of new qualifications to levels has been ongoing since then, but without quality assurance. The qualifications issued after non-formal training programmes in the framework of HE have not been linked yet (with the possible exception of training programmes that were subject to authorisation as per the Adult Education Act); no development of regulation intended to assist linking has been introduced. Certain licenced qualifications have been classified, but some major groups still fall outside the HuQF. The new qualifications of the reformed VET/AE have not been

referenced yet; they have only been linked to levels in a non-transparent manner and with some contradictions.

e) in 2016 and 2017, the qualifications were reformed, but the focus on and consciousness of learning outcomes were limited, and those participating in the transformation continued to focus primarily on the process and the professional content.

4) Operation:

- a) as a map it can be used only partially (many qualifications are missing; linking to levels poses problems at several points);
 - i. implemented;
 - ii. it offers a reference point but it has not been understood or put into practice adequately;
 - iii. it does not offer a reference point in HE, given that the validation of non-formal and informal learning is possible only at a lower level, but not at the level of qualifications;
 - iv. the support it offers to teachers, trainers and advisers is very limited, as it is not applied or taken into consideration to a degree that would activate its supportive function;
 - v. those involved in education, training and employment hardly cooperate; the HuQF and the outcome standards are given a role to play even less frequently; knowledge of or consultation about the HuQF is not adequately widespread in practice, and there are no mechanisms to support that process (the operation of the Dual Training Council and the Higher Education Planning Board is bureaucratic and formal, and its members are not prepared for the implementation of the HuQF);
 - vi. there are no data or pieces of evidence that show that end-users properly know or use the HuQF for orientation;
- vii. the report on referencing to the EQF is available on the web page of the Educational Authority (in English); it remains unknown to a wider audience and has not yet been published in Hungarian;
- viii. the EQF and HuQF levels have been indicated in the HE database since the autumn of 2015;
- b) as shown by the facts above, the HuQF has become a permanent part of Hungary's national system of education, training and qualifications only partially, that is, only some of its elements did so. In the course of reforms and attempts at transformation, it should be taken into account and relied on to a significantly greater degree (cf. the introduction or planning of a new VET or AE systems or of new HE qualification types, e.g. pl. BProf, practice-based PhD);
 - i. if regulation enforced top-down is regarded as a tool of facilitation, then, in HE, it promotes the spread of the use of learning outcomes in a formal fashion; the approach, however, has been embraced, understood or applied only in a fragmented manner, in isolated cases (certain units of certain institutions);
 - ii. the option of the validation of non-formal and informal learning (VNFIL) has always been available, and its inadequate operation is independent of the absence or presence of the HuQF; the HuQF and the outcomes-based regulation it entails do

not seem to support the operation of VNFIL (most probably, this is due to the poor level of awareness);

- iii. it provides information to stakeholders in education/training and the labour market, but they do not seem to rely on it when it comes to structuring the information related to skills demand and supply; there are no signs of it becoming an established practice in counselling and career development; there is no information to show that it is being used for the identification of learning paths or the certification of work experience, which means that its wide-spread practical application has not started yet;
- iv. Since 2019, the interactive comparative interface on the portal of the European Commission has displayed the Hungarian qualifications (linked to levels) and their features;
- v. also since 2019, there has been a link between the Hungarian qualifications database and the portal of the European Commission that offers information on learning opportunities.

5) Revision: based on the above, the launch of a revision is currently not justified.

3.2. Impacts of the HuQF and the use of learning outcomes on the planning, functioning and validation of qualifications

The higher education law does not contain the expression “learning outcomes” either as a definition or by reference. The currently effective Act on National Higher Education (Higher Education Act) contains a wrong definition in Section 108 §16 on education and outcome requirements: “the set of knowledge, proficiency, skills and competences, or learning outcomes, to be acquired for the award of a diploma for the completion of a given programme.” But, in fact, the Act gives a definition of the minimum requirement of the outcomes competence. Education and outcome requirements indeed describe this in a single point, but they contain a lot more requirements and it is a piece of legislation by nature.

Learning outcomes were introduced in the Hungarian HE law relatively early (with the Higher Education Act of 2006 and its decrees of implementation introducing the EHEA-QF, adopted only six months before, and the concepts and regulatory methodology of the Dublin descriptors which served as the basis of EHEA-QF), yet their planned and organised implementation has not taken place since then. As evidenced by research results¹¹, although more and more actors understand the definition of the concept of learning outcomes correctly, only a narrow and clearly delimited group of teachers have succeeded in the elaboration, implementation and application of learning outcomes. Still, in recent years no extensive research has been conducted in the field with a focus on the changing situation. Small-scale and occasional institutional surveys, as well as workshop papers and conferences on education still reflect that the position of teachers has remained basically unchanged. The very detailed central regulation of HE training activities and the financial interests related to education activities at the institutional level (which are evident from the problem analyses performed on workshops of

¹¹ Halász–Fischer (2009); Vámos (2011a, 2011b); Derényi (2018)

institutional training development or strategic planning) still prevent the curricular, learning organisation and learning methods based on the use of learning outcomes and on an outcomes-based approach from being implemented in practice.

At the same time there was no policy coordination intended to implement the outcomes-based approach, the learning-centred outlook and the implementation of learning outputs. Regulations did not cover this area, no central manuals were prepared and no awareness-raising or informative events or campaigns were organised by either the Managing Authority or the Hungarian Rectors' Conference as a representative of institutions. The Hungarian Rectors' Conference performed only ex post assessments of some of the fields. Within the institutions, no internal regulations or manuals were introduced, no consultations were organised to reach a common understanding among teachers which, in turn, would have been a prerequisite for the consolidation of the application of learning outcomes.

Tuning, a globally sought-after joint methodological innovation of the European HE is hardly known in Hungarian HE, and when the joint work started in 2005, only three Hungarian teachers participated. Currently, some Hungarians are taking part in its assessment-focussed development, but, presumably, this will not suffice to make an impact on Hungarian practice. The discussions on curriculum development and assessment that take place on the European HE innovation platforms, the relevant agreements, recommendations or methods do not reach the knowledge horizon (or level of interest) of Hungarian teachers and are not channelled to Hungarian practice.

As far as the recognition of prior knowledge and skills are concerned, Hungarian HE is still lagging behind the HE of other countries.¹² In HE, official validation takes place only in some institutions, in a fragmented manner, only due to the dedication and voluntary activity of some teachers. In that regard, the situation has deteriorated in the last five years. Phases I and II of priority project SROP 4.1.3. were able to generate more extensive institutional pilot projects, but when the project was closed in 2015 (and due to the migration of key actors from pilot institutions) these initiatives disappeared, which shows that the process was not successfully implemented at the institutional level even when support was available. Some of the many reasons of this process were highlighted by the final report of a workshop series that was initiated by the Hungarian Rectors' Conference and took place between the end of 2017 and June 2019 with the objective to serve the better understanding of the concepts and practice of recognition in Hungarian HE and to promote the identification of adequate solutions: "basically, the bottleneck of the recognition process is *the lack of knowledge and experience*. Other factors to be mentioned include: the low level of teachers' trust in knowledge 'brought from the outside' of the institution, the inflexibility of curricula, the excessively decentralised nature of the procedure, the institutions' failure to reflect on their own institutional practice, and the demotivation and resignation of students."¹³

3.3. Trainings, projects, events and conferences

¹² Hauschildt et al. (2018); European Commission (2018)

¹³ MRK (2019) 4.

There is no available information on trainings dedicated specifically to HuQF and its use (with the exception of half-day long lectures or conference panels). In the framework of the ICT Methodological Workshop¹⁴, in 2017 Tempus Public Foundation organised a *blended learning* course on learning outcomes-based course planning and assessment methods, with the participation of approximately 70 persons. It also set up an information portal on the European Higher Education Area whose thematic content included a concise factsheet on learning outcomes (but not on qualifications frameworks).

No HuQF development projects were implemented. The second phase of project SROP-4.1.3, focussed on the establishment of HuQF in HE ended at the beginning of 2015. Several experts trained there were active at the local institutional level, and were engaged in the HRDOP-3.4.3. developments, which were launched in 2017–2018. The specialised materials thus produced are available in the various sections of the webpage of the Educational Authority. Some of them were adopted and published by the Hungarian Rectors' Conference on their own webpage to promote the elaboration of education and outcome requirements.

Many guidelines and manuals were produced on the implementation of learning outcomes, on outcome-oriented training development and on the compilation of outcome-oriented curricula (for their list, see the Annex).

There is no data available on the organisation of a national or international conference in the reporting period on the development or results of the application of the HuQF or of learning outcomes.

¹⁴ For the relevant report, see: <https://tka.hu/nemzetkozi/8000/learning-by-developing--tanulasi-eredmenyek-alapu-kurzus-tervezese>

4. Adult education

4.1. Process and steps of implementation

After the publication of Government Decree 1229/2012 (6 July), which specified the HuQF levels, AE was the first segment of education to implement the use of learning outcomes in its programme requirements.

Act LXXVII of 2013 on Adult Education, in force from 1 September 2013 to 31 December 2019, included four training fields within the scope of the Act of Adult Education:

- CVET, governed by Act CLXXXVII of 2011 on Vocational Education, where IVET qualifications recognised by the State (as per NVQR) can be obtained (Training Field A);
- other supported CVET: training where CVET qualifications not recognised by the State can be obtained and competences required for a specific trade, job title or working task can be acquired (Training Field B);
- general supported language trainings (general language trainings are trainings where participants can meet the requirements of the six levels recommended by the Council of Europe's Common European Framework of Reference for Languages: A1, A2, B1, B2, C1, C2); other supported language trainings (specialised language training in any field of specialisation); and supported combined language training (language training that combines, within a single programme, general language training and other language training) (Training Field C);
- other supported training: training which is intended to improve general knowledge and to develop competences which are not associated with a specific IVET qualification, CVET qualification or language qualification, contributes to the development of the adult personality, to equal opportunities and to the acquisition of civic competence (Training Field D).

All trainings implemented fully or partially from the central budget (including EU funds and vocational training levies) are considered as supported trainings.

Institutions that offer AE perform their activity as per training programmes that meet the content-related criteria specified by the Adult Education Act. Within the various training fields, training programmes must be elaborated on the basis of the regulatory documents defined in the Adult Education Act and specified in detail in separate legislation. As for other CVET programmes (training field B), the training programme had to be elaborated and implemented as per the programme requirements specified in detail in the relevant Decree of the Minister of National Economy (No. 59/2013 (XII. 13.)) and registered by the Hungarian Chamber of Commerce and Industry¹⁵. An innovative element was that the outcome requirements of the

¹⁵ For the programme requirements, see the web page of the Hungarian Chamber of Commerce and Industry: <http://szpk.mkik.hu/frontend/index.php?module=programkovetelmeny&mid=4>
On 30 June 2020, 233 programme requirements were registered.

programme requirements had to be defined in terms of learning outcomes that fell in line with the specific HuQF category. This means that the developers of the programme requirements, when defining the requirements, specified those learning outcomes which participants ideally have to achieve and on the basis of which they are entitled to acquire a certificate of a CVET qualification.

As the use of learning outcomes had not previously been implemented in the AE sector, the Hungarian Chamber of Commerce and Industry organised several national events where AE experts could familiarise with the programme requirement system and with the methodology of setting learning outcomes-based requirements. To assist the process of the elaboration of programme requirements, a manual was prepared and revised several times¹⁶, which helped experts working on the programme requirements in, among others, setting learning outcomes-based requirements.

4.2. Impacts of the HuQF and the use of learning outcomes on the planning, functioning and validation of qualifications

After the report on the Hungarian framework and on its referencing to EQF was adopted in Brussels on 3 February 2015, the next step was to link the programme requirements to the HuQF levels. Act LXXVII of 2013 on Adult Education required the Hungarian Chamber of Commerce and Industry to link other CVET programmes based on the AE programme requirements to the HuQF levels.¹⁷ The legislation did not stipulate a deadline for completion. As the programme requirements had been learning outcomes-based since the entry into force of the Adult Education Act of 2013, their linking to the HuQF was feasible. At the same time (given the “genre” of the programme requirements and the fact that they were intended to promote practical implementation in the AE system), it was not possible to elaborate a general algorithm for linking. Each programme requirement had to be examined separately and then linked to the HuQF levels. The manual on the linking of programme requirements¹⁸ sought to offer methodological help as a result of which AE programme experts could, on the one hand, link the already registered programme requirements to the HuQF levels and, on the other hand, assess and approve (or, if needed, modify) the recommended HuQF levels for the newly submitted programme requirements. For already registered programme requirements, the Hungarian Chamber of Commerce and Industry, as mandated by the Adult Education Act, performed the definition and linking of the level of programme requirements (as per the HuQF referenced to the EQF) in 2016 (cf. Section 18 § [7] of Act LXXVII of 2013¹⁹). For new

¹⁶ Farkas–Rettegi (2018)

¹⁷ The programme requirements that define the content requirements of other CVET programmes supported under the Adult Education Act in effect until 31 December 2019 must specify their level as per the Hungarian Qualifications Framework referenced to the European Qualifications Framework (Section 18 § [4] a) of Act LXXVII of 2013).

¹⁸ Farkas (2016)

¹⁹ “The Chamber, relying on the trade group classification of the NVQR, classifies the CVET qualifications into trade groups (marked with an identification number), and defines and classifies the levels of programme requirements as per the Hungarian Qualifications Framework referenced to the European Qualifications Framework. The classification criteria, the requirements and procedure of registration, and the content and format

programme requirements, linking to the HuQF levels had to be performed by the actor who submitted the draft programme requirements, which were then examined by the programme committee of the Hungarian Chamber of Commerce and Industry in the course of the assessment of the programme requirements. Given that the HuQF is learning outcomes-based, other CVET qualifications (and other qualifications acquired in AE) can be linked to the HuQF levels only if they are already learning outcomes-based. This is why it was an innovative step on the part of the Hungarian Chamber of Commerce and Industry to opt for the learning outcomes-based elaboration of the requirements of other CVET programmes when the programme requirements were introduced in 2013. As for the CVET qualifications acquired in AE outside the school system, actual linking took place, because experts assessed each and every CVET qualification, comparing them with the level descriptors of the HuQF with a specific methodology. On that basis, the CVET qualifications acquired in AE were linked to the HuQF from level 1 to level 6. The quality of the descriptions of learning outcomes in programme requirements is extremely heterogeneous. In time, as experience increased and the knowledge on the definition of learning outcomes became more extensive, the definitions of learning outcomes-based requirements became increasingly accurate and of better quality.

It would have been important to ensure that the experience gained during linking the CVET qualifications to the HuQF levels is channelled to the system of programme requirements, that there is an opportunity for the revision and modification of the content of programme requirements in order to support quality development, and that the certificates of CVET qualifications indicate the HuQF level of the given qualification. These developments, however, have not been implemented.

Based on the programme requirements that ensure a unified system of requirements for CVET qualifications, AE institutions must elaborate a training programme that meets the content-related criteria specified in Section 12 of the Adult Education Act²⁰. An obligatory element of the training programme is the definition of the competences to be acquired during the training. Still, as a rule, training institutions did not give definitions in terms of learning outcomes-based, not even for CVET programmes that rely on learning outcomes-based programme requirements. In other segments of education (NVQR, language and other trainings), setting learning outcomes-based requirements has never become an established practice. There was no “force” to shift training development into that direction. Therefore, it can be concluded that in AE the introduction of HuQF and the learning outcomes-based approach have not improved the quality of the content elements of AE so far.

Learning outcomes-based training programmes promote (or may promote) the assessment and recognition of prior knowledge, which, pursuant to the provisions of the Adult Education Act, had to be ensured by 31 December 2019 for supported NVQR programmes and language programmes. As for other supported CVET programmes and other supported training programmes, the assessment of prior knowledge had to be ensured as per a mandatory requirement of the grant contract, at the applicant’s request (Section 11 § [1] g) of Act LXXVII of 2013). The Adult Education Act gave a regulatory framework and specified the requirement

of the document that certifies the acquisition of CVET qualifications are laid down by the minister in a decree.” (Section 18 § [7] of Act LXXVII of 2013).

²⁰ Farkas, 2017

of the assessment of prior knowledge, but did not give any specific rules²¹. Therefore, the training institutions had no guidelines to rely on when deciding about recognition. Pursuant to the Act, it was the institutions' competence to decide about the method of assessment and about recognition; accordingly, AE institutions were/are entitled to define the rules and practice of assessment and recognition. However, they did not receive any methodological or other assistance in the establishment of their institutional practice or in the elaboration of their assessment tools. We have no reliable information available on the institutional practice of the assessment of prior knowledge. No systemic practices have evolved.

Act LXXX of 2019 on Vocational Education and Training transformed the existing VET system considerably, which affects AE as well. In parallel, Act LXXVII of 2013 on Adult Education was also amended with effect from 1 January 2020. A major change is that as of September 2020 (with the exception of the provisions of the transition period) all AE activity performed outside the school system falls under the scope of the Adult Education Act, and its performance must be notified according to the Act on the General Rules on Taking Up and Pursuit of Service Activities²² (Section 2/A § [1] of Act LXXVII of 2013). The authorisation procedure remains in place, the only modification being that instead of the training programmes, the AE institution itself (or, to be more precise, its AE activity) will be subject to authorisation. AE institutions which fall under the scope of Act LXXVII of 2013 on Adult Education and are licensed by the competent authority as specified by legislation are entitled to offer CVET programmes that fall under the scope of Act LXXX of 2019 on Vocational Education and Training and prepare the participants for partial vocational qualifications or for State-recognised IVET qualifications. The education and outcome requirements of partial vocational qualifications and the programme requirements which serve as a basis for IVET qualifications defined the requirements of the given trade or IVET qualification in terms of learning outcomes (that is, in the context of the HuQF-compatible skills, knowledge, attitude, attitude and responsibility).²³ AE institutions are required to elaborate their training programmes based on the education and outcome requirements of the partial vocational qualification or (in the case of IVET) based on the programme requirements. The training programmes lay down the rules on the teaching and learning pathway that leads to the learning outcomes. Yet the 2020 amendment of the Adult Education Act did not make a reference either to the HuQF or to learning outcomes. AE programmes still have to include the competences to be acquired during the training, but the requirements do not necessarily have to apply the use of learning outcomes.

The centrally developed programme requirements, which serve as a basis of CVET programmes that fall under the scope of Act LXXX of 2019 on Vocational Education and Training (but can be launched in AE as well) indicate the HuQF levels. However, the HuQF levels are not defined

²¹ According to section 28 § (2) g) of the Adult Education Act in effect until 31 December 2019: "The minister shall be authorised to define in a decree the rules of input competence assessment, of taking account of its results, of the performance of the assessment of prior knowledge and of the recognition of the assessed prior knowledge in the training programme, as well as the rules of the definition of training units to be subjected to knowledge assessment." The relevant ministerial decree has not been drafted.

²² Act LXXXVI of 2009 on General Rules on Taking Up and Pursuit of Service Activities

²³ For detailed information on the learning outcomes-based education and outcome requirements of trades and on the learning outcomes-based programme requirements of IVET qualifications, see the chapter on VET of this study.

on the basis of an actual assessment of the output requirements of those qualifications or along an elaborated linking methodology or mechanism.

The provisions of the Adult Education Act that came into force in 2020 kept the regulations on the preliminary assessment of existing knowledge, but, as a result of the amendment, such assessment is no longer obligatory and it must be performed at the applicant's request (Section 11 § [2] b) of Act LXXVII of 2013). The Adult Education Act and the decree on its implementation still do not specify any details as to the assessment of prior knowledge.

5. Beyond the educational sector

This study focusses on the education sector, primarily because this is the segment where the application and the impacts of the HuQF and the use of learning outcomes can be detected. Within the education system, only formal qualifications have been classified or linked to levels, while linking the outcomes of non-formal and/or labour market-based education and informal learning to the system gives rise to further questions about development. The original objective of the establishment and introduction of the national qualifications frameworks was to link qualifications that can be obtained outside the education sector to a system based on a unified approach, and, thus, to make them visible and understandable. Due to the closed nature of the education system, the results of international development (e.g. the development of sectoral frameworks) are unlikely to be channelled to the Hungarian education practice even if there is a Hungarian participant in the given project. The HuQF hardly exists outside the world of education. As learning outcomes-based curricula gain ground, a common language may be developed that is used and understood by students, teachers and businesses alike. The application of the learning outcomes-based approach in training development may promote the efficiency of dual training and may help the two separate worlds of training institutions and businesses understand each other better and communicate and cooperate more efficiently. Currently, this may be the key advantage of the HuQF and the use of learning outcomes for businesses.

Conclusions

General conclusions

Although the conceptualisation and development activity related to qualifications frameworks started in Hungary very early, the initial pioneering had ceased to exist by the mid-2010s. The HuQF is not governed by high-level legislation. The HuQF grid was published in an Annex of a government decree, but the conditions of operation, the methodology of classification or the quality assurance mechanisms have not been elaborated. The sectoral frameworks do not really function. If a sector wants to link its own qualifications to HuQF, actors will not know which agency to contact and what to do exactly. The education agencies link the qualifications (or groups of qualifications) to a specific level, but the methodology and quality assurance of such classification have not been established. This may give rise to problems of authenticity and trust at the international level, while in Hungary it does not promote the acceptance and applicability of the outcomes-based approach, the learning-focussed outlook and the existing structural elements. The labour market does not know what to do with the HuQF.

Education law stipulates that certificates and diplomas must indicate the HuQF level of the qualifications. Currently, this is only an administrative measure, as the HuQF does not have an impact on content regulation.

The appearance of learning outcomes in curricula may promote the outcomes-based approach in education, but none of the acts on education gives a definition of either the concept of learning outcomes or the “obligation” to apply them. Albeit some improvement can be detected in the field of the application of learning outcomes, this will not suffice to exert a systemic impact on the quality of trainings or of the learning/teaching process. Another obstacle is that despite an interest and, in many cases, openness to the outcomes-based organisation of teaching and learning, the change in education culture that is necessary for the spread of the approach has not taken place as yet. Above all, stakeholders received the necessary shift in assessment and the transformation of traditional assessment procedures with a degree of reluctance. Still, in general and in every sector, teachers and students agree that there is a need for change in the field of assessment, too. When it comes to a wider take-up of the use of learning outcomes and its conscious application in the organisation of teaching and learning, teachers need specialised methodological help. This support has been given by the events and publications of the last five years; however, they do not form a system, their visibility is low and, given that there is no “coercive” power to ensure the application of learning outcomes, the level of their implementation remains moderate.

Bibliography

1. Council of the European Union (2017): Council Recommendation of 22 May 2017 on the European Qualifications Framework for lifelong learning and repealing the recommendation of the European Parliament and of the Council of 23 April 2008 on the establishment of the European Qualifications Framework for lifelong learning (2017/C189/03) [2017. 09. 30.]
2. Derényi András (2018): A tanítás és tanulás minőségének javítása az elmúlt 10 évben [Improvement of teaching and learning quality in the past ten years]. In: Kovács, Gergely – Temesi, József (eds.): *A magyar felsőoktatás egy évtizede. 2008–2017 [A decade of Hungarian higher education, 2008-2017]*. Budapesti Corvinus Egyetem, Nemzetközi Felsőoktatási Kutatások Központja (Centre for International Higher Education Studies, Corvinus University), Budapest, 130–146.
3. European Commission (2018): *Mid-term evaluation of the Erasmus+ programme (2014-2020)*. SWD (2018) 40 final, Brussels. [online]: <https://ec.europa.eu/assets/eac/erasmus-plus/eval/swd-e-plus-mte.pdf>
4. Farkas, Éva (2016): *Módszertani útmutató a szakmai végzettségek (felnőttképzési szakmai programkövetelmények) Magyar Képesítési Keretrendszer szerinti szintjének meghatározására, besorolására [Methodological guidance for linking vocational qualifications (adult education programme requirements/ to the Hungarian Qualification Framework levels]*. Hungarian Chamber of Commerce, Budapest. <https://mkik.hu/download/89/modszertani-utmutato-a-szakmai-vegzettségek-magyar-kepesitesi-keretrendszer-szerinti-szintjenek-meghatarozasara-besorolasara>
5. Farkas, Éva (2017): A tanulási eredmény alapú képzésfejlesztés hatása a felnőttkori tanulás minőségére [Impacts of learning outcomes-based training development on the quality of adult education and training]. *Opus at Educatio* No. 4. <http://opuseteducatio.hu/index.php/opusHU/article/view/219/369>
6. Farkas, Éva – Rettégi, Zsolt (2018): *ÚTMUTATÓ a felnőttképzésről szóló 2013. évi LXXVII. tv. 18. §-a szerinti programkövetelmény-javaslat benyújtásához (Guidance to the proposal for programme requirements to be submitted pursuant to Section 18 of Act LXXVII of 2013)* <https://mkik.hu/letoltheto-szakmai-anyagok-jogszabalyok>
7. Halász, Gábor – Fischer, Andrea (2009): *A tanulási eredmények alkalmazása a felsőoktatási intézményekben [Learning outcomes in higher education]*. Tempus Public Foundation, Budapest.
8. Hauschildt, Kristina – Vögtle, Eva Maria – Gwosc, Cristoph (2018): *Social and Economic Conditions of Student Life in Europe: Eurostudent VI. (2016-2018). Synopsis of Indicators*. W. Bertelsmann Verlag, Bielefeld [online]: DOI: 10.3278/6001920cw; for detailed data see: <http://database.eurostudent.eu/>
9. MRK (2019): *A Magyar Rektori Konferencia elismerési munkacsoportja által elvégzett munka eredményei. Összegzés és ajánlások [Results of the work of the Validation Working Group of the Hungarian Rectors Conference. Summary and*

recommendations]. MRK (Hungarian Rectors Conference), Budapest.
http://www.mrk.hu/wp-content/uploads/2019/05/Jelentes_final_20190524.pdf

10. Vámos, Ágnes (2011a): *A tanulási eredmények alkalmazása a felsőoktatási intézményekben 2 [Learning outcomes in higher education 2]*. Tempus Public Foundation, Budapest.
11. Vámos, Ágnes (2011b): Tanulási eredmények szemlélet- és gyakorlat-összefüggése a felsőoktatásban [Learning outcomes: relations of concept and practice]. *Felsőoktatási Műhely*, 4, 33–48.

Legislation

Act LXXX of 2019 on Vocational Education and Training

Act LXXVII of 2013 on Adult Education

Act CCIV of 2011 on National Higher Education

Act CXC of 2011 on National Public Education

Government Decree 12/2020 (7 February) on the implementation of the Act on Vocational Education and Training

Government Decree 11/2020 (7 February) on the implementation of the Act on Adult Education and Training

Government Decree 139/2015 (9 June) on the Register of Qualifications available in higher education and on the entry of new qualification in the Register

Government Decree 87/2015 (9 June) on the implementation of certain provisions of Act CCIV of 2011 on National Higher Education

Government Decree 150/2012 (6 July) on the National Vocational Qualifications Register and on the rules of procedure of its modification

Government Decree 100/1977 (13 June) on the issuance of the rules of the secondary school leaving examination

Decree 18/2016 (5 August) of the Minister of Human Capacities on the outcome requirements higher education short-cycle vocational education and training programs, bachelor's and master's programs, and on the modification of Decree 8/2013 (30 January) of the Minister of Human Capacities on the joint requirements of teacher training and the outcome requirements of certain teacher training programs

Government Decision 1229/2012 (6 July) on tasks related to the introduction of the Hungarian Qualifications Framework and on the modification of Government Decision 1004/2011 (January 14) on the creation and introduction of the Hungarian Qualifications Framework

Guidance documents and other aids

1. Derényi, András (2006): Tanulási eredmények kidolgozása és használata. Elvi megfontolások és gyakorlati útmutatások [Development and use of learning outcomes. Conceptual considerations and practical guide]. *Társadalom és Gazdaság*, 28 (2) 183–202.
2. Derényi, András (2018): *Tanulási eredményekre alapozott kurzusszervezés, tanulóközpontú oktatás. [Learning outcomes-based course organisation, student-centred teaching]* Tempus Public Foundation, Budapest. <https://tka.hu/nemzetkozi/10087/tanulasi-eredmenyekre-alapozott-kurzusszervezes-tanulo-kozpontu-oktatas>
3. Derényi, András – Vámos, Ágnes (2015): *A felsőoktatás képzési területeinek kimeneti leírása – ajánlások [Description of the outcomes of higher education training disciplines]*. Educational Authority, Budapest. <http://www.mrk.hu/wp-content/uploads/2015/06/Kimeneti-leirasok-BELIV-FUZETNYOMDA.pdf>
4. Einhorn, Ágnes: *Validáció a közoktatásban – problémafelvetés [Validation in public education – identification of problems]*. https://www.oktatas.hu/kozneveles/projektek/tamop318_minosegfejl/projekthirek/tamop318_validacio_problemafelvetes?itemNo=1
5. Farkas, Éva (2014): *Rejtett tudás. A nem formális tanulási környezetben szerzett tanulási eredmények hitelesítése [Hidden knowledge. Validation of learning outcomes acquired in non-formal education]* University of Szeged, Juhász Gyula Faculty of Education, Szeged. <https://mek.oszk.hu/16200/16217/>
6. Farkas, Éva (2017): *Segédlet a tanulási eredmények írásához a szakképzési és a felnőttképzési szektor számára [Aid to writing learning outcomes for vocational and adult education and training]*. Educational Authority, Budapest. <http://mek.oszk.hu/18400/18498/18498.pdf>
7. Farkas, Éva (2017): *Tanulási eredmény alapú tanterv- és tantárgyfejlesztés a felsőoktatásban [Learning outcomes-based curriculum and content development in higher education]*. Szegedi Egyetemi Kiadó – Juhász Gyula Felsőoktatási Kiadó (Publishing house of University of Szeged and Juhász Gyula Faculty of Education), Szeged. <http://mek.oszk.hu/18400/18497/18497.pdf>
8. Farkas, Éva (2018): *Mérés-értékelés kézikönyv. Tanulási eredmények mérése és értékelése a szakképzési mobilitási gyakorlatokban [Assessment and evaluation. Assessment and evaluation of learning outcomes related to VET mobility]*. Tempus Public Foundation, Budapest. <https://tka.hu/kiadvany/10184/meres-ertekeles-kezikonyv>
9. Farkas, Éva (2019): *Tanulási eredmények értékelése a felsőoktatásban [Evaluation of learning outcomes in higher education]*. University of Szeged, Szeged. <http://mek.oszk.hu/19300/19399/19399.pdf>
10. Farkas, Éva – Bogdány, Zoltán (2017): *Módszertani útmutató szakképző intézmények számára a tanulási eredmény alapon szervezett szakmai gyakorlatok szervezéséhez*

[*Methodology guide for institutions of vocational education and training for the organisation of learning outcomes-based apprenticeship and practice*]. Tempus Public Foundation, Budapest.

https://tka.hu/docs/palyazatok/modszertani_tmutato_szakkepzo_intezmenyek_szamara_20171709221112.pdf

11. Horváth, Zsuzsanna (2010): Szintleírások és teljesítményszintek a közoktatásban [Level descriptions and performance levels in public education]. In: *Iskolakultúra*, 2010/5–6.
12. Kennedy, Declan (2007): *Writing and Using Learning Outcomes: A Practical Guide* University College Cork, Cork. (In Hungarian:) <https://adoc.tips/tanulasi-eredmenyek-megfogalmazasa-es-azok-hasznalata-gyakor.html>
13. Lukács, István – Derényi, András (eds.) (2017): *Kézikönyv a képzési programok tanulási eredményeken alapuló fejlesztéséhez, felülvizsgálatához* [Manual for learning outcomes-based development and review of programs]. Educational Authority, Budapest.
https://www.oktatas.hu/pub_bin/dload/LLL/ekkr/Derenyi_kezikonyv2017ISBN_teljes_webre.pdf
14. T. Molnár, Gizella (2019): *Tanulási eredmény alapú gondolkodás alkalmazása a pedagógiai munkában* [Learning outcomes attitude in pedagogical work]. Readings 3 for teacher trainees. University of Szeged and Juhász Gyula Faculty of Education, Szeged, May 2019 (HRDOP-3.4.3-16-2016-00014). http://eta.bibl.u-szeged.hu/2124/1/EFOP343_AP2OKTIG2_olvas%C3%B3lecke_T_Moln%C3%A1r_Gizella_TEA_gondolkod%C3%A1s_alkalmaz%C3%A1sa_pedag%C3%B3giai_munk%C3%A1ban_Olvas%C3%B3lecke3_20190531.pdf
15. Tót, Éva (2017): *Segédlet a tanulási eredmények írásához a felsőoktatási szektor számára* [Aid to writing learning outcomes in higher education]. Educational Authority, Budapest.
https://www.oktatas.hu/pub_bin/dload/LLL/ekkr/Tanulasieredmenyek_HE.pdf
16. Ütő Visi, Judit (ed.) (2015): *A magyar képzési keretrendszer és validáció lehetőségei a köznevelés szemszögéből* [The Hungarian Qualifications Framework and validation from the perspective of public education]. Ministry of Education, Budapest.
17. Ütő Visi, Judit (2010): Lehetséges kimeneti pontok, szakaszhatárok – a kompetenciaalapú Nemzeti alaptanterv és az Országos Képzési Keretrendszer (OKKR) kapcsolódási pontjai [Possible output points and section endpoints – points of connection of the competence-based National Framework curriculum and the Hungarian Qualifications Framework]. *Iskolakultúra*, 2010/5–6., 119–140.

Annexes

Annex 1: EQF and HuQF levels of qualifications available in Hungary, 2020

EQF/HuQF level	Qualification type	Typical education/training programme
1	Completed grade 6 of primary education ²⁴	Primary school programmes
	CVET vocational qualification	Act LXXVII of 2013 on Adult Education, Training Field B programmes
2	Completed grade 8 of primary education	Primary school, six- or eight-grade secondary school programmes
	Special skills development vocational qualification	Special skills development vocational school programmes
	NVQR partial qualification (Bridge Programme certificate)	Bridge Programmes
	Partial qualification	Act LXXX of 2019 on VET, Dobbantó and workshop school programmes
	NVQR partial qualification	CVET programmes of NVQR partial qualification
	CVET vocational qualification	Act LXXVII of 2013 on Adult Education, Training Field B programmes
3	State-recognized vocational qualification	IVET programmes based on Act LXXX of 2019 on VET programme requirements
	Completed grade 10 of secondary education	3+1-year vocational grammar school, vocational secondary school and three-year upper secondary VET school programmes
	Special vocational school leaving certificate and NVQR qualification	Special vocational school programmes
	Basic-level, medium-level full, partial or add-on NVQR qualification	CVET programmes for NVQR qualification
	Partial qualification	CVET and workshop school programmes based on Act LXXX of 2019 on VET programme requirements
	CVET qualification	Act LXXVII of 2013 on Adult Education, Training Field B programmes
	State-recognized vocational qualification	IVET programmes based on Act LXXX of 2019 on VET programme requirements
	Secondary school leaving certificate	Eight-, six- or four-grade grammar school, vocational grammar school and five-year <i>technikum</i> programmes

²⁴ Completed grades 6, 8, 10 and 12 are not considered qualifications; however, as they constitute bases for qualifications they have been linked to the HuQF.

4	Completed grade 12 of secondary education	Grammar school, vocational grammar school, and <i>technikum</i> programmes
	Vocational grammar school full or partial NVQR qualification, secondary vocational school full or add-on NVQR qualification	Vocational grammar school and secondary vocational school programmes
	Medium-level vocational qualification	VET programmes preparing for VQR qualifications pursuant to Government Decree 12/2020
	CVET vocational qualification	Act LXXVII of 2013 on Adult Education, Training Field B programmes
	State-recognized vocational qualification	IVET programmes based on Act LXXX of 2019 on VET programme requirements
5	HE short-cycle certificate	HE short-cycle programmes
	Technician's qualification	5-year <i>technikum</i> programmes
	Secondary school leaving certificate-based NVQR qualification	School- or non-school-based VET programmes
	CVET vocational qualification	Act LXXVII of 2013 on Adult Education, Training Field B programme
	State-recognized vocational qualification	IVET programmes based on Act LXXX of 2019 on VET programme requirements
6	Undergraduate degree (BA, BSc)	Undergraduate programmes
	Postgraduate qualification (built on BSc/BA degrees)	Specialised postgraduate programmes (built on undergraduate degrees)
	HE-based higher-level NVQR qualification	CVET (adult education) programmes aimed at vocational qualification
	Master craftsman qualification	Chamber programmes aimed at master craftsman qualification
	CVET vocational qualification	Act LXXVII of 2013 on Adult Education, Training Field B programmes
	State-recognized vocational qualification	IVET programmes based on Act LXXX of 2019 on VET programme requirements
7	Master's degree (MA, MSc)	HE master's programmes, long-cycle HE programmes
	Postgraduate qualification (built on MSc/MA degrees)	Specialised postgraduate programmes (built on master's degrees)
8	Doctoral degree (PhD, DLA)	PhD programmes