



EUROPEAN  
Higher Education Area

**National Report regarding  
the Bologna Process  
implementation  
2012-2015**

**Hungary**

## Data entry: (VIII QUESTIONNAIRE DETAILS)

### For which country have you completed the questionnaire?

Hungary

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### Contributors to the report:

• Government representatives "Ministry of Human Resources, Educational Authority, Ministry of National Economy"

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• Employer representatives ""

### Contributors to the report:

• Student representatives ""

### Contributors to the report:

• Academic and other staff representatives "Hungarian Rectors' Conference"

### Contributors to the report:

• Other representatives (please specify) "Tempus Public Foundation, Balassi Institute, Hungarian Student Loan Centre, Hungarian Accreditation Committee; Hungarian Institute for Educational Research and Development "

## Data entry: (I\_Degrees\_qualifications)

### I.1. Do your higher education steering documents address demographic projections for your country?

Yes

#### I.1.1. How do these projections affect higher education policy planning?

According to section 39 of the CCIV Act on Higher Education:

(5) The higher education institution shall make its decision in connection with entrance on the grounds of the performance of applicants, the maximum number of students and the set number of students which may be granted entrance into the given higher education institution, as well as – except in the case of Master programmes - the standard national rank-order taking account of the order specified by the applicant in the case of application for entry into higher education vocational programmes, Bachelor programmes, Master course and single-cycle degrees. The applicant may win entrance into one course during one entrance procedure.

According to the 1114/2011 (IV. 28.) Decision of the Government on the Adoption and Implementation of the National Reform Programme of Hungary -in order to attain the goals indicated in the Europe 2020 Strategy,- Hungary undertakes to fulfil the following targets by 2020: Hungary intends to increase the share of the population (aged 30-34) having tertiary level or equivalent qualifications to 30.3 per cent and to reduce the early school leaving rates<sup>4</sup> (in the 18-24 age group) to 10 per cent by 2020.

### I.2. Please indicate the types of higher education institutions that exist in your country.

- Universities
- Higher education institutions other than universities

#### I.2.1. Please specify

The requirements for higher education institutions qualified as universities are defined in the CCIV Act of 2011 on National Higher Education. Those higher education institutions that do not meet the requirements set in the CCIV Act of 2011 on National Higher Education operate as college.

According to the CCIV Act of 2011 on National Higher Education:

9. §: Higher education institutions can be universities and colleges.

(1) Universities or colleges shall qualify as higher education institutions.

(3) A university shall be defined as a higher education institution which

- a) is authorised to launch Master programmes in at least two fields of study, as well as doctoral programmes in at least two disciplines and is entitled to award a doctoral title;
- b) at least 50% of its teaching and research staff employed directly or on a public service employment basis has a doctoral degree;
- c) disposes of at least three university faculties;
- d) operates an academic student workshop;
- e) is capable of offering foreign language courses at some of its departments.

### I.3. Which of the following statements correspond to structural distinctions in your national higher education system?

- Higher education institutions are either academically or professionally oriented
- The profile of higher education programmes is either academic or professional
  - Higher education institutions are either public or private
- Other distinction between higher education institutions or programmes (Please specify in the text field on the right!) Hungarian or Foreign higher education institutions
- None of the above

#### I.3.1. What is the number of institutions in the categories identified?

Universities:

State universities: 19

Private: 2

Church maintained: 5

Colleges:

State: 9

Private: 11

Church: 21

Foreign HEIs: 28

[http://www.oktatas.hu/felsoktatasi/felsoktatasi\\_intezmenyek/engedelyel\\_mukodo\\_kulfoldi\\_intezmenyek](http://www.oktatas.hu/felsoktatasi/felsoktatasi_intezmenyek/engedelyel_mukodo_kulfoldi_intezmenyek)

### I.4. Comments

The requirements for higher education institutions qualified as universities are defined in the CCIV Act of 2011 on National Higher Education. Those higher education institutions that do not meet the requirements set in the CCIV Act of 2011 on National Higher Education, operate as a college.

(1) Universities or colleges shall qualify as higher education institutions.

(3) A university shall be defined as a higher education institution which

- a) is authorised to launch Master programmes in at least two fields of study, as well as doctoral programmes in at least two disciplines and is entitled to award a doctoral title;
- b) at least 50% of its teaching and research staff employed directly or on a public service employment basis has a doctoral degree;
- c) disposes of at least three university faculties;
- d) operates an academic student workshop;
- e) is capable of offering foreign language courses at some of its departments.

1.3. Hungarian or Foreign Higher Education Institutions:

According to section 76 of the CCIV Act of 2011 on National Higher Education:

(1) Foreign higher education institutions may offer study programmes resulting in the issuance of certificates in the Republic of Hungary, if the foreign decision approving operation as a state recognised higher education institution in the state of origin is recognised and the operation is approved by the Educational Authority. The Educational Authority shall recognise the foreign decision, if the principles of the education system of the respective state are in line with the educational fundamental principles of the European Higher Education Area. The Educational Authority shall withdraw its decision on equivalence, if doing so is justified by the foreign decision allowing the operation of the higher education institution.

### I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

180 ECTS "59.5"

**L5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:**

210 ECTS "31"

**L5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:**

240 ECTS "9.5"

**L5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:**

Other duration ""

**L5.1. What other duration do bachelor programmes have, if it is not 180, 210 or 240 ECTS?**

**L6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:**

180 ECTS "35.4"

**L6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:**

210 ECTS "53.7"

**L6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:**

240 ECTS "10.9"

**L6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:**

Other duration ""

**L6.1. Please specify**

**L7. Please note that short cycle programmes are treated in a separate section below.**

**L8. Are there differences in the structure of programmes depending on whether they are academically or professionally oriented (or are located in HEIs that are academically or professionally oriented)?**

Yes (please explain in the field on the right)

In most cases, there are no differences between the two types of programmes. There are a few 1st cycle programmes that are considered as professionally oriented (in the field of technical studies or agricultural studies) that run an additional semester of external work placement after the regular study course (typically as a 7th semester). Completion of this 7th semester is a prerequisite to obtain the diploma.

+ Programmes offered in the field of Economics

**L9. Do degree programmes exist with more than 240 ECTS which are considered as first cycle programmes?**

No

**L9.1. In which study fields do these study programmes exist?**

**L9.2. What is the typical duration of these degree programmes outside the Bologna model?**

**L9.3. What percentage of first cycle students is enrolled in these programmes?**

**L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:**

60-75 ECTS "2.4"

**L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:**

90 ECTS "4.9"

**L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:**

120 ECTS "92.4"

**L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:**

Other duration "0.3"

**L10.1. What other duration do second cycle programmes have, if it is not 60-75, 90 or 120 ECTS?**

150 ECTS

**L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:**

60-75 ECTS "5.2"

**L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:**

90 ECTS "6.2"

**L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:**

120 ECTS "81.2"

**L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:**

Other duration "7.4"

**L11.1. Please specify**

A minimum 300 and maximum 360 credits may be obtained in single cycle long programmes. The minimum education period is 10 semesters and the maximum is 12 semesters. .

**L12. Do integrated/long programmes leading to a second cycle degree exist?**



Yes

**L12.1. Is the duration of the above programmes calculated in...**

ECTS credits (or other credits)

**L12.2. What is the typical duration of these degree programmes?**

5-6 years (10-12 semesters) and 300-360 ECTS credits

**L12.3. In which study fields do these study programmes exist?**

A few technical studies: architecture  
A few agricultural studies: forestry; veterenarian  
Most of the medical studies: medical doctor, dentistry, pharmaceutical programmes  
Some art studies: programme of film director, actor, sculpture and painting  
+ lawyer  
teacher

**L12.4. What percentage of first cycle students is enrolled in these programmes?**

ECTS 300 330 360  
Percentage  
of long  
programmes  
leading to  
second cycle  
degree 66,7 7,4 25,9  
Percentage  
of the total  
number of  
students  
enrolled in  
these programmes  
55,33 4,02 40,65

**L13. Do second cycle degree programmes exist outside the typical Bologna model (i.e. other than 60-120 ECTS and/or calculated in years rather than credits)?**

Yes

**L13.1. What is the typical duration of these second cycle programmes outside the Bologna model?**

5 semesters

**L13.2. What percentage of second cycle students is enrolled in these programmes?**

7,4

**L13.3. In which study fields do these study programmes exist?**

teacher training;  
According to Section 102 of the CCIV Act of 2011 on National Higher Education:  
(1) Types of teacher training:  
(2) The duration and level of trainings:  
d) primary school teacher training may be organized as a single-cycle long programme, and the duration of the training shall be eight semesters, following which – while maintaining student status – two semesters of school practice shall be compulsory; a Master level degree may be acquired in primary school teacher training;  
c) secondary school teacher training may be organized as a single-cycle long programme – or, in cases determined by the Government, as multi-cycle programme – and the duration of the training shall be ten semesters, following which – while maintaining student status – two semesters of school practice shall be compulsory; a Master level degree may be acquired in secondary school teacher training.

**L14. Is the minimum total duration of the Bachelor & Master programmes set nationally in your country?**

No

**L14.1. What is the minimum duration of the Bachelor & Master together?**

**L15. Comments**

**L16. What percentage of first cycle programmes give access to at least one second cycle study programme?**

100%

**L16.1. Please provide a source for this information.**

CCIV Act on National Higher Education  
Registry of HE Qualifications

**L17. What percentage of first cycle graduates continue to study in a second cycle study programme (within one year)?**

26-50%

**L17.1. Please provide a source for this information.**

FIR: Higher Education Information System

**L18. What are the requirements for holders of a first cycle degree to access a second cycle programme?**

**L18.1. All students...**

...must sit an entrance exam  Yes  No  In some cases  No answer

...must complete additional courses  Yes  No  In some cases  No answer

...must have work experience  Yes  No  In some cases  No answer

...must meet other requirements (please specify below)  Yes  No  In some cases  No answer

**L18.2. If other requirements apply and/or requirements apply only in some cases, please specify:**

It is the right of the HEIs to decide whether to organize entrance exam or not and if yes, in what way and in what conditions.

**L18.3. Holders of a first cycle degree from a different study field...**

- ...must sit an entrance exam  Yes  No  In some cases  No answer
- ...must complete additional courses  Yes  No  In some cases  No answer
- ...must have work experience  Yes  No  In some cases  No answer
- ...must meet other requirements (please specify below)  Yes  No  In some cases  No answer

**L18.4. If other requirements apply and/or requirements apply only in some cases, please specify:**

must sit an entrance exam: It is the right of the HEIs to decide whether to organize entrance exam or not and if yes, in what way and in what conditions.

must complete additional courses:

Qualification requirements order to complete additional courses depending on what part of the required discipline has not been covered in a 1st cycle programme different from the study field of the 2nd cycle programme

**L18.5. Holders of a first cycle degree from the same study field coming from a different higher education institution...**

- ...must sit an entrance exam  Yes  No  In some cases  No answer
- ...must complete additional courses  Yes  No  In some cases  No answer
- ...must have work experience  Yes  No  In some cases  No answer
- ...must meet other requirements (please specify below)  Yes  No  In some cases  No answer

**L18.6. If other requirements apply and/or requirements apply only in some cases, please specify:**

**L18.7. Holders of a professionally oriented first cycle degree seeking access to an academically oriented second cycle programme...**

- ...must sit an entrance exam  Yes  No  In some cases  No answer
- ...must complete additional courses  Yes  No  In some cases  No answer
- ...must have work experience  Yes  No  In some cases  No answer
- ...must meet other requirements (please specify below)  Yes  No  In some cases  No answer

**L18.8. If other requirements apply and/or requirements apply only in some cases, please specify:**

must sit an entrance exam: It is the right of the HEIs to decide whether to organize entrance exam or not and if yes, in what way and in what conditions.

must complete additional courses:

Qualification requirements order to complete additional courses depending on what part of the required discipline has not been covered in a 1st cycle programme different from the study field of the 2nd cycle programme.

**L19. What percentage of all second cycle programmes give access without further studies to third cycle studies?**

100%

**L19.1. Please provide a source for this information.**

CCIV Act on National Higher Education Programme and Outcome requirements

**L20. What percentage of second cycle graduates eventually enter into a third cycle programme?**

10.2000000000

**L20.1. Please provide a source for this information.**

FIR - Higher Education Information System

**L21. Is it possible for first cycle graduates to enter a third cycle programme without a second cycle degree?**

No

**L21.1. Please specify the criteria**

**L21.2. What percentage of third cycle students enter without a second cycle qualification?**

Please choose

**L22. If you would like to make any additional comments on the progression between cycles, please provide them here**

**L23. Do higher education steering documents mention doctoral education/training?**

Yes ▼

**L23.1. Please provide a reference to the relevant steering document(s):**

CCIV Act on National Higher Education  
387/2012 (XII. 19.) Governmental Decree on Doctoral Schools, order of doctoral procedures and habilitation.

**L24. Do the following types of doctoral programmes exist in your higher education system?**

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Traditional supervision-based doctoral education ""

**L24. Do the following types of doctoral programmes exist in your higher education system?**

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Structured doctoral programmes "100"

**L24. Do the following types of doctoral programmes exist in your higher education system?**

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Professional doctoral programmes ""

**L24. Do the following types of doctoral programmes exist in your higher education system?**

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Industrial doctoral programmes ""

**L24. Do the following types of doctoral programmes exist in your higher education system?**

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Other ""

**L24.1. Please specify which other types of doctoral programmes exist**

**L25. Do doctoral and/or graduate schools exist in your higher education system?**

Yes ▾

**L25.1. What are the main features of these schools and how many doctoral schools are there?**

In the framework of structured or organized doctoral programmes, PhD students are obliged to take part in lectures organized for PhD students, to pass professional examinations, to carry out research work, to publish the results of the research and to publish articles. A scientific leader and a supervisor teacher are responsible for the work of the PhD students. At the moment there are 173 doctoral schools in Hungary.

**L25.2. Please provide an estimate of the share of doctoral candidates who study in doctoral/graduate schools**

76-99%

**L26. What is the most common length of full-time third cycle (PhD) study programmes?**

In theory / according to regulations: "In theory, the duration of the organized doctoral programmes is 3 years but the writing of the dissertation and the initiation of the doctoral procedure takes usually another 2 years beyond that."

**L26. What is the most common length of full-time third cycle (PhD) study programmes?**

In empirical reality: "In practice, the duration of the structured doctoral programme is 4 years and the initiation of the qualification procedure takes usually 3 or 4 years."

**L27. Are doctoral studies included in your country's qualifications framework?**

No NQF

**L28. Apart from doctoral degrees, are there other degrees /qualifications referenced to level 3 of the QF-EHEA (level 8 EQF) in your national qualifications framework?**

Please choose

**L28.1. Please specify**

What are the names of such degrees? ""

**L28.1. Please specify**

What is the typical duration of programmes leading to such degrees? ""

**L28.1. Please specify**

What is the purpose/function of those degrees? ""

**L29. Are ECTS credits used in doctoral programmes?**

Yes, for taught elements only

**L30. Comments**

**L31. In your system, do short cycle programmes linked to the first cycle of higher education exist?**

Yes ▾

**L31.1. Please specify the name(s) of the qualification(s) awarded at completion of short cycle programme(s)**

higher educational vocational training: qualification

**L32. How are short cycle HE programmes linked to the Bachelor-Master structure?**

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

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

L33. Are short cycle programmes legally considered to be an integral part of your higher education system?

Yes, part of higher education

L34. Comments

L35. Do your steering documents mention the concept of student-centred learning?

No

L35.1. How do steering documents in your country define student-centred learning in higher education?

L35.2. How important are the following elements of student-centred learning in your steering documents in a scale from 0 (not important) to 5 (very important)?

- |                                       |                         |                         |                         |                         |                         |                         |                                            |
|---------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|--------------------------------------------|
| Independent learning                  | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Learning in small groups              | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Training in teaching for staff        | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Assessment based on learning outcomes | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Recognition of prior learning         | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Learning outcomes                     | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Student/staff ratio                   | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Student evaluation of teaching        | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Other                                 | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |

L35.2b. Please evaluate the following elements of student-centred learning in a scale from 0 (not important) to 5 (very important)

- |                                       |                                    |                                    |                                    |                                    |                         |                         |                                 |
|---------------------------------------|------------------------------------|------------------------------------|------------------------------------|------------------------------------|-------------------------|-------------------------|---------------------------------|
| Independent learning                  | <input type="radio"/> 0            | <input type="radio"/> 1            | <input type="radio"/> 2            | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |
| Learning in small groups              | <input type="radio"/> 0            | <input type="radio"/> 1            | <input checked="" type="radio"/> 2 | <input type="radio"/> 3            | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |
| Training in teaching for staff        | <input type="radio"/> 0            | <input type="radio"/> 1            | <input checked="" type="radio"/> 2 | <input type="radio"/> 3            | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |
| Assessment based on learning outcomes | <input type="radio"/> 0            | <input checked="" type="radio"/> 1 | <input type="radio"/> 2            | <input type="radio"/> 3            | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |
| Recognition of prior learning         | <input type="radio"/> 0            | <input type="radio"/> 1            | <input type="radio"/> 2            | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |
| Learning outcomes                     | <input type="radio"/> 0            | <input checked="" type="radio"/> 1 | <input type="radio"/> 2            | <input type="radio"/> 3            | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |
| Student/staff ratio                   | <input type="radio"/> 0            | <input type="radio"/> 1            | <input checked="" type="radio"/> 2 | <input type="radio"/> 3            | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |
| Student evaluation of teaching        | <input checked="" type="radio"/> 0 | <input type="radio"/> 1            | <input type="radio"/> 2            | <input type="radio"/> 3            | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |

L35.3. Please specify which other elements of student-centred learning are referred to in your steering documents.

L35.4. Please provide a reference for your steering documents on student-centred learning

L36. Comments

L37. In your country, do you use...

a national credit system compatible with ECTS

L37.1. Please provide details of how your national credit system is linked to ECTS and describe its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes)

National credit system is very similar to ECTS in its main features: 1 credit is awarded for 30 hours of students workload; 1 semester consists of 30 credits (only +/- 10% of differentiation is allowed by law); learning outcomes are not prescribed to be specified by law.

L37.2. Please describe the main characteristics of your national credit system (e.g. how credits are calculated and whether the system is based on learning-outcomes)

L38. In your country, what percentage of higher education institutions and programmes use ECTS for accumulation and transfer for all elements of study programmes?

- |                                             |                                        |                               |                               |                              |                           |                                 |
|---------------------------------------------|----------------------------------------|-------------------------------|-------------------------------|------------------------------|---------------------------|---------------------------------|
| Percentage of higher education institutions | <input checked="" type="radio"/> 100 % | <input type="radio"/> 76-99 % | <input type="radio"/> 51-75 % | <input type="radio"/> 1-50 % | <input type="radio"/> 0 % | <input type="radio"/> No answer |
| Percentage of programmes                    | <input checked="" type="radio"/> 100 % | <input type="radio"/> 76-99 % | <input type="radio"/> 51-75 % | <input type="radio"/> 1-50 % | <input type="radio"/> 0 % | <input type="radio"/> No answer |

L39. In the majority of higher education INSTITUTIONS in your country, what is the basis to award ECTS?

Combination of student workload and teacher-student contact hours

L39.1. Please specify

L40. In the majority of higher education PROGRAMMES in your country, what is the basis to award ECTS?

Combination of student workload and teacher-student contact hours

L40.1. Please specify

**L41. If student workload is part of the award of ECTS credits, is there a standard measure of the number of hours per credit?**

Yes

According to Section 108. of the CCIV Act of 2011 on National Higher Education.

24. Credit means a unit of students' workload which represents in relation to the course-unit or curricular unit the estimated time necessary for the acquisition of a specific body of knowledge and the fulfilment of requirements; one credit equals 30 study hours on average, and the value of a credit – supposing that the student's performance was accepted – does not depend on the evaluation of the student's knowledge received.

**L41.1. What is the number of hours per credit?**

30 hours

**L42. Are ECTS credits linked with learning outcomes in higher education programmes in your country? (This means that learning outcomes are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired.)**

Yes, in some (5-49%) programmes

**L43. Does national policy steer and/or encourage the use of learning outcomes in developing curricula?**

No

**L43.1. Does your country take specific support measures on the national level?**

**L44. Does national policy steer student assessment procedures to focus on learning outcomes?**

No

**L45. Is there an offer of training programmes on topics such as student-centred learning and learning outcomes for academic staff?**

**Compulsory**  Yes, for all academic staff  Yes, for some academic staff  No  No answer  
**Voluntary**  Yes, for all academic staff  Yes, for some academic staff  No  No answer

**L45.1. Please indicate the approximate percentage that participate**

**L45.2. Please specify for which members of academic staff training programmes are offered**

**L46. Is the use of learning outcomes in curricula development and student assessment monitored by Quality Assurance procedures?**

Yes

**L46.1. Please explain how, and provide a reference to further information**

From last year, accreditation guidelines for regular institutional accreditation process introduced a new principle among the old ones: it asks HEIs for reflecting to their practises on how they promote students to achieve competences.

**L47. If you would like to make any additional comments on ECTS and/or learning outcomes, please provide them here**

Learning outcomes fall within the scope of higher education institutions, which are based on programme and outcome requirements, the publication of which is modified in the 15/2006 decree of the Minister.

**L48. Is the Diploma Supplement issued in higher education institutions and to BA/MA students in all fields of study?**

The Diploma Supplement is issued..

- ...automatically to all students:by 100% of HEIs
- ...automatically to all students:by 76-99% of HEIs
- ...automatically to all students:by 51-75% of HEIs
- ...automatically to all students:by 26-50% of HEIs
- ...automatically to all students:by 1-25% of HEIs
- ...automatically to all students:by 0% of HEIs
- ...automatically to some students:by 100% of HEIs
- ...automatically to some students:by 76-99% of HEIs
- ...automatically to some students:by 51-75% of HEIs
- ...automatically to some students:by 26-50% of HEIs
- ...automatically to some students:by 1-25% of HEIs
- ...automatically to some students:by 0% of HEIs
- ...upon request:by 100% of HEIs
- ...upon request:by 76-99% of HEIs
- ...upon request:by 51-75% of HEIs
- ...upon request:by 26-50% of HEIs
- ...upon request:by 1-25% of HEIs
- ...upon request:by 0% of HEIs
- ...in certain fields of study:by 100% of HEIs
- ...in certain fields of study:by 76-99% of HEIs
- ...in certain fields of study:by 51-75% of HEIs
- ...in certain fields of study:by 26-50% of HEIs
- ...in certain fields of study:by 1-25% of HEIs

- ...in certain fields of study:by 0% of HEIs
- ...to no students :by 100% of HEIs
- ...to no students :by 76-99% of HEIs
- ...to no students :by 51-75% of HEIs
- ...to no students :by 26-50% of HEIs
- ...to no students :by 1-25% of HEIs
- ...to no students :by 0% of HEIs

L48.1. Please specify to which students

L48.2. Please identify the fields of study in which the Diploma Supplement is issued

L49. Is the Diploma Supplement issued to graduates in the third cycle?

No

L49.1. Please specify

L50. Is there any monitoring of how employers use the Diploma Supplement?

No

L50.1. Please provide the most recent results regarding the level of satisfaction of employers:

L50.2. Please provide a reference to the source of this information:

L51. Is there any monitoring of how higher education institutions use the Diploma Supplement?

No

L51.1. Please provide the most recent results regarding the level of satisfaction of institutions:

L52. In what language(s) is the Diploma Supplement issued?

Hungarian and English, and in case of minority language of studies, in the given minority language.

L53. The Diploma Supplement is issued..

free of charge

L53.1. Please specify the categories of students

L53.2. Please provide the amount and the reason for the fee

L54. Comments

L55. Do national higher education steering documents mention joint or double degrees?

Yes

L55.1 Please provide a reference to the legislation and/or cite the relevant articles

According to section 78 of the CCIV Act of 2011 on the National Higher Education:  
Section 78

(3) Hungarian and foreign higher education institutions may provide joint programmes awarding a Hungarian and foreign or joint diploma or certificate if all the following criteria are met:

- a) the higher education institutions concerned are recognised as higher education institutions in the state of the registered seats,
  - b) the diploma or certificate issued is accepted as a diploma or certificate awarded in higher education pursuant to the relevant national law of the countries concerned,
  - c) the Hungarian and the foreign higher education institutions are authorized for the programme, the programme and outcome requirements of which are identical to those of the programme subject to the agreement,
  - d) the credit transfer committee of the Hungarian higher education institution declares that the credit equivalence between the programme the higher education institute is authorized to launch and the programme subject to the agreement reaches at least 75%,
  - e) the student completes at least 30 credits in the Hungarian higher education institution which is authorized to launch the programme.
- (4) No authorisation for operation in Hungary shall be necessary if foreign higher education institutions offer the programmes set forth in subsection (3).  
(5) The Educational Authority shall register the agreement and the training, if the Senate of the Hungarian institution establishes that the requirements set forth in Paragraph (3) are met. Otherwise, the general rules of launching study programmes shall be applied.

L56. Does higher education legislation explicitly allow:

- Establishing joint programmes  Yes  No  Legislation not clear  Legislation does not mention joint degrees  No answer
- Awarding joint degrees  Yes  No  Legislation not clear  Legislation does not mention joint degrees  No answer
- Recognition of QA decisions on joint degrees  Yes  No  Legislation not clear  Legislation does not mention joint degrees  No answer

L57. Please estimate the percentage of institutions in your country that award joint degrees / are involved in at least one joint programme.

- Award joint degrees  100%  76-99%  51-75%  26-50%  11-25%  6-10%  1-5%  0%  No answer
- Participate in joint programmes  100%  76-99%  51-75%  26-50%  11-25%  6-10%  1-5%  0%  No answer

L58. Please estimate the percentage of students in your country that graduated in the academic year 2012/13...

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

L59. Please estimate the share of joint programmes in the three cycles

First cycle (%) "22"

**L59. Please estimate the share of joint programmes in the three cycles**

Second cycle (%) "78"

**L59. Please estimate the share of joint programmes in the three cycles**

Third cycle (%) "0"

**L60. Do you have information about study fields in which joint programmes / joint degrees are most common?**

Yes

**L60.1. Please explain briefly and mention/link to the source of this information**

Most of the programmes fall within the field of economic, social, engineering, agrarian and religious studies. Source of information (in Hungarian only): higher educational information system: <http://firgraf.educatio.hu/>

**L61. Comments**

4 Please estimate the percentage of students in your country that graduated in the academic year 2009/10 ... We do not have data (that is why I crossed O), the Higher Education information system was not in operation in 2009.

**L62. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing an NQF. Please choose below the stage that best describes your national situation.**

9: Qualifications have been included in the NQF

**L62.1. Please provide the date when the step was completed.**

04-30-2014

**L62.2. Is information on the development and/or revision of your NQF available through a national QF website?**

No

**L62.3. Please provide the link to the website:**

**L63. At what level of the European Qualifications Framework (EQF) do you place school leaving qualifications giving standard access to higher education?**

EQF level 4 or equivalent

**L64. Have you referenced your higher education qualifications against EQF levels?**

Other (please specify)

first, second and third cycle qualifications have been referenced against NQF levels 6, 7, 8. Official authorization of results is planned to take in May. NQF is under referencing against EQF in these days. There are no direct referencing of qualifications to EQF levels.

**L64.1. Please provide a reference to official documents**

**L65. Have you referenced your short-cycle higher education qualifications against EQF levels?**

Other (please specify)

short-cycle qualifications have been referenced against EQF level 5. Official authorization of results is planned to take in May. NQF is under referencing against EQF in these days. There are no direct referencing of qualifications to EQF levels.

**L65.1. Please provide a reference to official documents**

**L66. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of ACADEMIC STUDY in your country?**

Higher education institution whose decision is made based on ENIC/NARIC centre advice

In case of this question, Hungary has put a cross on both of the answers:

Higher education institution whose decision is made based on ENIC/NARIC centre advice

Higher education institution whose decision is made without ENIC/NARIC centre advice

**L67. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of PROFESSIONAL EMPLOYMENT in your country?**

Higher education institution whose decision is made without ENIC/NARIC centre advice

In case of this question, Hungary has put a cross on both of the answers:

Higher education institution whose decision is made based on ENIC/NARIC centre advice

Higher education institution whose decision is made without ENIC/NARIC centre advice

**L68. Which of the following statements is specified in national legislation?**

Applicant's right to fair assessment of qualification

Recognition of qualification provided that no substantive differences can be proven

Where recognition is not granted or is granted only partly, demonstration of substantial differences by the competent authority

Where recognition is not granted or is granted only partly, the applicant has the right to appeal

None of the above

**L68.1. Please provide a reference to the relevant legislation**

Act No. 100 of 2001 on Recognition of Foreign Certificates and Degrees

Act No. 99 of 2001 on Recognition of Qualifications concerning Higher Education in the European Region (Lisbon Recognition Convention)

**L68.2. What measures exist to ensure that these legal statements are implemented in practice?**

The Lisbon Recognition Convention is made into internal Hungarian law. The measures of the Lisbon Recognition Convention were transposed to other Hungarian laws in order to make sure that these principles work in practice. The burden of proof is on the recognition authorities and the applicant has the right to appeal against a negative decision.

**L69. How is a foreign qualification giving access to first cycle higher education in another country considered in an application for a first cycle higher education programme in your country?**

Qualifications from some countries are considered in the same way as the qualification in the national context

**L69.1. Please specify**

For European Economic Area member countries and for countries that ratified the Lisbon Recognition Convention, Hungarian legislation does not apply the substantial difference clause of the Lisbon Recognition Convention; consequently, secondary school leaving certificates of these countries give direct access to Hungarian higher education automatically. For other countries, the principle of the Lisbon Recognition Convention is applied, i.e. secondary school leaving certificates are recognised unless substantial difference is established.

**L70. How is a foreign qualification giving access to second cycle higher education in another country considered in an application for a second cycle higher education programme in your country?**

The qualification is considered in the same way as the qualification in the national context

**L70.1. Please specify**

**L71. How is a foreign qualification giving access to third cycle higher education in another country considered in an application for a third cycle higher education programme in your country?**

The qualification is considered in the same way as the qualification in the national context

**L71.1. Please specify**

**L72. Do higher education institutions typically:**

make recognition decisions in faculties/departments and mainly by staff teaching in the particular programme

**L72.1. Please explain**

**L72.2. If you wish, please comment on the (possibly several) practical procedures of recognition at institutional level**

If there is an agreement on recognition of study periods between higher education institutions, the study period is recognised without difficulty. In other cases it may happen that only a part of the study period is recognised. Academic recognition of qualifications for further studies goes smoothly.

**L73. What measures exist to ensure that higher education institutions have fair recognition procedures for study and training periods abroad?**

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

**L74. Comments**



## Data entry: (II\_Quality\_assurance)

### II.1. Which situation applies in your country?

Other

#### II.1.1. Please specify

The national agency is the Hungarian Accreditation Committee (HAC). It was established in 1993 as an independent agency. The 2011 Higher Education Law introduced substantial changes as to the delegation mechanism of HAC members and the tasks of the agency. Due to these changes and based on HAC's recent external review, the ENQA Board decided in November 2013 that as to independence, HAC does not substantially comply with the ENQA membership criteria and thus, the European Standards and Guidelines. To address these incompliances, the ministry considers necessary changes to the status of the HAC.

### II.2. What is the main outcome of an external review?

Please choose

#### II.2.1. For each of the agencies, what is the main outcome of an external review?

#### II.2.2. Please specify

### II.3. Does the outcome of an external review normally have an impact on the funding of the institution or programme?

Please choose

#### II.3.1. Please specify the normal impact of an external review

### II.4. Does the agency cover:

#### II.4.1. Considered together, do the agencies cover:

### II.5. Do the agencies cover:

#### II.5.1. Please specify:

### II.6. What is the main focus of the external evaluations undertaken?

#### II.6.1. Are all institutions included?

Please choose.. ▾

#### II.6.2. Please specify

#### II.6.3. Are all programmes in all cycles included?

Please choose.. ▾

#### II.6.4. Please specify

#### II.6.5. Are all institutions and all programmes included?

### II.7. Are the outcomes of Quality Assurance evaluations made available to the public?

All reports are publically available

### II.8. Are the following issues typically included in external Quality Assurance Evaluations?

- |                                                |                                      |                                     |                                     |                                 |
|------------------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|---------------------------------|
| Teaching                                       | <input checked="" type="radio"/> Yes | <input type="radio"/> No            | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Research                                       | <input checked="" type="radio"/> Yes | <input type="radio"/> No            | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Student support services                       | <input checked="" type="radio"/> Yes | <input type="radio"/> No            | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Lifelong learning provision                    | <input type="radio"/> Yes            | <input checked="" type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Admissions processes                           | <input type="radio"/> Yes            | <input checked="" type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Student progression, drop-out and completion   | <input checked="" type="radio"/> Yes | <input type="radio"/> No            | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Employability                                  | <input checked="" type="radio"/> Yes | <input type="radio"/> No            | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Internal Quality Assurance / Management system | <input checked="" type="radio"/> Yes | <input type="radio"/> No            | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Recognition policy and practice                | <input type="radio"/> Yes            | <input checked="" type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |

#### II.8.1. Please specify

#### II.8.2. For those issues that are typically included in external QA evaluation, please provide details on the criteria used. Please also provide the full reference to relevant documents

a) Ex-ante accreditation of study programmes and doctoral schools, opinion on proposed professorial appointments; paper based exercise. Legal and HAC requirements as to content, personnel

(employment status, qualifications, professional-scientific-teaching activities, foreign language skills if relevant), infrastructure

Evaluation and accreditation criteria (documents in Hungarian):

- [http://www.mab.hu/web/doc/beadvanyok/Fsz\\_SzBSz\\_frisz130705.doc](http://www.mab.hu/web/doc/beadvanyok/Fsz_SzBSz_frisz130705.doc) (VET)
- [http://www.mab.hu/web/tir/doc/szbsz\\_bs2.doc](http://www.mab.hu/web/tir/doc/szbsz_bs2.doc) (Bachelor)
- [http://www.mab.hu/web/tir/doc/szbsz\\_ms2.doc](http://www.mab.hu/web/tir/doc/szbsz_ms2.doc) (Master)
- [http://www.mab.hu/web/tir/doc/szbsz\\_msto.doc](http://www.mab.hu/web/tir/doc/szbsz_msto.doc) (Master: teacher training)
- [http://www.mab.hu/web/doc/akkreditacio/130607DL\\_ABSz\\_H.doc](http://www.mab.hu/web/doc/akkreditacio/130607DL_ABSz_H.doc) (PhD/DLA)
- [http://www.mab.hu/web/doc/beadvanyok/EtSzbsz\\_130507.doc](http://www.mab.hu/web/doc/beadvanyok/EtSzbsz_130507.doc) (Professorial appointments)

b) Ex-post accreditation of study programmes and HEIs based on self-evaluation, site visit by HAC review panel, external report, HAC resolution, monitoring. Legal and HAC requirements and evaluation criteria as to programme content, personnel, organisation and management, teaching and learning, research, infrastructure, internal quality assurance (compliance with Part one standards of the European Standards and Guidelines).

Evaluation and accreditation criteria (documents in Hungarian):

- <http://www.mab.hu/web/doc/akkreditacio/130927parhEljaras2013H.doc> (progs)
- <http://www.mab.hu/web/doc/akkreditacio/130927intakkrEljaras2013H.pdf> (HEIs)

### II.8.3. Additional comments

**II.9. Does your national Quality Assurance system or legislative framework explicitly allow higher education institutions to choose a Quality Assurance Agency from outside your country as part of the initial and/or periodic external QA review?**

No

### II.9.1. Please explain the differences

### II.9.2. Please specify which institutions are able to choose

**II.10. Which conditions apply to the choice of a Quality Assurance Agency for cross border review?**

#### II.10.1. How many higher education institutions have used this opportunity?

**II.11. In the case of international joint and double degree programmes, are quality assurance decisions of QA agencies registered abroad recognised in your country?**

Other (e.g. the agency must be also a member of the European Association for Quality Assurance in Higher Education (ENQA)).

According to the CCIV Act on National Higher Education:

Section 76

(1) Foreign higher education institutions may offer study programmes resulting in the issuance of certificates in the Republic of Hungary, if the foreign decision approving operation as a state recognised higher education institution in the state of origin is recognised and the operation is approved by the Educational Authority. The Educational Authority shall recognise the foreign decision, if the principles of the education system of the respective state are in line with the educational fundamental principles of the European Higher Education Area. The Educational Authority shall withdraw its decision on equivalence, if doing so is justified by the foreign decision allowing the operation of the higher education institution.

Section 77:

(3) Service providers having the right of free service provision under the act on the general rules of the taking-up and pursuit of service activities, who intend to provide cross-border education services in Hungary, shall notify this intent to the Educational Authority. Service providers having the right of free service provision shall be registered by the Educational Authority, if the condition set forth in Section 76 (1) is met.

### II.11.2. Please specify

### II.12. Additional comments

**II.13. Does your legislation or steering documents encourage your national QA agency(ies) to be:**

- Listed in EQAR
- Member of ENQA
- There is no specification within the current legislation or steering documents
  - Yes, for an application to EQAR
  - Yes, for the purpose of ENQA membership
  - Yes, for other purposes
- An evaluation is planned before the 2015 Ministerial Meeting in Yerevan but has not yet taken place
  - No

**II.15. Is there a formal requirement that students are involved**

- |                                                            |                                                        |                                          |                                     |                                     |                                 |
|------------------------------------------------------------|--------------------------------------------------------|------------------------------------------|-------------------------------------|-------------------------------------|---------------------------------|
| <b>In governance structures of national QA agencies</b>    | <input checked="" type="radio"/> Yes, it is compulsory | <input type="radio"/> Yes, it is advised | <input type="radio"/> No            | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| <b>As full members in external review teams</b>            | <input checked="" type="radio"/> Yes, it is compulsory | <input type="radio"/> Yes, it is advised | <input type="radio"/> No            | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| <b>As observers in external review teams</b>               | <input type="radio"/> Yes, it is compulsory            | <input type="radio"/> Yes, it is advised | <input checked="" type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| <b>In the preparation of self evaluation reports</b>       | <input type="radio"/> Yes, it is compulsory            | <input type="radio"/> Yes, it is advised | <input checked="" type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| <b>In the decision making process for external reviews</b> | <input checked="" type="radio"/> Yes, it is compulsory | <input type="radio"/> Yes, it is advised | <input type="radio"/> No            | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| <b>In follow-up procedures</b>                             | <input checked="" type="radio"/> Yes, it is compulsory | <input type="radio"/> Yes, it is advised | <input checked="" type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |

### II.15.1. Please specify

**II.16. Is there a formal requirement that international peers/experts are involved?**

- |                                                          |                                             |                                          |                                     |                                     |                                 |
|----------------------------------------------------------|---------------------------------------------|------------------------------------------|-------------------------------------|-------------------------------------|---------------------------------|
| <b>In governance structures of national QA agencies?</b> | <input type="radio"/> YES, it is compulsory | <input type="radio"/> YES, it is advised | <input checked="" type="radio"/> NO | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| <b>As full members in external review teams</b>          | <input type="radio"/> YES, it is compulsory | <input type="radio"/> YES, it is advised | <input checked="" type="radio"/> NO | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| <b>As observers in external review teams</b>             | <input type="radio"/> YES, it is compulsory | <input type="radio"/> YES, it is advised | <input checked="" type="radio"/> NO | <input type="radio"/> In some cases | <input type="radio"/> No answer |

- In the decision making process for external reviews**  YES, it is compulsory  YES, it is advised  NO  In some cases  No answer
- In follow-up procedures**  YES, it is compulsory  YES, it is advised  NO  In some cases  No answer

II.16.1. Please specify

II.17. Is there a formal requirement that academic staff are involved

- In governance structures of national QA agencies?**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- As full members in external review teams**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- As observers in external review teams**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- In the decision making process for external reviews**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- In follow-up procedures**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer

II.17.1. Please specify

II.18. Is there a formal requirement that employers are involved

- In governance structures of national QA agencies?**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- As full members in external review teams**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- As observers in external review teams**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- In the decision making process for external reviews**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer
- In follow-up procedures**  Yes, it is compulsory  Yes, it is advised  No  In some cases  No answer

II.18.1. Please specify

II.20. Are there formal requirements for higher education institutions to develop internal quality assurance systems?

No

II.20.1. Please specify these requirements and the relevant source

II.21. Who is primarily responsible for deciding the focus of internal quality assurance processes?

Higher education institutions

II.21.1. Please specify

II.22. Are there formal requirements for students to be involved in internal quality assurance systems?

No

II.22.1. Please specify

II.23. Is there a requirement for students to be involved in the preparation of self evaluation reports?

- Yes
- No
- In some cases

II.23.1. Please specify

II.24. Is there a requirement for students to be involved in decision-making as an outcome of evaluation?

II.24.1. Please specify

II.25. How many higher education institutions have published a strategy/policy for the continuous enhancement of quality in the past 5 years?

75 - 99%

II.26. How many higher education institutions have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?

75 - 99%

II.26.1. Please describe what kind of arrangements are in place.

HEIs' internal regulations (By-laws) as to approval of new programmes (decision by Senate), internal QA regulations as to monitoring and periodic review.

II.27. How many higher education institutions publish up to date and objective information about the programmes and awards offered?

75 - 99%

II.28. How many higher education institutions publish critical and negative outcomes of Quality Assurance evaluations?

1 - 24%

All outcomes of external QA procedures (evaluation reports and accreditation decisions, let they be positive or negative) are published on the HAC website (in Hungarian, see [www.mab.hu](http://www.mab.hu)) thus, there is no need to publish them elsewhere.

II.29. Are higher education institutions' recognition policy and practice typically evaluated in Internal Quality Assurance processes within the institution?

No

II.29.1. Please explain

## Data entry: (III\_Social\_dimension)

**III. Policy background:** In the framework of the Bologna Process, the ministers responsible for higher education agreed that the student body entering, participating in and completing higher education at all levels should reflect the diversity of the population living in the different European regions (London Communiqué, 18 May 2007).

### III.1. How is the objective of widening participation reflected in steering documents of your country?

It is reflected through a set of concrete measures

#### III.1.1. Please indicate these measures in the form of bullet points:

The access to higher education of disadvantaged sections of society is supported by the 40 extra points ensured by Section 24(1) of Government Decree 423/2012 (XII. 29) on the admission procedure to higher education institutions.

### III.2. Do steering documents of your country refer to any quantitative objectives to be reached regarding the population entering, participating in and/or completing higher education?

Yes, there are quantitative objectives WITHOUT reference to any underrepresented groups of the student population

#### III.2.1. Please indicate which statement(s) best describe(s) your country-specific situation: The quantitative objectives are formulated in terms of...

- student population entering HE
- student population participating in HE
- student population completing HE
- graduates entering the labour market

#### III.2.2. Please specify the quantitative objectives and the period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

In line with the Europe 2020 Strategy, the fourth commitment of the National Reform Programme of Hungary intends to increase the share of the population (aged 30-34) having tertiary level or equivalent qualifications to 30.3 per cent by 2020.

#### III.2.3. Please indicate which underrepresented groups are covered by the quantitative objectives, what they are and which period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

Students with disabilities:Objective set and period covered

Students with disabilities:Policy document (reference and link)

Adults/mature students:Objective set and period covered

Adults/mature students:Policy document (reference and link)

Students from lower socio-economic background/lower socio-economic group:Objective set and period covered

Students from lower socio-economic background/lower socio-economic group:Policy document (reference and link)

Male/female (gender groups):Objective set and period covered

Male/female (gender groups):Policy document (reference and link)

Ethnic, cultural, religious or linguistic minorities (please specify):Objective set and period covered

Ethnic, cultural, religious or linguistic minorities (please specify):Policy document (reference and link)

Students living in specific geographical areas (e.g. rural areas):Objective set and period covered

Students living in specific geographical areas (e.g. rural areas):Policy document (reference and link)

Migrants:Objective set and period covered

Migrants:Policy document (reference and link)

Migrants' children:Objective set and period covered

Migrants' children:Policy document (reference and link)

Other groups:Objective set and period covered

Other groups:Policy document (reference and link)

#### III.2.4. Comments

### III.3. Are there any mechanisms in your country, which encourage or oblige higher education institutions to participate in a systematic monitoring of the composition of the student body?

Yes ▾

#### III.3.1. Please provide a short description of the mechanisms in place:

9 The ranking decision

Section 25(1) The Minister, the Educational Authority and the higher education institutions shall participate in the preparation of the ranking decision.

(2) The Minister shall make his or her decision specified in Section 46(4) of the National Higher Education Act. by 30 November of the year before the admission procedure.

(3) The higher education institutions must forward the results of applicants – as determined by the institutions – to the Authority, by the date of the preparation of the ranking decision mentioned in subsection (4), as set by the Authority.

(4) In preparation for the ranking decision, the Authority shall prepare a plan for the minimum scores for the programmes according to Section 39 of the National Higher Education Act, based on the available information.

(5) Based on the proposal, the higher education institution may initiate

(a) the increase of the maximum number of students published in the higher education information book in the case of certain programmes;

(b) the reduction of the minimum number of students published in the higher education information book in the case of certain programmes,

(6) Based on the decisions of higher education institutions, the Authority shall prepare a new plan.

(7) The procedure described in subsections (5) and (6) can be repeated several times before the day of the ranking decision.

(8) The higher education institutions must forward the results of applicants – as determined by the institutions – to the Authority, by the date of the preparation of the decision mentioned in subsection

(5), as set by the Authority.  
(Government Decree 423/2012 (XII 29) on the admission procedure to higher education institutions)

III.4. Please indicate the stages at which the composition of the student body is subject to systematic monitoring and the student characteristics which are taken into account at these stages. If there is no systematic monitoring at the given stage, please tick "not applicable".

Disability:At entry to HE	1 ▼
Disability:During HE studies	0 ▼
Disability:At graduation	0 ▼
Disability:After graduation	0 ▼
Labour market status prior to the entry to HE:At entry to HE	0 ▼
Labour market status prior to the entry to HE:During HE studies	0 ▼
Labour market status prior to the entry to HE:At graduation	0 ▼
Labour market status prior to the entry to HE:After graduation	0 ▼
Age:At entry to HE	1 ▼
Age:During HE studies	0 ▼
Age:At graduation	0 ▼
Age:After graduation	0 ▼
Type and level of qualification achieved prior to entry to HE:At entry to HE	1 ▼
Type and level of qualification achieved prior to entry to HE:During HE studies	0 ▼
Type and level of qualification achieved prior to entry to HE:At graduation	0 ▼
Type and level of qualification achieved prior to entry to HE:After graduation	0 ▼
Socio-economic background:At entry to HE	0 ▼
Socio-economic background:During HE studies	0 ▼
Socio-economic background:At graduation	0 ▼
Socio-economic background:After graduation	0 ▼
Gender:At entry to HE	1 ▼
Gender:During HE studies	0 ▼
Gender:At graduation	0 ▼
Gender:After graduation	0 ▼
Ethnic, cultural, religious or linguistic minority status (please specify in comments):At entry to HE	0 ▼
Ethnic, cultural, religious or linguistic minority status (please specify in comments):During HE studies	0 ▼
Ethnic, cultural, religious or linguistic minority status (please specify in comments):At graduation	0 ▼
Ethnic, cultural, religious or linguistic minority status (please specify in comments):After graduation	0 ▼
Religion:At entry to HE	0 ▼
Religion:During HE studies	0 ▼
Religion:At graduation	0 ▼
Religion:After graduation	0 ▼
Migrant status (migrants or migrants' children):At entry to HE	0 ▼
Migrant status (migrants or migrants' children):During HE studies	0 ▼
Migrant status (migrants or migrants' children):At graduation	0 ▼
Migrant status (migrants or migrants' children):After graduation	0 ▼
Other characteristics:At entry to HE	0 ▼
Other characteristics:During HE studies	0 ▼
Other characteristics:At graduation	0 ▼
Other characteristics:After graduation	0 ▼
Not applicable (no systematic monitoring at the given stage):At entry to HE	0 ▼
Not applicable (no systematic monitoring at the given stage):During HE studies	0 ▼
Not applicable (no systematic monitoring at the given stage):At graduation	0 ▼
Not applicable (no systematic monitoring at the given stage):After graduation	0 ▼

III.4.1. Please specify how ethnic, cultural, religious or linguistic minority status is taken into account:

III.4.2. Please specify which other student characteristics are taken into account in the monitoring:

III.4.3. Comments

III.5. Please specify who monitors the composition of the student body

HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE	0 ▼
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical	0 ▼

agency/office):During HE studies	
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation	<input type="text" value="0"/> ▼
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation	<input type="text" value="0"/> ▼
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE	<input type="text" value="0"/> ▼
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies	<input type="text" value="1"/> ▼
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation	<input type="text" value="0"/> ▼
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation	<input type="text" value="0"/> ▼
Ministry/governmental body:At entry to HE	<input type="text" value="1"/> ▼
Ministry/governmental body:During HE studies	<input type="text" value="0"/> ▼
Ministry/governmental body:At graduation	<input type="text" value="0"/> ▼
Ministry/governmental body:After graduation	<input type="text" value="0"/> ▼
Independent bodies/agencies:At entry to HE	<input type="text" value="0"/> ▼
Independent bodies/agencies:During HE studies	<input type="text" value="0"/> ▼
Independent bodies/agencies:At graduation	<input type="text" value="0"/> ▼
Independent bodies/agencies:After graduation	<input type="text" value="0"/> ▼
Other:At entry to HE	<input type="text" value="0"/> ▼
Other:During HE studies	<input type="text" value="0"/> ▼
Other:At graduation	<input type="text" value="0"/> ▼
Other:After graduation	<input type="text" value="0"/> ▼
No systematic monitoring:At entry to HE	<input type="text" value="0"/> ▼
No systematic monitoring:During HE studies	<input type="text" value="0"/> ▼
No systematic monitoring:At graduation	<input type="text" value="1"/> ▼
No systematic monitoring:After graduation	<input type="text" value="1"/> ▼

**III.5.1. Please specify which other organisation monitors the composition of the student body**

**III.5.2. If at certain stages you chose several options, please explain the distribution of responsibilities between different parties involved:**

Data with regards the entrance procedure to higher education – including the data with regards the composition of the population – are recorded by the Educatio Non-profit Social Service Ltd. which is authorised to be the official IT provider of the entrance procedure; the supervision of the Educatio Non-profit Service Ltd is realised by the Ministry of Human Resources.

**III.5.3. Comments**

**III.6. In your country, are there legal restrictions on collecting or publishing data on certain student characteristics (e.g. ethnic background of students)?**

...collect data on certain student characteristics  No legal restrictions apply to...  Some legal restrictions apply to...  No answer

...publish data on certain student characteristics  No legal restrictions apply to...  Some legal restrictions apply to...  No answer

**III.6.1. Please specify which data cannot be collected or published and why.**

Ethnic background is based on self-declaration in Hungary. The CCIV Act of 2011 on National Higher education regulates the data which have to be recorded.

**III.7. Are the results of monitoring activities related to different stages (i.e. at entry, during studies, at graduation, after graduation) publicly available?**

▼

**III.7.1. How are these results published?**

Information is aggregated

**III.7.2. Please provide details on where the results of the monitoring activities can be consulted.**

As far as the entrance to higher education is concerned, some data are accessible on the official website of the entrance procedure of Hungary ([www.fchv1.hu](http://www.fchv1.hu))  
More higher education institutions publish the results of the career-tracking system for diploma holders.

**III.8. From the data collected in your monitoring system, what have been the main changes in the composition of the student body during the last ten years?**

No significant changes can be observed in the composition of the entrance to higher education.

**III.9. Please choose the statement that best describes your country-specific situation:**

Individuals that meet standard entry requirements have...

a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:Universities  ▼

a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities  ▼

a guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities  ▼

a guaranteed right to higher education in ALL fields but they are often offered a  ▼

place at an institution that is NOT their own (first) choice:HEIs other than universities

a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:Universities

a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities

a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities

a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:HEIs other than universities

no guaranteed right to higher education:Universities

no guaranteed right to higher education:HEIs other than universities

### III.9.1. Please specify which fields are excluded:

In case of same programmes, higher education institutions can define special entrance examination requirements beside the standard entrance examination requirements. In case of popular programmes, candidates are ranked according to the level how they met the entrance requirements, while in case of programmes in the field of arts, the admission is primarily based on the entrance examination. During the application to higher education, applicants can choose from programmes of different higher education institutions thus the admission procedure is based on the applicants' choices. Therefore it is not possible to offer programmes for students who were not admitted to higher education.

### III.9.2. Comments

### III.10. Please explain on what basis higher education institutions most commonly select students:

Level of achievement in standard entry requirements:Universities

Level of achievement in standard entry requirements:HEIs other than universities

Entry examinations for all programmes:Universities

Entry examinations for all programmes:HEIs other than universities

Entry examinations for some programmes, and level of achievement in standard entry requirements for others:Universities

Entry examinations for some programmes, and level of achievement in standard entry requirements for others:HEIs other than universities

Other:Universities

Other:HEIs other than universities

### III.10.1. Please specify which other criteria apply:

### III.10.2. Comments

### III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 1 "secondary school leaving certificate"

### III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 2 "secondary school leaving certificate with a qualification"

### III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 3 "degree"

### III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 4 ""

### III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 5 ""

### III.12. The different routes are opening access to...

{III\_11\_SQ001}  all HEIs /HE programmes  some HEIs / HE programmes  No answer

{III\_11\_SQ002}  all HEIs /HE programmes  some HEIs / HE programmes  No answer

{III\_11\_SQ003}  all HEIs /HE programmes  some HEIs / HE programmes  No answer

{III\_11\_SQ004}  all HEIs /HE programmes  some HEIs / HE programmes  No answer

{III\_11\_SQ005}  all HEIs /HE programmes  some HEIs / HE programmes  No answer

### III.12.1. For routes that only open access to some HEIs or programmes, please specify to which institutions/programmes they do open access and to which institutions/programmes they do not open access:

### III.13. Please provide the percentages of students entering through each access route. If you cannot provide the exact percentages, please provide at least approximate data (estimates). Please indicate in the appropriate text field whether the information is based on official data or an estimate.

{III\_11\_SQ001}:% of students entering HE through this access route

{III\_11\_SQ001}:Official data based on central level monitoring, including surveys



{III_11_SQ001}:Estimates	65
{III_11_SQ001}:Impossible to say (no official data and impossible to estimate)	
{III_11_SQ002}:% of students entering HE through this access route	
{III_11_SQ002}:Official data based on central level monitoring, including surveys	
{III_11_SQ002}:Estimates	5
{III_11_SQ002}:Impossible to say (no official data and impossible to estimate)	
{III_11_SQ003}:% of students entering HE through this access route	
{III_11_SQ003}:Official data based on central level monitoring, including surveys	
{III_11_SQ003}:Estimates	30
{III_11_SQ003}:Impossible to say (no official data and impossible to estimate)	
{III_11_SQ004}:% of students entering HE through this access route	
{III_11_SQ004}:Official data based on central level monitoring, including surveys	
{III_11_SQ004}:Estimates	
{III_11_SQ004}:Impossible to say (no official data and impossible to estimate)	
{III_11_SQ005}:% of students entering HE through this access route	
{III_11_SQ005}:Official data based on central level monitoring, including surveys	
{III_11_SQ005}:Estimates	
{III_11_SQ005}:Impossible to say (no official data and impossible to estimate)	

III.13.1. Please indicate the source of the official data:

#### III.13.2. Comments

Pursuant to subsections (1) and (2) of Section 40 of Act CCIV of 2011 on national higher education, passing the secondary school leaving examination shall constitute a precondition for entrance into higher education.

Section 15(6) of Government Decree 423/2012 (XII. 29) on the admission procedure to higher education institutions makes it possible for higher education institutions to rank applicants with higher education qualifications taking their previous higher education studies into account if they are applying for a Bachelor programme, an undivided programme or higher education vocational training. This shall be decided by the institution in all cases – regarding the programmes specified by the institution – and the decision can be different in each admission procedure.

III.14. Are there any incentives for higher education institutions to admit non-traditional students?

No ▼

III.14.1. Please indicate which incentives exist and how they operate.

Do they apply to all HEIs or only to some HEIs? If they only apply to some HEIs, please indicate to which ones.

#### III.15. Comments

III.16. In your country, are there any bridging programmes for HE candidates who do not possess standard qualification(s) opening access to higher education?

- Yes, such programmes exist and they are targeted at those who left school prior to the completion of any type of upper secondary education.
- Yes, such programmes exist and they are targeted at those who have completed an upper secondary programme which does not allow direct access to higher education.
- No, such programmes do not exist.

III.16.1. Please provide details on these programmes, the qualifications they lead to (e.g. standard upper secondary school leaving certificate, qualification/certificate that differs from the standard upper secondary school leaving certificate) and the number of participants completing the courses (latest available statistics):

The Bridge-I and Bridge-II programmes established within the system of national public education support the reduction of the number of those leaving school early. Within that, within the framework of the Bridge-I programme, a student who had not finished primary school must take an examination in order to proceed to secondary school, of which the student shall receive a certificate. This measure helps low-performing students who dropped out from school to first return to a secondary-level school – which may also be a secondary school – and if they graduate and meet the requirements of admission to higher education institutions, to continue their studies in a higher education institution.

Students in the Bridge-II programme may acquire a primary school qualification and a partial qualification with which they can attend secondary school within the framework of evening classes and take the secondary school leaving examination, and continue their studies in a higher education institution, provided that they meet the criteria of admission to higher education institutions.

There is a scholarship programme "Útravaló – MACIKA" – which is a sub-programme of the "Road to the secondary school leaving examination" – that provides a scholarship opportunity to disadvantaged students in public education, thereby encouraging them to study. By passing the secondary school leaving examination, it can become possible for these students to proceed to higher education.

The institutionalised public education system provides adult education to citizens in the form of evening and correspondence courses that enable them to pass the secondary school leaving examination and then make it possible for them to access higher education.

#### III.17. Comments

III.18. Can higher education candidates without standard qualifications be admitted to higher education on the basis of the recognition of their prior non-formal and informal learning?

No, this is not possible (i.e. all HE candidates must hold a HE entry qualification).

III.18.1. Please indicate the steering documents on which admission to HE on the basis of recognition of prior non-formal and informal learning is based (if any):

III.19. Please choose the statement that best applies to your country-specific situation:

III.20. In your country, do steering documents refer to any specific requirements for HE candidates who would like to gain access to HE based on the recognition of their non-formal and informal learning?

- Yes, steering documents refer to specific age requirements
- Yes, steering documents refer to requirements related to the duration of prior professional experience



- Yes, steering documents refer to other requirements  
 No, there is no reference in steering documents to any requirements

**III.20.1. If steering documents contain references to specific requirements, please provide the details on the exact formulation here:**

**III.20.2. Please also provide the full reference(s) to relevant document(s) here:**

**III.21. Based on official statistics or estimates please indicate the proportion of students entering higher education through the recognition of non-formal and informal learning (i.e. without standard HE entry qualifications):**

Please choose

**III.21.1. Please indicate the source of this information**

Please choose

**III.21.2. Please specify:**

**III.22. Comments**

: Non-formal and informal studies are not taken into consideration when accessing higher education but it is possible to have non-formal and informal studies recognised during higher education studies.

**III.23. Is student retention and/or completion defined as an objective in the steering documents in your country?**

Yes ▼

**III.23.1. Please specify how this objective is defined:**

The student shall make a statement in which he or she agrees to obtain the degree in his or her programme financed by the Hungarian State within the specified study period but in any case within one and a half times the specified training period (this only applies to students in state-financed education). (Section 48/A of the National Higher Education Act)

**III.23.2. Please also provide the full reference(s) to all relevant document(s).**

- National commitment No. 4 of the National Reform Programme of 2013 relating to the Europe 2020 strategy aims at increasing the number of those who have a higher education or equivalent qualification to 30.3 per cent (among 30-34-year-olds). In connection with this commitment, action 53 of the NRP is aimed at reducing the rate of drop-out through the following three approaches:
  - o Firstly, by realising a comprehensive application system that makes it possible to support the participation of outstanding students (students in Master programmes and PhD students), PhD candidates and lecturer-researchers who obtained a doctorate, in national R&D programmes in Hungarian higher education institutions, in order to increase research careers' ability to retain such experts.
  - o Secondly, by improving the system of foreign language training, since the obtaining of degrees is mostly prevented by the lack of appropriate foreign language skills.
  - o Thirdly, by the systemic improvement of higher education support services, which also makes it possible to track students' learning progress accurately.
- The number of secondary school students and thus the number of those applying to higher education institutions decrease from year to year for demographic reasons; therefore results can be obtained in the field of increasing the number and proportion of those with higher education qualifications primarily by reducing the number of drop-outs and students who take longer to complete their programmes than the recommended time. The strategy aimed at increasing the proportion of those having higher education qualifications deals with the issue of access in a separate chapter and sets the reduction of drop-out and the increasing of qualifications (the elimination and mitigation of factors preventing the obtaining of qualifications) as strategic goals.

**III.24. In your country, are targets set to measure progress regarding student retention and/or completion?**

Yes ▼

**III.24.1. Please describe the targets:**

The HROP 3.3 action realised through ESF co-financing contains specific activities aimed at the reduction of drop-out and the goals are laid down in a separate result indicator in the HROP in connection with the action (Indicator: The proportion of those obtaining their degrees within the financed period).

**III.24.2. Please also provide the full reference(s) to all relevant document(s).**

[http://ec.europa.eu/europec2020/pdf/nd/nrp2013\\_hungary\\_en.pdf](http://ec.europa.eu/europec2020/pdf/nd/nrp2013_hungary_en.pdf)

**III.25. Are under-represented groups of students specifically targeted in your policies to increase completion rates?**

No, the aim is to improve completion rates for all students

**III.25.1. Please specify the groups of students that are targeted:**

**III.25.2. Please also provide the full reference(s) to all relevant document(s):**

**III.26. In your country, are there any specific measures to improve retention rates of first year students?**

Yes ▼

**III.26.1. Please describe the measures:**

HÖOK Mentoring Programme – Higher Education Mentoring Network is designed to assist those prospective first-year students, who – because of their social circumstances – enter the higher education system with disadvantages, i.e. disadvantaged and multiple disadvantaged students. Candidate students are supported by a personal assistant for one academic year.

**III.26.2. Please also provide the full reference(s) to all relevant document(s):**

Act CCIV of 2011 on national higher education:

Section 54 ...The higher education institution shall provide assistance to developing the talent of disadvantaged students within the framework of a mentoring programme.

Government Decree No. 79/2006 (IV.5) on the implementation of certain provisions of Act CXXXIX of 2005 on higher education:

Section 28 (1) Disadvantaged students who gained admission to or taken over by a higher education institution can get assistance within the framework of the mentoring programme for preparations during their studies.

(2) Within the framework of the mentoring programme assistance is provided by the staff and students of the higher education institution (hereinafter referred to as mentor).

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**III.27. Are there any incentives in your country encouraging students to complete their studies within a limited period of time (e.g. 3–4 years for a bachelor degree)?**

Yes, there are financial incentives encouraging students to complete their studies within a limited period of time

**III.27.1. Please provide details on the incentives that exist in your country:**

The condition of participation in a programme financed by the Hungarian State is that the student must obtain the degree within the specified study period but in any case within one and a half times the specified training period. Otherwise the student must repay an amount corresponding to 50% of the scholarship granted by the state. (Section 48/A of the National Higher Education Act)

**III.27.2. Please also provide the full reference(s) to all relevant document(s):**

**III.28. Does the improvement of completion/drop-out rates have an impact on HEIs' funding?**

- Yes, within a funding formula
- Yes, as a performance-based mechanism
- No

**III.28.1. Please provide details how:**

The scholarship provided by the Hungarian State as training support motivates the higher education institutions to maintain a high number of students. The support provided to higher education institutions partly depends on the number of students

**III.28.2. Please also provide the full reference(s) to all relevant document(s):**

CCIV Act on National Higher Education

**III.29. Are there any other non-financial mechanisms/incentives in place to help HEIs improve student completion rates?**

Yes ▾

**III.29.1. Please provide details:**

Higher education institutions shall support the integration and progress of students during their higher education studies through the institutions' information and advisory systems, paying special attention to students with disabilities. (point (c) of subsection (1) of Section 11 of the National Higher Education Act)  
Section 107(1) Where the conferral of a degree or certificate is conditional on passing a general foreign language examination, students who reached at least the age of 40 in the year of starting their first-year studies shall be exempted from the fulfilment of this requirement. This provision shall be applied for the last time in respect of those who take their final examination in the 2015/2016 academic year.  
(2) If so required by the organisational and operational rules of the higher education institution, apart from those listed in subsection (1), students who fail to submit to the higher education institution the documents certifying a general foreign language examination within three years of the day of their successful final examination, and, instead of meeting the general language examination requirements for acquiring a degree or certificate, take a language test organised by the higher education institution shall also be exempted from the general language examination requirement for acquiring a degree or certificate. This provision shall be applied for the last time in respect of those who take their final examination in the 2012/2013 academic year.

**III.29.2. Please also provide the full reference(s) to all relevant document(s).**

CCIV Act on National Higher Education

**III.30. Comments**

**III.31. Are student completion rates systematically measured in your country?**

- Yes, at the end of the 1st cycle
- Yes, at the end of the 2nd cycle
- No, completion rates are not measured

**III.31.1. Please also provide the full reference(s) to relevant document(s):**

**III.31.2. Comments**

**III.32. In your country, are completion rates calculated for underrepresented groups of students?**

Please choose.. ▾

**III.32.1. Please specify for which underrepresented groups data is calculated:**

**III.32.2. Please also provide the full reference(s) to relevant document(s):**

**III.33. Based on your official data, please provide the following information:**

Completion rate of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring

Completion rate of 1st cycle programmes, most recent available year:Year

Completion rate of 1st cycle programmes, most recent available year:not available

Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring

Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):Year

Completion rate of 1st cycle programmes 5 years earlier (than most recent available year):not available

Completion rate of 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring

Completion rate of 2nd cycle programmes, most recent available year:Year

Completion rate of 2nd cycle programmes, most recent available year:not available

Completion rate of 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring

Completion rate of 2nd cycle programmes 5 years earlier:Year

Completion rate of 2nd cycle programmes 5 years earlier:not available

Completion rate of programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring

Completion rate of programmes not divided into two cycles, most recent available year:Year

Completion rate of programmes not divided into two cycles, most recent available year:not available

Completion rate of programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring

Completion rate of programmes not divided into two cycles 5 years earlier :Year

Completion rate of programmes not divided into two cycles 5 years earlier :not available

III.34. Comments

III.35. Are student drop-out rates systematically measured in your country?

No, drop-out is not measured

Some data are already available but the development of the methodology required for their analysis is still in progress.

The Higher Education Information System makes it possible to compile statistics by programme and also regarding the individual academic progress of students, thereby supporting the development of the most effective strategies against drop-out.

III.35.1. Please also provide the full reference(s) to relevant document(s):

III.36. In your country, are drop-out rates calculated for underrepresented groups of students?

Please choose.. ▾

III.36.1. Please specify for which groups data is calculated:

III.36.2. Please also provide the full reference(s) to relevant document(s):

III.37. In your country, how are students who change study programme considered?

They are counted only in the cohort of their new programme

III.37.1. Please specify

III.38. Are data on drop-out rates publicly available in your country?

No ▾

III.38.1. Please specify by which organisation and how frequently:

III.38.2. Please also provide the full reference(s) to relevant document(s) or websites:

III.39. Based on your official data, please provide the following information:

Drop-out in first year of 1st cycle programmes, most recent available year:% according to official data based on central level monitoring

Drop-out in first year of 1st cycle programmes, most recent available year:Year

Drop-out in first year of 1st cycle programmes, most recent available year:not available

Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring

Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):Year

Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):not available

Drop-out in 1st cycle programmes, most recent available year:% according to official data based on central level monitoring

Drop-out in 1st cycle programmes, most recent available year:Year

Drop-out in 1st cycle programmes, most recent available year:not available

Drop-out in 1st cycle programmes 5 years earlier:% according to official data based on central level monitoring

Drop-out in 1st cycle programmes 5 years earlier:Year

Drop-out in 1st cycle programmes 5 years earlier:not available

Drop-out in 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring

Drop-out in 2nd cycle programmes, most recent available year:Year

Drop-out in 2nd cycle programmes, most recent available year:not available

Drop-out in 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring

Drop-out in 2nd cycle programmes 5 years earlier:Year

Drop-out in 2nd cycle programmes 5 years earlier:not available

Drop-out in programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring

Drop-out in programmes not divided into two cycles, most recent available year:Year

Drop-out in programmes not divided into two cycles, most recent available year:not available

Drop-out in programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring

Drop-out in programmes not divided into two cycles 5 years earlier :Year

Drop-out in programmes not divided into two cycles 5 years earlier :not available

### III.40. Comments

**III.41. Note: While higher education institutions offer multiple services, in the following questions the focus lies on academic guidance services, career guidance services and psychological guidance services.**

**III.42. What kind of student services are commonly provided by higher education institutions?**

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

**III.42.1. Please specify**

**III.43. In your country, can prospective higher education students receive professional advice about their further studies and careers?**

Yes, advice is available to ALL prospective students

**III.44. Information, advice and guidance services are provided to prospective HE students...**

by upper secondary schools:free of charge

by upper secondary schools:for a fee

by higher education institutions:free of charge

by higher education institutions:for a fee

by external services:free of charge

by external services:for a fee

by other service providers:free of charge

by other service providers:for a fee

**III.44.1. Please specify which other service providers offer information, advice and guidance services:**

**III.44.2. If steering documents refer to professional advice about further studies and careers for prospective students, please provide the details on the exact formulation here:**

### III.44.3. Comments

If possible, schools must provide a comprehensive picture of the world of work, in line with the students' age. To this end, they must provide conditions and activities through which students can test their abilities, concentrate on the areas they are interested in, find their calling, choose an occupation and career to their liking and become able to make the required efforts. (Government Decree 110/2012 (VI. 4) on the issuing, introduction and implementation of the National Core Curriculum)  
Felvi's free career guidance and career planning advisory service gives assistance in the decision-making to those who are looking for the appropriate training form and institutions for implementing their plans, whether they intend to acquire their first degree, change their career or choose further study programmes.  
Higher education institutions organise open days and participate in the Educatio fair that has been organised for several years, where they present the institutions, programmes and services.

**III.45. Do information, advice and guidance services specifically target certain categories of prospective higher education students? If yes, please provide details on the groups targeted and the services provided:**

No information can be provided.

**III.46. Are there any measures/incentives in your country encouraging HEIs to provide support for the transition of newly admitted students to higher education?**

**III.46.1. There are measures/incentives encouraging HEIs to provide...**

- introductory courses
- tutoring or mentoring programmes
- support to acquire learning skills and/or organisational skills
- other measures / incentives

**III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):**

introductory courses "Higher education institutions may use the funds available for students' benefits under the following titles: supporting students' advisory organisations. (paragraph (e) of Section 85/C of the National Higher Education Act)"

**III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):**

tutoring or mentoring programmes ""

**III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):**

support to acquire learning skills and/or organisational skills ""

**III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):**

other measures / incentives ""

### III.46.3. Comments

Higher education institutions may use the funds available for students' benefits under the following titles: supporting students' advisory organisations. (paragraph (e) of Section 85/C of the National Higher Education Act)

Higher education institutions are entitled to additional normative funding of HUF 120,000 per person per year based upon the actual number of students with disabilities. The additional normative funding can be used for financing tasks required to enhance the conditions appropriate for the special needs of people with disabilities.

(Government Decree 50/2008 (III. 14) on the funding of higher education institutions based on normative subsidies for educational and scientific purposes and normative subsidies for the operating entities)

Means-tested benefits

Core funding

Section 15(1) A person establishing a student status in full-time, state-financed vocational higher education, a Bachelor programme or undivided training for the first time shall be entitled to core funding corresponding to 50% of the normative student subsidy when first enrolling – if requested – provided that the student meets the requirements included in subsections (2) and (3) of section 16.

(2) A person establishing a student status in a full-time, state-financed Master programme for the first time shall be entitled to core funding corresponding to 75% of the normative student subsidy when first enrolling – if requested – provided that the student meets the requirements included in subsections (2) and (3) of section 16.

**Regular and extraordinary maintenance grants**

Section 16(1) The regular maintenance grant is a benefit provided for an educational period and paid monthly based on the student's social situation, in accordance with the rules of procedure and principles included in the institution's regulations on fees and grants.

(2) The monthly amount of the regular maintenance grant cannot be lower than 20% of the annual normative student subsidy if the student is entitled to receive a regular maintenance grant based on his or her social situation with regard to the provisions of Section 21 of this Decree and

- (a) is in need because he or she has disabilities or due to his or her health condition or
- (b) is in a severely disadvantaged situation or
- (c) has dependent family members or
- (d) has a large family or
- (e) is an orphan.

(3) The monthly amount of the regular maintenance grant cannot be lower than 10% of the annual normative student subsidy if the student is entitled to receive a regular maintenance grant based on his or her social situation with regard to the provisions of Section 21 of this Decree and

- (a) is in a disadvantaged situation or
- (b) his or her guardianship has been terminated because of his or her coming of age or
- (c) one of his or her parents is dead.

(4) The monthly amount of the regular maintenance grant cannot be lower than 10% of the annual normative student subsidy if the student receives a scholarship according to Sections 26 and 26/A (a scholarship provided for a period other than that of the partial training).

Section 17(1) The extraordinary maintenance grant is a one-time benefit provided for the purpose of alleviating the unexpected deterioration of a student's social situation, in accordance with the rules of procedure and principles included in the institution's regulations on fees and grants.

(2) Students can receive extraordinary maintenance grants based on their requests. A decision must be made on students' requests at least once a month. Payments must be made within eight business days after decision-making.

(Government Decree 51/2007 (III. 26) on grants available for higher education students and certain fees payable by them).

**III.47. In your country, is public funding allocated to improve career guidance services in HEIs?**

- Yes, to career guidance services for current students
- Yes, to career guidance services for graduates/alumni
- No

**III.47.1. Please provide the details here:**

Higher education institutions may use the funds available for students' benefits under the following titles: supporting students' advisory organisations. (paragraph (ef) of Section 85/C of the National Higher Education Act)

One of the sub-goals of the SROP 4.1.1/C tender is the expansion of the professional profile or higher education career centres, the increasing of institutional embedding and the development of the organisations and services of career centres operating in the same special fields.

**III.47.2. Please also provide the full reference(s) to relevant document(s):**

CCIV Act on National Higher Education  
SROP 4.1.1.

**III.48. In your country, are there any career guidance services targeting underrepresented groups of students?**

No ▼

**III.48.1. Please provide the details on such services here:**

**III.48.2. Please also provide the full reference(s) to relevant document(s):**

## Data entry: (IV\_Fees\_support\_portability)

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

IV.1. In your country, does any higher education home student at a public higher education institution have to pay a fee of any kind? (Contributions to student unions are not included!)

Yes ▾

IV.2. Which home students at public higher education institutions have to pay fees?

1st cycle  All students  Specific groups of students  No students  No answer  
2nd cycle  All students  Specific groups of students  No students  No answer

IV.3. Which amount of fees do home students at public higher education institutions pay in the first and second cycle?

1st cycle:Most common amount 415000 HUF/year  
1st cycle:Minimum amount 230000 HUF/year  
1st cycle:Maximum amount 600000 HUF / year  
2nd cycle:Most common amount 575000 HUF/year  
2nd cycle:Minimum amount 300000 HUF/year  
2nd cycle:Maximum amount 200000 HUF/year

IV.3.1. Which amount of fees do home students at public higher education institutions pay in the first cycle?

1st cycle:Most common amount  
1st cycle:Minimum amount  
1st cycle:Maximum amount

IV.3.2. Which amount of fees do home students at public higher education institutions pay in the second cycle?

2nd cycle:Most common amount  
2nd cycle:Minimum amount  
2nd cycle:Maximum amount

IV.4. Which of the following criteria determine whether a student has to pay fees?

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

IV.5. Concerning fees, are international students treated differently in your country from home students?

No ▾

IV.6. Which amount of fees do international students pay in the first and second cycle?

1st cycle international students:Most common amount  
1st cycle international students:Minimum amount  
1st cycle international students:Maximum amount  
2nd cycle international students:Most common amount  
2nd cycle international students:Minimum amount  
2nd cycle international students:Maximum amount

IV.7. Who defines the fee amounts?

1st cycle home students  HEIs  HEIs, within limits set by government  Government  Other  No answer  
2nd cycle home students  HEIs  HEIs, within limits set by government  Government  Other  No answer  
1st cycle international students  HEIs  HEIs, within limits set by government  Government  Other  No answer  
2nd cycle international students  HEIs  HEIs, within limits set by government  Government  Other  No answer

IV.7.1. Please specify

IV.8. Comments

Which home students at public higher education institutions have to pay fees, and how much do they pay?  
In this case one-cycle programmes are reckoned among MA/MSc cycle (as in both cases (one cycle programmes and MA/MSc programmes) result in master degree.)

IV.9. This section concerns only 1st and 2nd cycle studies. Only national support should be taken into account. Support from EU programmes or private initiatives are not within the scope of this section.

**IV.10. Please shortly describe what kinds of student financial support are offered in your country.**

A combination of grants and loans for students.

**IV.11. Please shortly describe what student financial support arrangements from your home country can students use if they study abroad.**

Students can make demand on student loan in case they pursue studies in the European Union.

**IV.12. Do at least some students receive public financial support in the form of grants/scholarships?**

First cycle  Yes  No  No answer

Second cycle  Yes  No  No answer

**IV.13. What is the proportion of students receiving grants/scholarships by cycle?**

% of students receiving grants:First cycle 56

% of students receiving grants:Second cycle 62

**IV.14. Can students use grants/scholarships for studying abroad?**

Some grants are portable

**IV.15. Are there any additional requirements for using the grant/scholarship abroad?**

Yes ▼

**IV.16. Which additional requirements need to be met for using the grant/scholarship abroad? Please check any that apply.**

Citizenship:Grant 1

Citizenship:Grant 2

Citizenship:Grant 3

Citizenship:Grant 4

Residency:Grant 1

Residency:Grant 2

Residency:Grant 3

Residency:Grant 4

Recognised HEIs/programmes only:Grant 1

Recognised HEIs/programmes only:Grant 2

Recognised HEIs/programmes only:Grant 3

Recognised HEIs/programmes only:Grant 4

Course load (e.g. full-time):Grant 1

Course load (e.g. full-time):Grant 2

Course load (e.g. full-time):Grant 3

Course load (e.g. full-time):Grant 4

Only certain countries:Grant 1

Only certain countries:Grant 2

Only certain countries:Grant 3

Only certain countries:Grant 4

Only certain study programmes (e.g. where mobility is mandatory):Grant 1

Only certain study programmes (e.g. where mobility is mandatory):Grant 2

Only certain study programmes (e.g. where mobility is mandatory):Grant 3

Only certain study programmes (e.g. where mobility is mandatory):Grant 4

Equivalency condition:Grant 1

Equivalency condition:Grant 2

Equivalency condition:Grant 3

Equivalency condition:Grant 4

Programme not available in the national system:Grant 1

Programme not available in the national system:Grant 2

Programme not available in the national system:Grant 3

Programme not available in the national system:Grant 4

Other:Grant 1

Other:Grant 2

Other:Grant 3

Other:Grant 4

**IV.16.1. If there is more than one type of grant, please specify:**

Grant 1: state subsidized study (HEIs receive financial support not the student but students do not pay for their education)

Grant 2: student financial support

**IV.16.2. Which other requirements exist?**



For those Hungarian citizens who belong to a national minority, special grants are offered in case they pursue their studies in the language of the national minority, according to bilateral agreements.

**IV.17. Can at least some students take publicly subsidised or guaranteed student loans to cover their expenses during their higher education studies?**

First cycle  Yes  No  No answer  
Second cycle  Yes  No  No answer

**IV.18. What is the proportion of students who take out student loans? Please provide link(s) or full reference(s) to relevant document(s).**

The estimated proportion of students who take out Student Loan 1 (free use student loan product): 10.8%

$34,672^* / 320,124^* = 10.8\%^{***}$

\* Number of students taking out Student Loan 1 in the Autumn Semester of 2013/2014 academic year.

\*\* Students in all types of financing (state financed, partly state financed, full fee paying) are eligible to take out Student Loan 1 – Based on preliminary statistics (as of 15 October 2013) 320,124 students were studying in HE (source: Ministry of Human Resources, Education Authority).

\*\*\* Please note: this ratio is not the exact ratio compared to the number of eligible students. According to the regulation in force from academic year 2012/2013, students above the age of 35 are not eligible to take out the loan, we do not have figures regarding the number of these students for the relevant semester; although foreign students (citizens of EEA countries) are eligible to take out Student Loan 1, their number and proportion among borrowers is not significant (and actual figures for foreign students are not yet available for the relevant semester).

The estimated proportion of students who take out Student Loan 2 (student loan product available for covering tuition fees): 14.3%

$8,745^* / 61,176^{**} = 14.3\%^{***}$

\* Number of students taking out Student Loan 2 in the Autumn Semester of 2013/2014 academic year.

\*\* The estimated number of tuition fee paying students in the Autumn Semester of 2013/2014 academic year: the sum of tuition fee paying students starting in the Autumn Semester of 2012/2013 academic year and Autumn Semester of 2013/2014 academic year (eligibility to take out Student Loan 2 started from the Autumn Semester of 2012/2013 academic year) (source: <http://www.felvi.hu/>) – actual figures for tuition fee paying students are not yet available for the relevant semester.

\*\*\* Please note: this ratio is not the exact ratio compared to the number of eligible students. The number of enrolled students can be 5-10 percent lower than the number of those who are admitted! According to the regulation in force from academic year 2012/2013, students above the age of 35 are not eligible to take out the loan, we do not have figures regarding the number of these students for the relevant semester; although foreign students (citizens of EEA countries) are eligible to take out Student Loan 2, their number and proportion among borrowers is not significant (and actual figures for foreign students are not yet available for the relevant semester).

**IV.19. Can students use loans for studying abroad?**

Some loans are portable

**IV.20. Are there any additional requirements for using the loan abroad?**

Yes ▼

**IV.21. Which additional requirements need to be met for using the loan abroad? Please check any that apply.**

- Citizenship: Loan 1  ▼
- Citizenship: Loan 2  ▼
- Citizenship: Loan 3  ▼
- Citizenship: Loan 4  ▼
- Residency: Loan 1  ▼
- Residency: Loan 2  ▼
- Residency: Loan 3  ▼
- Residency: Loan 4  ▼
- Recognised HEIs/programmes only: Loan 1  ▼
- Recognised HEIs/programmes only: Loan 2  ▼
- Recognised HEIs/programmes only: Loan 3  ▼
- Recognised HEIs/programmes only: Loan 4  ▼
- Course load (e.g. full-time): Loan 1  ▼
- Course load (e.g. full-time): Loan 2  ▼
- Course load (e.g. full-time): Loan 3  ▼
- Course load (e.g. full-time): Loan 4  ▼
- Only certain countries: Loan 1  ▼
- Only certain countries: Loan 2  ▼
- Only certain countries: Loan 3  ▼
- Only certain countries: Loan 4  ▼
- Only certain study programmes (e.g. where mobility is mandatory): Loan 1  ▼
- Only certain study programmes (e.g. where mobility is mandatory): Loan 2  ▼
- Only certain study programmes (e.g. where mobility is mandatory): Loan 3  ▼
- Only certain study programmes (e.g. where mobility is mandatory): Loan 4  ▼
- Equivalency condition: Loan 1  ▼
- Equivalency condition: Loan 2  ▼
- Equivalency condition: Loan 3  ▼
- Equivalency condition: Loan 4  ▼
- Programme not available in the national system: Loan 1  ▼
- Programme not available in the national system: Loan 2  ▼



Programme not available in the national system:Loan 3

Programme not available in the national system:Loan 4

Other:Loan 1

Other:Loan 2

Other:Loan 3

Other:Loan 4

**IV.21.1. If there is more than one type of loan, please specify:**

citizenship: Hungarian

Recognised HEIs/ programmes only: only programmes recognised in Hungary are accepted

Only certain countries: EEA

Student Loan 2 is not portable.

**IV.21.2. Which other requirements exist?**

**IV.22. Additional comments on public grants and loans**

. What is the proportion of students receiving grants/scholarships by cycle?

This table shows (first cycle : 56, second cycle: 62) the rate of the state grant that shall be provided on the basis of students who undertake studies in programmes fully or partially financed through scholarships in Hungarian higher education institutions.

Student grants and social benefits are basically not portable, however, there is a targeted scholarship for Hungarian citizens for pursuing studies abroad. Important to emphasize, though, that this type of scholarship cannot be considered as portable since it cannot be used in Hungary.

Some Loans are portable:

Only free use Student Loan 1 is portable for Hungarian students if the HE institution is in an EEA country.

**IV.23. This section concerns only outbound mobility, namely the opportunities to take financial support from the home country for studies abroad. It includes only 1st and 2nd cycle studies, for which both credit mobility and degree mobility are considered. Only national support should be taken into account.**

Additional support for studying abroad in this context means funding that is available from national sources in addition to regular student grants or loans that might be portable.

**IV.24. Is there any additional public financial support for studying abroad?**

**IV.25. What kinds of additional public financial support are available for studying abroad?**

Grants/scholarships for...

1st cycle credit mobility:Study costs/ fees abroad (host institution)

1st cycle credit mobility:Travel costs

1st cycle credit mobility:Living cost difference

1st cycle credit mobility:Language courses

1st cycle credit mobility:Other

2nd cycle credit mobility:Study costs/ fees abroad (host institution)

2nd cycle credit mobility:Travel costs

2nd cycle credit mobility:Living cost difference

2nd cycle credit mobility:Language courses

2nd cycle credit mobility:Other

1st cycle degree mobility:Study costs/ fees abroad (host institution)

1st cycle degree mobility:Travel costs

1st cycle degree mobility:Living cost difference

1st cycle degree mobility:Language courses

1st cycle degree mobility:Other

2nd cycle degree mobility:Study costs/ fees abroad (host institution)

2nd cycle degree mobility:Travel costs

2nd cycle degree mobility:Living cost difference

2nd cycle degree mobility:Language courses

2nd cycle degree mobility:Other

**IV.25.1. Please specify which other additional public grants/scholarships are available:**

**IV.26. Higher loans for...**

1st cycle credit mobility:Study costs/ fees abroad (host institution)

1st cycle credit mobility:Travel costs

- 1st cycle credit mobility:Living cost difference
- 1st cycle credit mobility:Language courses
- 1st cycle credit mobility:Other
- 2nd cycle credit mobility:Study costs/ fees abroad (host institution)
- 2nd cycle credit mobility:Travel costs
- 2nd cycle credit mobility:Living cost difference
- 2nd cycle credit mobility:Language courses
- 2nd cycle credit mobility:Other
- 1st cycle degree mobility:Study costs/ fees abroad (host institution)
- 1st cycle degree mobility:Travel costs
- 1st cycle degree mobility:Living cost difference
- 1st cycle degree mobility:Language courses
- 1st cycle degree mobility:Other
- 2nd cycle degree mobility:Study costs/ fees abroad (host institution)
- 2nd cycle degree mobility:Travel costs
- 2nd cycle degree mobility:Living cost difference
- 2nd cycle degree mobility:Language courses
- 2nd cycle degree mobility:Other

IV.26.1. Please specify which other additional public loans are available for studying abroad:

IV.27. Additional comments

IV.28. Are there any specific eligibility criteria for receiving additional public financial support?

IV.29. Please specify the eligibility criteria for receiving additional public financial support.

If there are more types of additional support, please add them in the text field below.

- Need-based criteria:Grant/loan 1
- Need-based criteria:Grant/loan 2
- Need-based criteria:Grant/loan 3
- Need-based criteria:Grant/loan 4
- Merit-based criteria:Grant/loan 1
- Merit-based criteria:Grant/loan 2
- Merit-based criteria:Grant/loan 3
- Merit-based criteria:Grant/loan 4
- Course load (e.g. full time):Grant/loan 1
- Course load (e.g. full time):Grant/loan 2
- Course load (e.g. full time):Grant/loan 3
- Course load (e.g. full time):Grant/loan 4
- Criteria based on field of studies:Grant/loan 1
- Criteria based on field of studies:Grant/loan 2
- Criteria based on field of studies:Grant/loan 3
- Criteria based on field of studies:Grant/loan 4
- Other criteria (e.g. age, disability, parenthood, other):Grant/loan 1
- Other criteria (e.g. age, disability, parenthood, other):Grant/loan 2
- Other criteria (e.g. age, disability, parenthood, other):Grant/loan 3
- Other criteria (e.g. age, disability, parenthood, other):Grant/loan 4

IV.29.1. If there is more than one type of grant or loan, please specify:

IV.29.2. If there are more than 4 types of additional support, please specify and provide details on the eligibility criteria here:

IV.30. Please provide links and/or full references to relevant documents related to public funding of grants and loans:

CCIV Act on National Higher Education  
<http://www.diakhitel.hu/index.php/en>

IV.31. Additional comments

IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

Student

IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

IV.33. What are the main funding sources for candidates preparing a third cycle (PhD) qualification?

In most cases, PhD students take part in state-funded studies, thus the higher education institutions are reimbursed directly by the Hungarian Government; moreover, PhD students receive monthly scholarship.

**IV.34. Please explain any differences in the fees that third cycle candidates are required to pay, compared to your answers for first and second cycle students, as well as differences in grants, loans and other support that may be provided.**

PhD students cannot lay claim on regular scholarships and social benefits when meeting the requirements; but receive monthly scholarship for PhD studies, the amount of which is many times over of the previously mentioned scholarships. The PhD scholarship can be considered as a moderate salary given for staff members. As far as other financial aspects are concerned, the same conditions apply to them as to the students in the first and second cycle (student loans, fees).

**IV.35. Additional comments on doctoral education**

## Data entry: (V\_Employability)

**V.1. Do higher education steering documents focus on issues related to employability (e.g. higher education institutions' need to respond to labour market demands, involving employers, their responsibility in educating graduates who can find employment soon after graduation, etc.)?**

Yes ▾

**V.1.1. Please provide the details on the exact formulation here, including references to the 1st or the 2nd cycle if necessary. Please also provide the full reference(s) to relevant document(s).**

According to 11th section of the CCIV Act of 2011 on National Higher Education:

- (1) Higher education institutions shall:  
c) shall help students to adjust and support the progress of students – by paying special attention to students with disabilities -by providing information and counselling services throughout the duration of their higher education studies, as well as career guidance during and after the completion of their studies;

Measures supporting the quality of higher education and the different fields of higher education:

According to 40th section of the CCIV Act of 2011 on National Higher Education:

- (3) At least two years before the entrance procedure  
a) the Government shall define secondary school leaving examination -criteria in the case of entrance into higher education institutions within the scope of a Government decree;  
b) higher education institutions offering programmes in the same faculty or department shall define standard examination criteria for each faculty or department; unified requirements shall be defined for the aptitude as well as for the oral tests.

Section 46

(4) In the year preceding the date of the entrance exam, the Minister shall, determine the number of students which may be accepted and either fully or partially financed through state scholarships and shall issue a decision in respect of the division of the cycles, fields and rules of procedure of the former. The minimum entrance requirements to higher education shall be defined within the scope of a Government decree (expressed in points); the minimum entrance requirements for the different programmes fully or partially financed through state scholarships (expressed in points) are determined by the decree of the Minister. the decision shall be published by the public journal of the Minister.

(5) After requesting the position of the Higher Education Planning Committee, the Minister shall issue a decision in respect of the number of students and their division among higher education institutions as specified under Paragraph (4).

(6) When making decisions defined in Paragraphs (4) to (5), the Government and the Minister shall take the following into account:

- a) national strategic and rural development strategic objectives;  
b) labour market forecasts for the mid-term and long-term;  
c) alumni career monitoring data;  
d) the ratio of Bachelor and single-cycle long programmes launched in the given field of study,

(7) The Minister publishes comprehensive information annually until 31 December prior to the admission procedure which, in regard to entrance procedures, shall contain every information required for submitting applications.

The headline target of the career-tracking system for diploma holders is that the programmes offered by universities and colleges better meet the requirement of the labour-market needs.

Pursuant to Government Decree 19/2012 (II. 22), the Higher Education Planning Committee's role is as follows

Section 15 The Higher Education Planning Committee shall be comprised of eleven members. The Minister and the Government's members responsible for employment policy, regional development, public administration development, the utilisation of EU development funds and the utilisation of non-EU development funds, the Hungarian Academy of Sciences the Hungarian Rectors' Conference and the National Union of Students in Hungary shall each delegate one member, the chambers of commerce shall delegate two members and the healthcare chambers shall also delegate one member.

Section 18 (1) The Higher Education Planning Committee shall perform its tasks laid down in Section 46(5) of the National Higher Education Act.

(2) In addition to its tasks specified in subsection (1), the Higher Education Planning Committee shall

- (a) assess the social, economic and labour market needs and requirements relating to higher education within the framework of its expert's activities,  
(b) prepare forecasts and make proposals based on them in issues regarding the policy and higher education development,  
(c) at the Minister's request,  
(ca) give an individual expert opinion,  
(cb) prepare analyses and carry out research substantiating educational policy decisions.

**V.1.2. Are there references made to under-represented groups of students in connection with employability issues in the steering documents?**

No ▾

**V.1.3. Please define the under-represented groups of students mentioned in relation to the above issues and indicate the nature of the connection. Please also provide the full reference(s) to relevant document(s).**

**V.2. In your country, are there any initiatives in the area of labour market/skills forecasting?**

No ▾

**V.2.1. Are there initiatives in labour market/skills forecasting on national level?**

Please choose.. ▾

**V.2.1.1. Is forecasting on national level done in regular intervals or on an ad hoc basis?**

- In regular intervals  
 On an ad hoc basis

**V.2.1.2. Are there initiatives in labour market/skills forecasting on regional level?**

Please choose.. ▾

**V.2.1.3. Is forecasting on regional level done in regular intervals or on an ad hoc basis?**

- In regular intervals  
 On an ad hoc basis

**V.2.1.4. Please provide the details here (institutional mechanisms, sectors included, regularity, scope of forecasting studies, etc.). Please also provide the full reference(s) to relevant document(s).**

**V.2.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?**

Please choose.. ▾

**V.2.2.1. Please specify which educational authorities use this kind of labour market information and indicate the mechanisms through which such information is used (e.g. through quantitative**

targets for study fields in the 1st or the 2nd cycle etc.). Please also provide the full reference(s) to relevant document(s).

### V.3. In your country, are employers involved in higher education planning and management?

Yes ▼

#### V.3.1. How are they involved?

Curriculum development in higher education

Employers have to be involved  Employers can be involved  Employers are not involved  No answer

Teaching

Employers have to be involved  Employers can be involved  Employers are not involved  No answer

Participation in sectoral/national/regional bodies that influence decision-making in higher education institutions

Employers have to be involved  Employers can be involved  Employers are not involved  No answer

Participation in governing bodies of HEIs

Employers have to be involved  Employers can be involved  Employers are not involved  No answer

#### V.3.2. Please provide the details and the source of evidence here.

Government Decree 289/2005

Section 11(1) Higher education institutions shall decide on launching Bachelor and Master programmes according to the provisions of the Higher Education Act regulating the operation of higher education institutions.

(2) Before launching a Bachelor or Master programme, the head of the higher education institution shall request the opinion of the Hungarian Accreditation Board.

(3) The higher education institution must attach the following to the request mentioned in subsection (2):

(a) the programme and outcome requirements published in a ministerial decree or developed by the Minister;

(b) a statement that

(ba) it has developed the curriculum and study unit programmes of the Bachelor or Master programme based on the programme and outcome requirements and the institution's council has approved them as part of the educational programme,

(bb) it has developed the evaluation and assessment methods characteristic of the educational programme and the Bachelor or Master programme as well as the pertaining procedures and rules, and the brochures that ensure the fulfilment of the programme and outcome requirements,

(bc) the personal and material conditions of the Bachelor or Master programme are provided in the institution in accordance with the statutory provisions in force,

(bd) in the event of launching a Master programme awarding a teaching qualification, the practical training as well as the institutional and organisational requirements of acquiring the teaching qualification are provided in the institution;

(c) the following must be attached in the case of programme and outcome requirements developed by the institution:

(ca) the social and labour market reasons for establishing the programme – with regard to international trends and the structure of professional training and qualifications providing various qualification levels – and the short-term forecast of the need for experts,

(cb) the opinions requested in advance of professional organisations, employers and the Ministry interested in the programme, regarding the establishment of the programme and the programme and outcome requirements, including the competencies to be acquired during the programme,

(cc) the classification of the programme by field of study and in the case of Bachelor programmes, by branch of study.

(4) The Hungarian Accreditation Board shall express its opinion during the procedure for launching a programme on whether the curriculum and the study unit programme submitted by the higher education institution are in compliance with the programme and outcome requirements of Bachelor or Master programmes and whether the personal and material conditions for launching a Bachelor or Master programme are provided in the institution.

(5) If the applicant intends to launch a new programme based on programme and outcome requirements developed by it, the Hungarian Accreditation Board shall also express its opinion on whether the programme and outcome requirements determined for the Bachelor or Master programme are expected to provide an outcome of an appropriate standard – considering the compatibility of Hungarian and foreign degrees.

(6) Separate specialised knowledge within Bachelor or Master programmes shall be part of the programme as specialisations. The procedure for launching a new programme must be conducted in the case of new specialisations that result in a separate qualification indicated in the degree.

(7) The provisions of this Section must be applied to the procedure for launching a teaching programme.

Participation: Higher Education Planning Committee and Hungarian Accreditation Board

Government Decree 230/2012 (VIII. 28) on higher education vocational training and certain issues concerning internship in connection with training in higher education

Section 6 (1) At least one semester of internship must be organised in the case of higher education vocational training at a practical training organisation. The internship shall be uninterrupted; it can only be organised in several parts if this is required by the programme and outcome requirements of the higher education vocational training for professional reasons.

(2) The term of the internship mentioned in subsection (1) shall correspond to one training period but shall be at least fourteen weeks, during which the internship shall be divided into periods corresponding to the five-day work week.

(3) In the case of part-time education or distance learning the internship must be at least 240 hours, during which at least three weeks of practical training must be uninterrupted. Previous work experience may be recognised as the fulfilment of academic requirements in accordance with the provisions of the academic and examination regulations of the higher education institution.

#### V.3.3. If employers can be, or they have to be involved in other ways than described in the previous question, please provide the details and the source of evidence here.

#### V.3.4. In your country, is public funding allocated into cooperation projects between the higher education sector and business?

Yes ▼

#### V.3.5. Please provide the details on how public funding aims to facilitate university-business cooperation projects. Please also provide the full reference(s) to relevant document(s).

Established by the co-financing of the European Social Fund, there were 2 measures within the higher education priority of Social Renewal Operational Programme that indirectly supported the cooperation of the higher education sector and the business sector. The SROP 4.2.2./A Supporting basic research in higher education institutions measure with its 90,5 million EUR budget, and the 4.2.2./C Supporting ICT research & training measure with its 59,5 million EUR budget were designed in such a way, that the objectives are parallel to the economic goals and economic strengths of Hungary. Both measures aimed at supporting high quality researches (possibly key enabling technologies) in dominant fields of research in Hungary.

The documents of the SROP 4.2.2. A/C measures can be accessed via these links, unfortunately only in Hungarian.

SROP 4.2.2./A : <http://palyazat.gov.hu/doc/3225>

SROP 4.2.2./C : <http://palyazat.gov.hu/doc/3299>

#### V.3.6. In your country, are there any specific degree programmes that have been developed with the close involvement of employers?

Yes ▼

#### V.3.7. Please describe these specific higher education degree programmes here. Please also provide the full reference(s) to relevant document(s).

Government Decree 289/2005 (XII. 22) on Bachelor and Master programmes in higher education and the procedural rules of launching a programme.

V.4. Within the European Union, Directive 2013/55/EU on the recognition of professional qualifications regulates the insertion of practical training into certain, professionally oriented study programmes (these programmes lead to the following professions: doctor/specialised doctor, midwife, nurse responsible for general care, dental practitioner/specialised dental practitioner, veterinary surgeon, pharmacist and architect).

In your country, are there requirements on the inclusion of work placements/practical training in higher education programmes leading to other qualifications?

Yes, requirements exist regarding the inclusion of work placements/practical training in other programmes

**V.4.1. Please provide the details on the regulatory framework here. Please also provide the full reference(s) to relevant document(s).**

The requirements of uninterrupted internship during Bachelor programmes requiring practical training are included in Decree 15/2006 (IV. 3) of the Minister of Education on the programme and outcome requirements of Bachelor and Master programmes and Government Decree 230/2012 (VIII. 28) on higher education vocational training and certain issues concerning internship in connection with training in higher education.

**V.4.2. Please provide the (approximate) proportion of students participating in work placements/practical training during their studies as part of the programme they are studying in for the latest available year.**

1st cycle  0%  1-10%  11-30%  31-50%  51-70%  71-99%  100%  Not available  No answer  
2nd cycle  0%  1-10%  11-30%  31-50%  51-70%  71-99%  100%  Not available  No answer  
1st and 2nd cycle combined  0%  1-10%  11-30%  31-50%  51-70%  71-99%  100%  Not available  No answer

**V.4.2.1. Please provide the source information here.**

Higher Education Information System  
15/2006 (IV. 3.) Ministerial Decree

**V.4.3. In your country, are there any incentives given to higher education institutions to include work placements/practical training for students in the 1st or 2nd cycle or both in higher education programmes (e.g. through covering the costs of internships by public funding)?**

Yes, in all higher education institutions/programmes

**V.4.3.1. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).**

Section 44 of the CCIV Act on National Higher Education:

(1) The student may work on the grounds of a student employment contract

a) within the framework of the educational programme, as well as practical training or practical courses offered as a part of the course in the given institution, the business association founded by the institution or at external training site.

b) at the higher education institution in an area not directly connecting to the educational programme or in the business association founded by higher education institution.

(2) Provisions governing the Labour Code shall apply to the employment of students working on the grounds of a student employment contract.

(3) The student

a) shall be entitled to receive the remuneration in the cases set out under Point a) of Paragraph (1) or in the event of continuous practical training reaching a duration of 6 weeks, the weekly rate of which shall at least amount to the equivalent of 15% of the minimum compulsory wage (minimum wage) and shall, unless otherwise specified, be paid by the practical training unit on the grounds of an agreement concluded between the parties in cases set out under Point b) of Paragraph (1), in exchange for which the ownership rights of things created by the student within the scope of this legal relationship, or intellectual property rights shall, unless otherwise specified, be transferred to the higher education institution or the business organisation founded by the former.

(3a) An internship organised in a budgetary organisation within the framework of an educational programme or as part of a course – according to point (a) of subsection (1) – may also take place without a student employment contract or without remuneration. In this case students shall be entitled to all rights provided to employees by the Labour Code. A contract must be entered into with any student participating in practical training – with regard to the training activity – with the terms and conditions specified by the Government.

Government Decree 230/2012 (VIII. 28) on higher education vocational training and certain issues concerning internship in connection with training in higher education

Section 7 (1) Students obligated to participate in an internship may work based on a student employment contract concluded with a practical training organisation in accordance with point (a) of subsection (1) of Section 44 of the National Higher Education Act.

(2) During the work carried out within the framework of an internship, employee shall mean the student, employer shall mean the person providing the internship and employment relationship shall mean the employment relationship created on the basis of the student employment contract.

(3) During the employment of a student working on the basis of a student employment contract

(a) night work or extraordinary working hours cannot be ordered,

(b) the student's daily working hours shall not exceed eight hours, and if a working time limit is applied, the maximum period of working time limit shall be one week,

(c) at least twelve hours daily rest period must be ensured for the student,

(d) no probation period shall be stipulated,

(e) the provisions of Section 105(2) and Section 106(3) of the Labour Code shall not be applicable.

**V.4.3.2. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).**

**V.5. Besides quality assurance (QA), are there any other mechanisms to evaluate the employability performance of higher education institutions/programmes?**

Yes

**V.5.1. Please provide the details on these mechanisms, their compulsory/optional nature and the consequences of evaluation (financial or other). Please also provide the full reference(s) to relevant document(s).**

Career tracking system for diploma holders

**V.5.2. Do graduate employment rates have an impact on higher education institutions' funding?**

Yes, within a funding formula

Yes, as a performance-based mechanism

Yes, within a different funding mechanism (please specify)

No

**V.5.2.1. Please provide details how. Please also provide the full reference(s) to all relevant document(s).**

**V.6. In your country, is the labour market situation of recent graduates examined through graduate tracking/tracer studies?**

Yes

**V.6.1. Are there tracer studies conducted on national level?**

Yes

**V.6.1.1. Are tracer studies conducted in regular intervals or on an ad hoc basis?**

In regular intervals

On an ad hoc basis

**V.6.1.2. Are there tracer studies conducted on regional level?**

No

**V.6.1.3. Are tracer studies conducted in regular intervals or on an ad hoc basis?**

- In regular intervals  
 On an ad hoc basis

**V.6.1.4. Are there tracer studies conducted on institutional level?**

Yes ▾

**V.6.1.5. Are tracer studies conducted in regular intervals or on an ad hoc basis?**

- In regular intervals  
 On an ad hoc basis

**V.6.1.6. Please provide the details about tracer studies here. Please also provide the full reference(s) to relevant document(s), especially to results published.**

**Funding/initiating authority and institution conducting the survey**

Funding authority: European Union – Social Renewal Operative Programme 4.1.3.

Initiating authority: Ministry of Human Resources

Executive body: Educatio Public Services Non-profit LLC

Cooperating organizations: Institutions of Higher Education

**Regularity**

Survey is conducted annually since 2010

**Survey timing and target group**

Target group1: Population of graduates 1-3-5 years after graduation on BA/BSc, MA/MSc, one-cycle and traditional college or university programmes.

Methodology and timing: Online survey in every spring since 2010.

Target group2: Population of current students on BA/BSc, MA/MSc, one-cycle and traditional college or university programmes.

Methodology and timing: Online survey in every spring since 2010.

**HEI participation/ sample**

Participants: 32 HE institutions (both from private and public sector) covering approx. 90 per cent of Hungarian HE student/graduate population.

Average response rate: 18%

Average sample size: 25 000/year

**Results (indicators, publication, etc.)**

Methodological manual

Research papers

Publications

Regular online newsletter

Workshops, trainings, conferences

**Available sources in English:**

[http://www.felvi.hu/felsoktatasimuhely/dpr/kiadvanyok/frissdiplomasok\\_2011?itemNo=2](http://www.felvi.hu/felsoktatasimuhely/dpr/kiadvanyok/frissdiplomasok_2011?itemNo=2)

[http://www.felvi.hu/pub\\_bin/dload/DPR/DPR\\_GraduateCareerTrackingInHungary.pdf](http://www.felvi.hu/pub_bin/dload/DPR/DPR_GraduateCareerTrackingInHungary.pdf)

[http://www.felvi.hu/diploman\\_tul/career\\_tracking/about\\_graduate\\_career\\_tracking/central\\_system](http://www.felvi.hu/diploman_tul/career_tracking/about_graduate_career_tracking/central_system)

**V.6.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?**

Yes ▾

**V.6.2.1. Please specify which educational authorities use information on the labour market situation of graduates and indicate the mechanisms through which such information is used (e.g. through performance evaluation/payment by results/Quality Assurance). Please also provide the full reference(s) to relevant document(s).**

According to Section 46 of the CCTV Act of 2011 on National Higher Education:

4) In the year preceding the date of the entrance exam, the Government shall, in view of provisions stipulated in Section 41, determine the number of students which may be accepted and either fully or partially financed through state scholarships and shall issue a decision in respect of the division of the cycles, fields and rules of procedure of the former. The National Economic and Social Council shall be consulted in respect of the Government's proposal in connection with setting the number of students fully or partially financed through state scholarships which may be accepted to the given study programme. The Government shall be informed about the Council's position, as well as opinions issued in this regard by economic chambers.

(5) After requesting the position of the Higher Education Planning Committee, the Minister shall issue a decision in respect of the number of students and their division among higher education institutions as specified under Paragraph (4).

The career-tracking system for diploma holders had been started and the results of it are taken into account when the number of student which may be accepted to higher education are determined.



## Data entry: (VI\_Lifelong\_learning)

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

Yes ▼

#### VI.1.1. Please provide the details on the exact formulation here (including references to relevant steering documents):

The Act on Higher Education and other legal regulations do not contain definition of lifelong learning regarding the higher education sector.

However the Government Strategy on Lifelong Learning for the period of 2007-2013 adopted by a Government Resolution gives the following overall definition for LLL.

Definition: lifelong learning must cover learning from the pre-school age to that of postretirement,

including the entire spectrum of formal, non-formal and informal learning. Furthermore, lifelong learning must be understood as all learning activities undertaken throughout life, with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment-related perspective.

The strategy reflects, both in terms of structure and content, an approach which has to abandon the sectoral approach associated with the existing institutional systems and place governmental solutions offered for complex socio-economic problems in the limelight. Therefore, the strategy does not follow the content and structural model of traditional sectorial strategies; instead, it relies on a novel approach. An overt aim of the strategy is to promote a consensus regarding the action programmes and action plans in the various sectors aimed at systematic development.

#### VI.1.2. Please explain the common understanding of lifelong learning in higher education in your country:

### VI.2. Is lifelong learning a recognised mission of higher education institutions?

Yes, all institutions

#### VI.2.1. Please indicate whether there are any legal requirements for higher education institutions to offer lifelong learning provision. Please also provide references to relevant steering documents:

There is no legal requirement to offer LLL. In the higher education sector LLL is understood as forms of educational provisions, which corresponds the needs of non-traditional students. Forms are defined as part-time status, defined further as evening or correspondence courses.

Foundation Statutes of higher education institutions and their Institutional Development Plans contain what they offer as part-time learning provisions.

#### VI.2.2. Please provide details on the institutions for which it is/it is not a recognised mission:

#### VI.2.3. If necessary, please provide comments here:

### VI.3. What are the main forms of lifelong learning in which higher education institutions are involved? For each form, please indicate approximate % of institutions involved.

Formal HE programmes provided under flexible arrangements

0% (no institution involved)  1-25%  26-50%  51-75%  76-99%  100% (all institutions involved)  % impossible to provide  No answer

Non-formal courses open to all (e.g. languages)

0% (no institution involved)  1-25%  26-50%  51-75%  76-99%  100% (all institutions involved)  % impossible to provide  No answer

Preparatory courses for HE entrance examinations

0% (no institution involved)  1-25%  26-50%  51-75%  76-99%  100% (all institutions involved)  % impossible to provide  No answer

Professionally-oriented upgrading of already achieved qualifications

0% (no institution involved)  1-25%  26-50%  51-75%  76-99%  100% (all institutions involved)  % impossible to provide  No answer

Tailor-made provision for industry

0% (no institution involved)  1-25%  26-50%  51-75%  76-99%  100% (all institutions involved)  % impossible to provide  No answer

### VI.3.1. Are there any other forms of lifelong learning in which higher education institutions are involved?

No ▼

#### VI.3.2. Please specify which forms and provide % of HE institutions involved.

#### VI.3.3. If you have any comments regarding different forms of lifelong learning in which HE institutions are involved, please provide them here.



**VI.4. Are there legal restrictions or constraints for higher education institutions to offer lifelong learning provision?**

No

**VI.4.1. Please explain these restrictions.**

**VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.**

General public higher education budget (%) "0"

**VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.**

Special budget for lifelong learning (%) "30"

**VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.**

Private contributions from students (%) "70"

**VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.**

Private contributions from business and industry (%) "0"

**VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.**

Other (%) "0"

**VI.5.1. If relevant, please specify the option "other" here. You can also use this space to provide any comments regarding the previous question.**

**VI.5.2. If you have any further comments regarding this section, please provide them here:**

In some cases employers co-finance part of the study costs of their employees determined in a scholarship contract between them.  
We do not have information to provide an estimation concerning the figure.  
In case of postgraduate and voluntary programmes a specific funding is available for students.

**VI.6. In your higher education policy, is there a focus on promoting the flexible provision of higher education studies/programmes (e.g. changing the intensity of study programmes according to personal circumstances)?**

No, there is no specific focus in HE policy on promoting the flexible provision of HE studies/programmes

**VI.6.1. Please provide a short description of specific policy measures that exist in your country.**

**VI.7. Which of the statements on student statuses best describes the situation in your country?**

There are several student statuses (e.g. 'full-time', 'part-time', etc.)

**VI.7.1. Please explain what student statuses exist in your country and how you define them.**

The Act on Higher Education defines full-time and part-time student statuses. Part-time is further defined as evening, correspondence. Contact hours in part time studies could be minimum of 30 and maximum of 50% of those of the full time programs. Correspondence courses apply distance learning as well.

**VI.7.2. If there is only one student status without any further distinctions, please specify whether HE students in your country can change the pace of their studies (e.g. apply for a limited number of credits) and follow de facto part-time studies.**

**VI.7.3. Please indicate which fees apply to students studying part-time.**

Students studying part-time pay (or are likely to pay) higher fees for the same volume of study (i.e. the same number of credits) than students following typical study arrangements. In fact, part-time students should pay a fee not much different from the total cost of a full-time program.

**VL7.4. Please indicate which fees apply to de facto part-time students.**

**VL7.5. Please indicate the amount of financial support, to which are eligible students holding a formal alternative student status.**

No financial support for students studying part-time

Government Decree No. 51/2007 on tuitions and supports of students declares that only full-time students are eligible for financial supports from the state (grants and/or social support).

**VL7.6. Please indicate the amount of financial support, to which are eligible de facto part-time students.**

**VL8. Are there any higher education programmes in your country designed as 'part-time' programmes?**

Yes

**VL8.1. Please provide details on these programmes (in particular, how they differ from conventional higher education programmes). Please also specify whether students following these programmes pay the same amount of fees (or higher/lower fees) and are eligible for the same amount of support (or higher/lower support) as students enrolled in conventional programmes.**

HEIs offer part-time studies to generate additional incomes by tuition fees paid by part-time students. According to the demands of learners, HEIs offer a wide-range of conventional programs in part-time form as well. The part-time program differs in terms of lengths, number of contact hours and attendance requirements.

**VL9. Which of the following statements best describes the extent to which HE institutions offer part-time studies or other alternative forms of study?**

Higher education institutions have autonomy to decide but most of them offer part-time studies or other alternative forms of study

**VL9.1. If you have any further comments regarding this section, please provide them here:**

**VL10. In your country, can prior non-formal and informal learning be taken into account/accredited towards fulfilment of a higher education study programme?**

Yes

Higher education institutions are obliged by the Act on Higher Education to recognize prior learning. HEIs are obliged as well to include the rules of such a recognition procedure in their institutional statutes of teaching and learning. Recognition of credits brought from outside of the institution including credits given for recognition of prior learning is limited up to a maximum of 2/3 of the total credits required to fulfil a study program.

**VL10.1. Please choose the statement that best applies to your country-specific situation.**

HE institutions can autonomously decide whether they will provide relevant procedures

**VL10.2. Please specify whether the process can lead to a complete award of a higher education qualification or whether it can only lead to a limited number of credits.**

Recognition of non-formal and informal learning can only lead to a limited number of credits (please use comments to specify the maximum amount of credits)  
The maximum amount of credits recognized on prior learning can be 2/3 of the total credits.

**VL10.2.1. Please specify whether this possibility applies to all higher education qualifications or only to some higher education qualifications.**

**Please also specify whether this possibility is commonly used in practice.**

**VL10.3. If your answers to the three preceding questions were based on steering documents please specify the source (i.e. title of the document and link). If they are based on other sources (e.g. common practice of HE institutions), please specify it as well.**

Act on higher education (No. CCIV/2011), chapter XIII.

**VL10.4. Do steering documents in your country refer to any specific requirements towards those HE candidates/students who would like to fulfil their higher education modules/programme through the recognition of non-formal and informal learning?**

No

**VL10.4.1. Please specify these requirements.**

- Specific age requirements (please specify)
- Requirements related to the duration of prior professional experience (please specify)
- Other (please specify)

**VL10.5. Is it possible to provide data on the proportion of HE institutions which commonly use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies)?**

There are no official data but it is possible to provide estimates

**VL10.5.1. Please indicate the proportion of higher education institutions which use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies).**

5-25%  
A survey run in 2010 among HEIs' staff showed that there are informal ways of recognizing prior learning in HEIs such as verbal agreement between teachers and students at the beginning of the semester. Due to the lack of formal and established procedures of recognition, its extent and practices remain unseen.

**VL10.5.2. Please indicate the source and the reference year.**

**VL10.6. Is it possible to provide data on the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements?**

There are no official data and it is impossible to provide estimates

**VL10.6.1. Please indicate the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements.**

**VL10.6.2. Please indicate the source and the reference year.**

**VL10.7. Are there any plans to create such a possibility? If yes, please provide details on the on-going debates.**

**VL10.6.3. If you have any further comments regarding this section, please provide them here:**

**VL11. Besides the approaches mentioned throughout the LLL section, are there any other approaches to enhancing lifelong learning and flexibility of higher education in your country?**

Yes ▼

**VL11.1. Please specify what they are.**

According to the above mentioned LLL strategy, HEIs are part of the Hungarian LLL system. In this sense the mission of HEIs is to provide:

- a diverse and abundant supply of advanced vocational programmes, professional higher education training programmes and higher education and adult learning programmes,
- ever-expanding learning opportunities,
- career guidance, counselling and monitoring,
- support for disadvantaged groups and groups at risk on the labour market,
- new teaching/learning culture.

The above programmes and learning opportunities are mostly offered in evening or correspondent forms. HEIs as accredited adult training institutions offer different adult training programmes and cooperate with employers. HEIs are obliged to offer career guidance service to students free of charge. They are also obliged to survey the career of their graduates to get a feedback to be able to offer special adult programmes for them. The institutions have the right to recognise any prior non-formal and informal learning including work experience. They also have to serve the special needs of disabled students and also disadvantaged students within the frame of a mentor programme.

The New Széchenyi Development Plan offered financial support for the above mentioned activities and also for the development of new teaching/learning culture and methods.

## Data entry: (VII\_Internationalisation\_mobility)

### 7.1. Do higher education steering documents refer to internationalisation of higher education?

Yes ▼

#### 7.1.1. In your higher education steering documents, there are:

- Clear aims and objectives regarding internationalisation of higher education  
 Concrete measures for implementing internationalisation of higher education

#### 7.1.2. Please specify:

### 7.2. Which national level public institutions are involved in the internationalisation of higher education in your country?

- No designated institution  
 Specific Department in the Ministry responsible for Higher Education  
 Agency for the internationalisation of higher education  
 Stakeholder organisations  
 Other

#### 7.2.1. Please specify the name and provide a link to its website (if available) and a brief description of its main activities:

Ministry of Human Resources: Department for International Relations in Education  
Deputy State Secretariat for Higher Education and Science Policy  
Agency for the internationalisation of higher education.  
Tempus Public Foundation  
Balassi Institute

And provide a link to its website (if available) and a brief description of its main activities <http://english.tpf.hu/>

Tempus Public Foundation (TPF) is a non-profit organization established in 1996 by the Hungarian Government, with the task of managing international cooperation programmes and special projects in the field of education, training and EU-related issues. TPF activities are management of scholarship and cooperation programmes, trainings (experience in adult education and training, small-groups, interactive teaching using ICT means, courses tailored to the learners' specific needs), knowledge centre (provision of structured information on education, training and RTD policies, thematic monthly e-newsletters, initiatives for improving mobility and other internationalization measures, help for disadvantaged people, thematic conferences and publications, joint actions with partner organizations). TPF is intensively involved in international activities, in order to encourage foreign institutions to cooperate with Hungarian partners on the one hand, and to make known the achievements at European level on the other. International activities include taking part in international projects and bilateral cooperation as partner or coordinator, active role in dissemination projects funded by the European Commission, active participation in the implementation of the Lisbon Strategy.

Balassi Institute:

A national institute established to support the worldwide community of Hungarian education, the Balassi Institute plays a key role in the professional direction of cultural affairs. Similar to Germany's Goethe Institut, the United Kingdom's British Council, or Spain's Instituto Cervantes, the Balassi Institute's main objective is to project a quality-oriented image of our nation, thereby increasing Hungary's prestige in the international sphere, while strengthening and preserving all facets of Hungarian culture both within and outside of Hungary's borders.

The Institute not only spreads and promotes Hungarian culture abroad, it also introduces the traditions and cultures preserved by Hungarians from outside our borders to those living in Hungary today. The Institute's uniqueness therefore lies in the content and scope of its activities, as well as in the methodology used to reach its goals.

Balassi Institute – Campus Hungary Program Office and Hungarian Scholarship Board Office websites (in English):

- Balassi Institute: [www.balassiintezet.hu/en/](http://www.balassiintezet.hu/en/)
- Campus Hungary Program: [campushungary.org/](http://campushungary.org/)
- Hungarian Scholarship Board Office: [www.scholarship.hu/](http://www.scholarship.hu/)

Stakeholder organisations Hungarian Rector's Conference, National Bologna Committee, Hungarian Accreditation Committee, National Conference of Student Unions

### 7.3. Does your country have a formal national strategy for internationalisation of higher education?

No ▼

#### 7.3.1. Please provide a reference and link to the document (if available, also in English):

#### 7.3.2. Has the impact of the strategy been assessed?

Please choose.. ▼

#### 7.3.2.1. Please specify by whom, and provide a reference/link:

#### 7.3.3. What percentage of higher education institutions have adopted an internationalisation strategy?

76-99%

#### 7.3.3.1. Please provide a source for this information:

Data provided by the Hungarian Rectors' Conference.

#### 7.3.4. What percentage of higher education institutions are engaged in internationalisation actions without having adopted a formal strategy?

76-99%

#### 7.3.4.1. Please provide a source for this information:

Erasmus Charter for Higher Education.

### 7.4. Has your country defined targets for mobile students (if yes, please state the target)?

Credit mobility:Outgoing mobility 20000 by 2020

Credit mobility:Incoming mobility X

Degree mobility:Outgoing mobility X

Degree mobility: Incoming mobility 40000 by 2020

7.4.1. Has your country defined targets for incoming international students with a first degree obtained outside the EHEA?

No

7.4.1.1. Please specify:

7.4.2. Has your country defined other targets related to the internationalisation of higher education (e.g. mobile academic staff, types of partnership in higher education and research etc.)?

No

7.4.2.1. Please specify:

7.5. Is there a specific budget for funding internationalisation activities in higher education in your country?

Yes

7.5.1. Please specify:

Campus Hungary is one of the programs through which internationalisation has been funded in Hungary – supporting and enhancing both outgoing and incoming mobility. The present time frame of the Campus Hungary program is 2012-2015 and the allocated budget (from EU funded sources) for this time frame is (1,3 Bn HUF + 3,6 Bn HUF =) 4,9 Bn HUF which is approx. 15,8 Million EUR.

7.6. Are there other incentives for higher education institutions to engage in internationalisation activities in your country?

Yes

7.6.1. Please name and describe them:

ESF funded projects at national (Campus Hungary) and institutional level (4.1.1 C projects) in the convergence regions.

7.7. Does your country provide specific, additional funding to higher education institutions for the development and implementation of joint/double degree programmes?

No

7.7.1. Please explain this funding, and how it is allocated:

7.8. Is there a legal requirement for higher education institutions to publish vacancy notices for academic staff in media operating outside your country?

No, such practice is not required, but is nevertheless common

7.8.1. Please provide a reference:

7.9. Do any higher education institutions have campuses abroad?

Yes

7.9.1. How many campuses do your higher education institutions have abroad?

28.0000000000

7.9.2. In which countries do they have these campuses?

Czech Republic, Finland, Germany, Norway, Romania, Serbia, Slovakia, Switzerland, Ukraine

7.10. Do any higher education institutions (HEIs) in your country offer massive open online courses (MOOCs) in your country?

Yes

7.10.1. Please provide:

The percentage of HEIs offering MOOCs (%) "3"

7.10.1. Please provide:

The number of MOOCs currently offered (1,2,3 n) "8"

7.11. Does your country have main regions of operation for international student mobility?

Yes

7.11.1. Which are the main regions of operation for student mobility?

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and southern Africa
- Australia, New Zealand
- Other

7.11.2. Please specify

7.11.3. Does your country have main regions of operation for joint/double degrees?

Yes

7.11.4. What are the main regions of operation for joint/double degree programmes?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.5. Please specify

7.11.6. Does your country have main regions of operation for campuses abroad?

Yes ▾

7.11.7. What are the main regions of operation for campuses abroad?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.7.1. Please specify

7.11.8. Does your country have main regions of operation for international cooperation in research?

Yes ▾

7.11.9. What are the main regions of operation for international cooperation in research?

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.9.1. Please specify

7.11.10. Does your country have main regions of operation for other forms of internationalisation (please specify the forms)?

No ▾

7.11.11. What are the main regions of operation for other forms of internationalisation (please specify the form)?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.11.1. Please specify

### 7.12. Comments:

The following steering documents refer to Hungary's internationalisation of HE:

Decision of the Government Nr 1247/2012 on enhancing the international competitiveness of Hungarian Higher Education by approving two ESF funded national projects named Campus Hungary  
Decision of the Government Nr 1123/2013 on enhancing incoming students in accordance with foreign policy priorities  
Act Nr CCIV/2011 on National Higher Education

In the following I would like to specify the clear aims and objectives regarding internationalisation of HE:

Decision of the Government Nr 1247/2012 on enhancing the international competitiveness of Hungarian Higher Education by approving two ESF funded national projects named Campus Hungary  
Two specific ESF funded projects were launched with different scopes (one national, one for convergence regions) but targeting the same goals. The Campus Hungary projects aim to support and facilitate the internationalisation of Hungarian higher education through providing institutional development, services and scholarships for students, academics and staff. They contribute to the academic and cultural internationalization of the European Higher Education Area, and the enhancement of international mobility and exchange.

Decision of the Government Nr 1123/2013 on enhancing incoming students in accordance with foreign policy priorities

Establish bilateral cooperation agreements with certain countries according to foreign policy priorities. Preparing intergovernmental agreements in the framework of Global Opening Policy and creating a new national scholarship scheme named Stipendium Hungaricum.

Act Nr CCIV/2011 on National Higher Education

Part VI: on international issues including provisions on

- establishing HEIs in Hungary and
- for Hungarian HEIs abroad
- Rules on joint degrees, and
- general rules on participation in credit mobility abroad and
- supporting studies of foreign students in Hungarian HEIs

Concrete measures for implementing internationalisation of HE:

Tempus Public Foundation being the background organisation of the Ministry of Human Resources (National Authority for Erasmus+) is in charge of

- implementing the Erasmus+ programme
- the National Team of Bologna National Experts (researches, seminars, support for HEIs)
- National Structure for Erasmus Mundus and National Contact Point for Tempus programmes, several projects carried out to promote joint degrees
- Seminars in specific topics (ECTS and learning outcomes, developing and managing joint programmes, quality assurance, new teaching methodologies) including high level experts from different stakeholder organisations
- Internationalisation audit methodology for Hungarian HEIs is prepared, tested and introduced
- specific trainings organised to increase international competences of HEI staff (EU English, marketing, creating and managing HEI websites)
- Study in Hungary website: [www.studyinhungary.hu](http://www.studyinhungary.hu)
- Promotion materials are developed (i.e. User's Guide to Hungary)
- Interactive database and website is developed to collect partnerships of Hungarian HEIs, all scholarship opportunities will be published soon
- conducting researches on internationalisation of HE and mobility.

Hungary would like to make a comment on Question 7.8:

7.8. Is there a legal requirement for higher education institutions to publish vacancy notices for academic staff in media operating outside your country?

The appropriate answer for Hungary would be:

No, such practice is not required but nevertheless usual in some Higher Education Institutions.

7.10. Do any higher education institutions (HEIs) in your country offer massive open online courses (MOOCs) in your country?

0 No X Yes

7.10.1. If yes, please provide

the percentage of HEIs offering MOOCs: 2 HEIs

the number of MOOCs currently offered: 8

### 7.13.1. Please tick the three most important obstacles to incoming student mobility for your country.

- Funding
- Recognition
- Language
- Curriculum/Study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

#### 7.13.1.1. Please specify:

### 7.13.2. Please tick the three most important obstacles to outgoing student mobility for your country:

- Funding
- Recognition
- Language
- Curriculum/study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

#### 7.13.2.1. Please specify:

### 7.14. Are at least some of the obstacles that you ranked above particularly important in / relevant for:

Specific study cycles  Yes  No  No answer

Specific fields of studies  Yes  No  No answer

Credit mobility  Yes  No  No answer

Degree mobility  Yes  No  No answer

#### 7.14.1. Please specify:



In case of specific study cycles: Accreditation of joint programmes, issuing joint diplomas

In case of credit mobility: Curriculum/study organisation

In case of degree mobility: the language

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

European Social Fund project named Campus Hungary was launched at national level to offer scholarships to all regions of the world, and enhance internationalisation of HEIs by improving staff competence. The project helps HEIs to visit study fairs abroad to make Hungarian Higher Education more attractive. So more funding is ensured via ESF funds, nevertheless the scheme needs to be more streamlined to the European programmes to avoid overlapping activities in the future. Language barriers are targeted by organising special courses for HEI staff to cope with foreign partners and students. On the other side student trainings take place in regions to motivate students for mobility.

**7.16. Has your country monitored the effects of these measures/programmes?**

No

**7.16.1. Please provide information on how this monitoring is undertaken:**

Who is responsible (which institution(s)) ""

**7.16.1. Please provide information on how this monitoring is undertaken:**

How regularly is monitoring conducted (annually, biannually, etc.) ""

**7.16.1. Please provide information on how this monitoring is undertaken:**

The most recent results (please specify) ""

**7.17. Comments:**

**7.18. Do you have a central website which provides information about all mobility schemes for national and international students?**

Yes

**7.18.1. Please provide a link to the website:**

<http://mymobility.tka.hu> (will contain all Hungarian HEI partnerships and therefore mobility opportunities for students)  
[www.studyinhungary.hu](http://www.studyinhungary.hu) (contains relevant information on studying in Hungary)

**7.18.2. Is the website linked to Bologna website?**

Yes

**7.19. Do your national institutions/agencies responsible for internationalisation:**

Provide information exclusively on national programmes and higher education institutions  
[www.campushungary.hu](http://www.campushungary.hu); [www.campushungary.org](http://www.campushungary.org); [www.scholarship.hu](http://www.scholarship.hu)

**7.19.1. Please provide a link to such information:**

**7.20. Do higher education programmes taught in widely spoken, non-native languages fall under the same legal regime as programmes taught in official languages of the country?**

Yes

**7.20.1. Do students have to pay additional fees?**

Please choose..

**7.20.2. Are there any other differences? Please specify:**

**7.21. Comments:**

7.17. Do your national institutions/agencies responsible for internationalisation:  
a) Provide information exclusively on national programmes and higher education institutions  
[www.campushungary.hu](http://www.campushungary.hu); [www.campushungary.org](http://www.campushungary.org); [www.scholarship.hu](http://www.scholarship.hu)  
b) Provide information on the EHEA, with links to other national systems and European programmes  
If b), please provide a link to such information: [www.tka.hu](http://www.tka.hu); [www.studyinhungary.hu](http://www.studyinhungary.hu)

**7.22. Since 2012, has your higher education minister participated in:**

- the 2012 Bologna Policy Forum
- other bilateral and/or multilateral ministerial dialogues
- international events other than ministerial meetings  
BFUG Meeting

**7.22.1. Please specify with which countries:**

**7.22.2. What were the main higher education issues addressed in these events?**

**7.23. Comments:**

BFUG Meetings  
DGHE Meetings  
Bologna Working Groups:  
1. WG on qualifications framework, recognition, quality assurance and Transparency, Structural WG:  
a. Structural Reform WG  
b. ECTS Users Guide REvision WG  
2. WG on the Social Dimension and Lifelong Learning  
3. WG on Mobility and the external dimension of EHEA/ Internalisation  
4. Ad hoc WG on Second and Third Cycle  
ASEM 4 Meeting

**7.25. Are there national policy goals regarding staff mobility in higher education?**

No

7.25.1. Please specify and provide reference:

7.26. Are there any national mobility programmes for higher education staff?

- Researchers  Yes  No  No answer  
Teaching staff  Yes  No  No answer  
Doctoral candidates  Yes  No  No answer  
Technical staff  Yes  No  No answer  
Administrative staff  Yes  No  No answer  
International officers  Yes  No  No answer  
Guidance counsellors  Yes  No  No answer  
Others  Yes  No  No answer

7.26.1. Please provide details and a link for further information on relevant programmes

ESF funded national projects.

7.27.1. Does your country define quantitative targets for any incoming staff mobility?

- Researchers  Yes  No  No answer  
Teaching staff  Yes  No  No answer  
Doctoral candidates  Yes  No  No answer  
Technical staff  Yes  No  No answer  
Administrative staff  Yes  No  No answer  
International officers  Yes  No  No answer  
Guidance counsellors  Yes  No  No answer  
Others  Yes  No  No answer

7.27.1.1. Please specify any targets that exist:

No, we cannot provide you with quantitative targets.

7.27.2. Does your country define quantitative targets for any outgoing mobility?

- Researchers  Yes  No  No answer  
Teaching staff  Yes  No  No answer  
Doctoral candidates  Yes  No  No answer  
Teaching staff  Yes  No  No answer  
Administrative staff  Yes  No  No answer  
International officers  Yes  No  No answer  
Guidance counsellors  Yes  No  No answer  
Others  Yes  No  No answer

7.27.2.1. Please specify any targets that exist:

No, we do not have targets.

7.28. For each staff group, is information collected on participation rates in mobility?

- Researchers  Yes  No  No answer  
Teaching staff  Yes  No  No answer  
Doctoral candidates  Yes  No  No answer  
Technical staff  Yes  No  No answer  
Administrative staff  Yes  No  No answer  
International officers  Yes  No  No answer  
Guidance counsellors  Yes  No  No answer  
Others  Yes  No  No answer

7.28.1. Which organisation(s) collect this information? Please provide a link.

Tempus Public Foundation, Balassi Institute

7.29. Are there any mechanisms to reward staff who participate in mobility?

- Career development advantages  Yes  No  No answer  
Financial benefits  Yes  No  No answer  
Non-financial benefits  Yes  No  No answer  
Other  Yes  No  No answer

**7.29.1. Please specify how staff who participate in mobility are rewarded:**

According to Hungarian Higher Education Act a university professor shall have international teaching experience 28§ (5)  
Non-financial benefits: Depends on HEI how, but international mobility experience is honoured

**7.30. Is there a website which provides information about all international mobility schemes for staff?**

No

**7.30.1. Please provide a link:**

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Immigration restrictions "1"

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Recognition issues "1"

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Language issues "2"

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Lack of funding "1"

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Administrative burden "1"

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Lack of personal motivation and interest "3"

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Incompatibility of pension and/or social security systems "1"

**7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)**

Legal issues "1"

**7.31.1.1. Additional comments:**

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Immigration restrictions "1"

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Recognition issues "1"

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Language issues "2"

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Lack of funding "1"

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Administrative burden "1"

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Lack of personal motivation and interest "3"

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Incompatibility of pension and/or social security systems "1"

**7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):**

Legal issues "1"

**7.31.2.1. Additional comments:**

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

In the convergence regions academics and staff of higher education institutions can also apply for Campus Hungary scholarships if they are fluent in the language of the applied studies, have the approval of the host and sending institutions and after returning home report about the gained study or professional experience.

Convergence regions in Hungary: Northern Hungary, Northern Great Plain, Southern Great Plain, Central Transdanubia, Western Transdanubia, Southern Transdanubia.

**7.33. Has your country monitored the effects of these measures/programmes?**

No

**7.33.1. Please provide information on how this monitoring is undertaken:**

Who is responsible (which institution(s)) ""

**7.33.1. Please provide information on how this monitoring is undertaken:**

How regularly is monitoring conducted (annually, biannually, etc.) ""

**7.33.1. Please provide information on how this monitoring is undertaken:**

The most recent results (please specify) ""

7.34. Please provide any additional comments on internationalisation and mobility that should be taken into consideration: