

HUNGARIAN GOOD PRACTICES

Implementation of joint EQAVET-based quality management tasks by vocational education and training institutions and their dual partners



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What should you know about self-assessment good practices?

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Joint journey of institutions and dual partners

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Foreword

Dear Reader,

The main objective of the EQAVET (EUROPEAN QUALITY ASSURANCE REFERENCE FRAMEWORK) National Reference Point, which is part of the National Office of Vocational Education and Training and Adult Learning (NOVETAL) in Hungary, is to support the coordination of quality management activities of vocational education and training institutions and their dual partners.

This publication is a direct follow-up to our highly successful workshop series organised in April 2025. The events have shown that the greatest value for the sector's participants lies in learning from each other and in the exchange of practical experience. We are now sharing this collective knowledge to help deepen the quality-focused approach and to disseminate exemplary practices at the international level as well.

We hope that this collection will provide inspiration and practical support for everyday quality improvement work.

EQAVET National Reference Point
National Office of Vocational Education and Training and Adult Learning
Budapest, 2026.

Basic principles

What should you know about self-assessment good practices?

In the ever-changing environment of vocational education and training, horizontal learning is becoming increasingly important: instead of trying to find solutions on your own, it is worth building on tried-and-tested, innovative methods.

Why is this collection useful?

- *It builds bridges:* It will help to find common ground between the quality management systems of vocational education and training institutions and the dual partners.

- *It increases efficiency:* By adopting best practices (benchmarking), development is faster and more effective.
- *It promotes legal compliance:* It provides practical tools to meet legal obligations and achieve organisational excellence.
- *It encourages reflection:* It helps managers and professionals to see their own processes from a new perspective.

The collection is particularly helpful for organisations in their exploratory phase, but it also offers novel and creative approaches for more experienced institutions.

Whose thoughts can you read in the text bubbles?

We considered it important to include external professional aspects alongside the good practices described. The notes and highlights in the text are provided by VET quality assurance experts *Katalin Molnárné Stadler* and *Angéla Ziegler*, to provide you guidance regarding the material.

We thank them for their valuable comments, which have contributed to the professional completeness of the collection.





Lászlóné Rusznyák:

DUAL ROLE AS HEAD OF PRACTICAL TRAINING AND MEMBER OF THE QUALITY MANAGEMENT TEAM

THE VOCATIONAL EDUCATION AND TRAINING INSTITUTION:

Heves Vármegyei Szakképzési Centrum
Március 15. Technikum,
Szakképző Iskola és Kollégium

The history of good practice

Since 2018, I have been working as an instructor at the institution in a small rural town, Lőrinci. The school – Heves County Vocational Training Centre, March 15 Technical School, Vocational School and Dormitory – is situated in a picturesque setting at the foot of the Mátra Mountains in the Selyp Basin, in a 10-hectare Castle Garden. The institution has been training professionals for more than 70 years and has nearly 500 students.

In 2022, I was appointed by the director of the institution to take on the role of practical training coordinator. One of the most important parts of the task is to establish effective cooperation with the dual partners and to meet the practical needs of the students.

The institution currently has more than 80 dual partners in 8 trades, vocational schools and technical schools.

I was given the task by the director of the institution to develop a well-functioning dual partnership system for practical training. To develop this system, I needed both determination and perseverance.

One of the most important steps in building a well-functioning relationship was to establish personal contact. I visited the places of practical training, talked to the company managers in



person and observed the students at work. I assured both students and dual partners that I would be there to help them with all their practical training and education needs, both by phone and email.

Once trust has been established, the organisation of practical training sessions is based on a good partnership between the dual partner as employer, the student as employee, the parent as representative of the student and the organiser of the practical training, who is responsible for a well-functioning system as a whole under the supervision of the director of the institution.

In 2022, initially I participated in the development of the institutional quality management system and the implementation of the tasks as a member of the Quality Management Team. From 1 September 2023, I took up my post as Head of the Quality Management Team.

I was actively involved in the institutional self-assessment process between 2022 and 2024, during which it became clear to me that the majority of the institution's partnerships involve the same partner organisations. Our partner surveys are mainly based on our dual partners. At the same time, our partners are also involved in the performance assessment of our heads of institutions and instructors. One of the key aspects to the development of the institution is the partnership established with them.

The result of conscious planning is the coordination of the two functions, which is based mainly on the proposal of the director of the institution.

According to the director, dual practical training/education and quality management are closely linked areas in the operation of a vocational education and training institution. If these two functions are carried out by the same person, there are many organisational and qualitative benefits to it.

The system has been in operating in this form for almost two years and has brought and continues to bring many benefits to the institution.

Showcasing good practice

As a first step in showcasing good practice, it is important to clarify the place and role of the quality management system within the institution.

The quality management system is an integral part of the school's operation, and is not independent of it. The primary objective of the quality management system operated by the institution is the continuous improvement of its operations. The members of the Quality Management Team are the instructors.

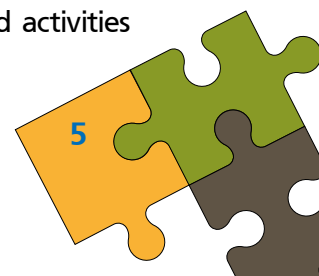
Quality management is an integral part of the institution's Organisational and Operational Rules, which state that quality management is part of the institution's operations:

- it is linked to the annual work plan,
- it is integrated into the control and evaluation system,
- it affects the evaluation of instructors and development decisions.

On the basis of the above, the institution operates its quality management system in order to achieve its objectives and for the purpose of continuous improvement.

The primary objective of good practice – that is, of the integration of the practical training coordination and the Quality Management Team membership/management within a single role – is to make processes more transparent and coherent both inside and outside the institution, so that the combination of the two positions allows for innovation and the rapid implementation of good practices.

A further aim is to reduce the scope for error in the organisation of dual training and to make processes more consistent and transparent. Communication between students, instructors and partners should become smoother and activities more coordinated.





The head of the institution should be able to define development directions and intervention points with a unified approach, to promote the continuous renewal and competitiveness of the institution.

Good practice brings about numerous positive changes to the life of the institution::

1. The practical training coordinator has a clear understanding of the expectations of external partners and, as the Head of the Quality Management Team, they know how to integrate these

How does good practice fit into the quality management system of vocational education and training institutions?

An important element in the development and operation of a quality management system in vocational education and training institutions is the establishment of an organisational framework to ensure its operation.

In line with the methodological recommendations, the institutions have set up a Quality Management Team (MICS) of 3-7 people in the process of developing the system, responsible for coordinating the processes related to the quality management system and for aligning the related planning, implementation, evaluation and feedback activities.

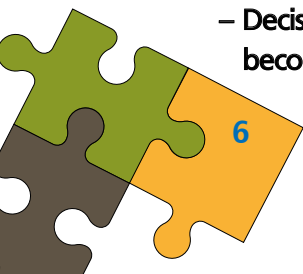
In selecting the team members, it is of particular importance that participants have a complex, systemic view of the professional functioning of the institution and an overview of the institution's operation as a whole. This approach ensures that quality management activities are not carried out in isolation, but in close connection with institutional processes.

The good practice cited below provides evidence that the involvement of the practical instruction leader in the Quality Management Team helps to strengthen the coherence between the quality management system and the practical training processes, thus contributing to a more efficient and effective functioning of the overall quality management system.

expectations into the quality objectives at provider level.

- The dual role allows information to flow quickly and efficiently, reducing administrative burdens.
- It allows problems to be solved immediately.
- Decisions are made faster and communication becomes clearer.

- The quality of practical training can be directly monitored and improved, while feedback is immediately integrated into the quality management system.
- Cooperation between the two areas strengthens the professional credibility of the institution and increases the trust of the dual partners.



- Problems that arise during dual training can be addressed immediately from a quality management perspective, which increases the flexibility and efficiency of training and the confidence of partners.
 - The quality management approach is also integrated into everyday organisational work, so that the practical training coordinator takes into account sustainable, regulated operation in all their decisions. This helps the institution to work with stable, high-quality dual partners in the long term.
 - The dual role creates a strategic approach in which the manager not only manages day-to-day issues but can also pursue longer-term development goals. Quality management will no longer be an abstract administration task, but a live, practical process.
 - It is also beneficial for the students if the quality of the practical training is constantly under control.
 - The practical training coordinator and quality management team leader can initiate improvements based on personal experience, which makes decisions more realistic and well-founded.
 - It is also easier for dual partners to communicate as they have a single competent contact person, which reduces misunderstandings and increases efficiency.
 - The institution will develop a coherent approach to quality and practical training/education, making it easier to coordinate workflows.
 - The practical training coordinator has a better overview of the whole training process, from planning to evaluation, and can therefore identify areas for improvement more quickly.
2. One of the key elements to a dual training system is the constant feedback that this dual role effectively provides.

- Quality management experience helps to assess partners, contributing to raising professional standards.
- The dual role strengthens the sense of responsibility and institutional commitment, and the leader has a greater awareness of the weight and impact of their decisions.

Quality management documents can be based on real, practical data, which adds credibility to the institution's quality management system.

How do we do it?

For this system to work well, a multi-step process is needed to be implemented.

1. Clear definition of task

For the good practice to work properly, first and foremost, a well-designed organisational structure is required, which is provided by the institution's governing body – the VET centre. It is important that tasks and powers are clearly defined and delimited.

2. Choosing the right person

The personality and commitment to the task of the staff member performing the dual role must be in the interests of both the institution and its partners. This person must have good communication and organisational skills, possess a high level of professionalism and be accepted by all partners, so that they can turn to them with confidence. This person should also be familiar with the requirements of the institution's quality management system.

3. A well-functioning quality management system

There is need for a well-functioning quality management system, committed leaders and collaborative colleagues.





4. Selection of cooperative partners, communication
Identification of dual partners that are appropriate to the training structure of the institution, using the available social capital, while providing full information on dual training. The website of the institution is an important means of communication, where partners can access information about the institution on an ongoing basis.

Communication with our dual partners should be continuous and well-organised. Problem-solving benefits the common interest of the institution, the students and the dual partner.

How does it work?

To ensure that the above processes work smoothly, we keep in touch with our dual partners by phone and email. Every quarter, we provide them with information on the tasks of dual training. We also help them with the keeping and management of the electronic logs even at the dual partner's site.

We regularly send them electronic satisfaction surveys, the results of which are used to improve the quality of education and training and cooperation. The results and suggestions are presented to the heads of the institution. Once the proposals have been approved, we use the results to develop an action plan with the members of the Quality Management Team to improve the quality of partnership. The results of the action plan will be integrated into the process of engaging with partners.

These surveys are sent out to our partners quarterly, in accordance with the EQAVET Quality Assurance Cycle/ PDCA cycle.

If, on the basis of feedback from partners, the practical training coordinator identifies a deficiency that can be addressed by improving the institution's quality management system, they will bring the problem to the attention of the Head of the Institution and, as Head of the Quality Management Team, will propose a solution to resolve the issue.

During the practical education and training, we provide the institution's professional programme for the given profession, which is also designed in a manner to meet the needs of the related dual partner(s).

We regularly monitor the work and progress of students at the practical training/education site.

Why does it work well?

The management of the institution is committed to the effective functioning and continuous renewal/improvement of the institution. We are able to respond continuously to the challenges of the labour market. The instructors have a sense of ownership of the institution and are capable of renewal and continuous learning. Our relationship with our dual partners is ongoing and we can rely on each other. We hold regular one-to-one/personal briefings and meetings with our partners.

Recommendation of good practice

I recommend good practice to all institutions where the two functions can be carried out together in a well-organised and well-defined way. Where the development of the institution and the improvement of its quality indicators are regarded as shared objectives.

1. For institutions with a small staff or family structure
 - Small-town technical schools and vocational schools where the number of managers is smaller and the tasks overlap. In such an environment, the direct link between practical training/education and quality assurance can be an advantage in terms of flexibility.
2. For institutions where practical training is central to the profile of the institution
 - Member institutions of vocational training centres, agricultural, hospitality, mechanical engineering or information technology technical schools, where students participate in dual training. Here, quality management plays a key role in aligning with the expectations of partners (companies, factories, workshops).

3. Institutions with well-functioning quality management systems in place

- If the system is already well documented and operates routinely, merging the two functions does not compromise quality assurance but increases efficiency.

4. Institutions where the person in charge of the task is competent and experienced in several fields

- Where the organiser of the practical training has both pedagogical and management skills, so that they have a comprehensive understanding of the professional content and quality process of the training/education.

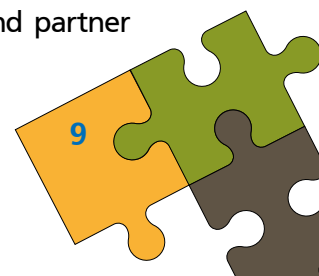
I must point out that there can be organisational or partner-related obstacles to the implementation of good practice.

An obstacle may be if:

- the dual partner is not well informed,
- the quality management system is not yet working properly,
- the person selected does not have enough experience in these two areas and may make bad decisions,
- lack of cooperation and communication between the areas and the management of the institution,
- the dual partners' limited capacity to cooperate, lack of bilateral communication.

What is the main lesson of the good practice?

If the practical training organiser of the dual practical training and the Quality Management Team Leader are the same person, this fusion will result in unity, efficiency and higher training and operational quality. This organisational solution can be one of the greatest strengths of modern, partner-centred VET institutions, ensuring the professional quality of vocational training and partner satisfaction in the long term.





During dual education, students experience the real world of work

THE EXPERIENCES OF A DUAL PARTNER – INTERVIEW WITH IMRE KÉRY

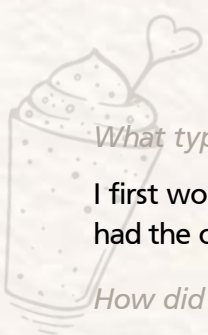
THE DUAL TRAINING PROVIDER:
Florisz Gourmet Kft.
Grassalkovich Restaurant

Experiences in the hospitality industry

In what fields did you work after graduating from the College of Commerce and Hospitality?

I have worked in almost all areas of the hospitality industry. I have worked in the hotel industry as a receptionist, hotel manager and director, and in the restaurant sector, for example in a la carte restaurants and mass catering. My goal has always been to pass on the knowledge and experience I have gained to the next generation.





Training experiences and dual training



What type of training did you first take part in as an instructor?

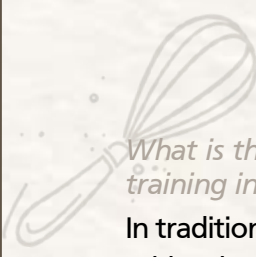
I first worked with students participating in traditional vocational education, where I had the opportunity to provide both theoretical and practical training.

How did your work shift towards dual training?

Between 1990 and 1992, I worked with students both at school and at the workplace. I taught theory – hotel management and catering – at the Pesti Barnabás Secondary Vocational School, and I also taught them at the hotel where they were doing their practical training.

Where and when was the last time you were able to fully implement dual training?

From 2023 to 2025 I taught at the Heves County Vocational Training Centre 15 March Technical School, Vocational School and Boarding School, and I also worked as a student supervisor and waiter at the Grassalkovich Restaurant of Florisz-Gourmet Kft. During this period, the dual training was fully implemented, as I was able to provide not only practical training but also convey theoretical knowledge in a restaurant setting.



Comparison of forms of training



What is the main difference between traditional vocational training and dual training in terms of content?

In traditional vocational training, the theoretical and partly practical training is provided by the educational institutions, and practical training is provided by the training site, i.e., restaurants, hotels. In the dual learning programme, this has been extended to include the acquisition of theoretical knowledge in addition to practical skills learnt on-site.

Why do you think the role of the place of practical training is important in training?

The role of the place of practical training is important because it allows students to learn professional skills in a real-life environment, and to put into practice what they have learned in theory under the guidance of qualified professionals. They learn about the real world of the job, and that it is not just about serving guests: you need to know the basics of food and drink preparation, protocol rules and up-to-date information about the environment as well, in order to be able to provide adequate information to guests. These are often not encountered in this form during theoretical education.

What are the advantages of having theory and practice running in parallel during dual training?

Students will learn about the different types of catering establishments – restaurants, bars, bistros, pizzerias, canteens, hotels, inns – and they will have a clear understanding of their operation, characteristics, management, day-to-day running, potential problems and their solutions. The juxtaposition of theory and practice helps students to better recognise similarities and specificities.



Motivation and quality assurance

Why is the application of an incentive system in dual training important?

In today's economy, it is important to motivate young people financially. During the dual training phase, they are employed as workers, with an employment contract and a monthly wage like adults. It is important that they learn to manage and budget their income, which also prepares them for real life. There is also a significant success fee, which is paid for passing the exam.

What is the dual partner's financial interest in the student's success in the exam?

The dual partner will also receive a success fee if the student participating in the dual training programme achieves a good result.

How is the quality of cooperation between the vocational education and training institution and the dual partner ensured?

A good partnership has been established between the dual training provider and the vocational education and training institution.

We work together on a weekly basis. If any difficulties arose, we could solve them together. Our work is guided by the training quality management manual developed internally and the quality expectations set out in the training institution's quality management manual. The quality of cooperation is continuously monitored by the training institution through the





dual partnership questionnaires. Based on the feedback from the partners, the training institution's practical training coordinator, together with the Head of the Institution, will ensure that the relationship is run to the highest possible standard. Thanks to this co-operation, we have been able to ensure that students learn the material to be processed and to demand a uniform quality.



What advantage do you see, as a dual partner, of having the same person performing the functions of both the practical instruction leader and the Head of the Quality Management Team?

The cooperation involves consulting only one person about the problems that arise. They have an overview of the tasks in both areas, know the places of practical training and their potential, and can help resolve any issues that may arise.



Proposals to improve the quality of training

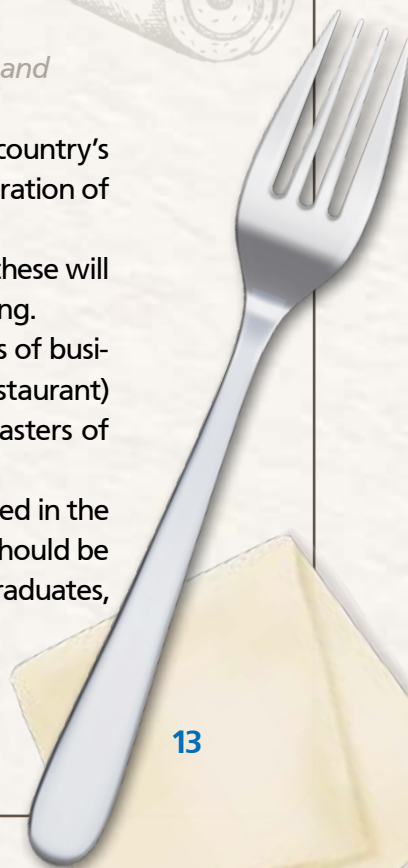
What influences the quality development process of vocational education and training regarding the country's economy?

Uncertainty and the many unforeseen and unpredictable changes in the country's economy and labour market require the involvement and high level of cooperation of a wide range of stakeholders.

It is useful to identify labour market needs in the medium and long term, as these will influence enrolment and affect the strategy for developing vocational training.

In my field, it would be useful for students to switch between different types of businesses (e.g., takeaway, pizzeria, mass catering, hotel restaurant, a la carte restaurant) at certain times to learn about different types of catering from different masters of the trade.

It is important to follow the professional life of graduates, whether they stayed in the profession and if not, why they changed their career path. This information should be used in the training sessions to follow. I still keep in touch with some of my graduates, and it is a great feeling when they tell me about their accomplishments.





FÁY ANDRÁS
TECHNIKUM



We recruit such students, who will be our future workforce



The history of good practice

About 15 years ago, we realised that the technology of commercial vehicles and buses had been completely excluded from vocational training in Hungary. The students have learned practically nothing about the systems typical of these large vehicles, such as air brakes, stationary heating, permanent retarders, etc. The reason for this is that automotive (passenger car) engineering has developed to such an extent that it has taken up all the training course time.

Upon recognising this problem, my colleagues put together a commercial vehicle-specific curriculum, which we offered as a supplementary training course to interested students. Over the years, we have been working to establish contacts with commercial vehi-

László Tóth, Alexandra Széles: FÁY-SCANIA DUAL PARTNERSHIP – SELECTION OF PARTICIPANTS IN JOINT TRAINING

THE VOCATIONAL EDUCATION AND TRAINING
INSTITUTION:

BUDAPESTI GÉPÉSZETI SZAKKÉPZÉSI CENTRUM
FÁY ANDRÁS TECHNIKUM

THE DUAL TRAINING PROVIDER:

Scania Hungária Kft.



cle repair shops and importers, and that was when we got in touch with Scania.

The idea of a separate “truck driver” training course appealed to Scania, which was able to integrate it into its own “Scania Young Professional” programme. It has effectively privatised the training course, but it has also stabilised it. This means that Scania offered its own factory training materials to our instructors and made the training available to students doing dual training in its own workshops. Scania sponsors the training, i.e., rents the classroom and workshop from the vocational training centre, pays the instructor, pays for the travel of students living in rural areas to Budapest for the period of the training. We have been working with this scheme for several years, successfully providing a replenishment of professionals for Scania workshops in Hungary. The positive outcome of the training is that, as Scania cannot employ all students at the

end of the training course, trainees from this training are also working in other truck workshops, to the satisfaction of the local management.



Showcasing good practice

The aim of the programme is to recruit students who are genuinely interested in commercial vehicles and are likely to complete the training they have started.

The key to this process is a multi-stage recruitment process. This means that at the beginning of the selection process, all potential students are approached, and then, during each event, students are constantly dropping out, until at the end, only the number needed to ensure a steady supply of professionals remains.

The process starts with making an appointment in February of the given year. The timing is determined by ensuring that the majority of prospective students are present in Budapest Mechanical Engineering Vocational Education and Training Centre Fáy András Technical School. One day at the end of February, a recruiter from Scania arrives and first visits the classes concerned with a school representative and briefs the students in a few minutes about the recruitment itself. They briefly introduce the company, the training programme, what it offers to the students and invite them to a more detailed presentation later that day during classroom hours. This is the first screening, as it addresses more than 100 students, but the presentation is usually attended by only 40-50 persons.

There are usually two detailed briefings held. One is only for those who are looking for a place for the summer traineeship in the current year, the second is



for those who would like to participate in a dual training programme in the following school year. After hearing more information, students will be invited to Scania's workshops for a workshop visit. This time, again, fewer students sign up – by this time there are only about 30 of them. This leaves out those who apply but then do not actually attend. After the workshop visits and discussions, the group is formed of the students who will come to Scania the following summer or (also) the following school year. These events take place during the spring, in the meantime weeks pass, but we still have plenty of time to prepare the necessary documentation.

This multi-stage selection process ensures that in the end only those students who really wish to complete the practical training and dual training and also the programme are selected for the training scheme at Scania.

In fact, the multi-stage recruitment process does not require any extra tools or financial resources, but only the investment of time and energy of the parties involved, i.e., Scania and Fáy. Both parties considered additional training important, as it would allow students to achieve higher qualifications. This was also the students' understanding and the feedback confirmed this, too.



The good practice shows that in the institution, well-functioning activities and processes do not always need to be regulated in writing. If institutions identify problems during the process review or the institutional self-assessment that can be attributed to the lack of written rules, then it is advisable to remedy them. In the case presented, the process is made to work by the permanence of managers and leaders. For institutions or dual training providers where this permanence is not possible, it is highly recommended to record the steps of the joint process, the roles and responsibilities of the participants in writing.



In the end, there was no written, fixed process regulation put in place because, until today, the same two people have led the process, both on the part of the school and the company.

Of course, the experience of the first years refined and modified the methods of the first selections and screenings, but since recruitment is a once-a-year event, we have never put it on paper.

The results of the multi-stage recruitment and the *"Scania Young Professional"* programme can be measured by the number of former students currently working in Scania's workshops, which we do not have an exact count of, but when we have the opportunity to meet them, several of our students acknowledge and greet us.



Recommendation of good practice

On the part of the school, this type of multi-stage recruitment could perhaps be applied in all types of vocational education and training institutions. For any profession where the number of dual partners is small and the placement of students is clearly defined, there is no need to address this issue. Good practice can be effective when there are large numbers of students and many dual partners to choose from.

As good practice requires more of a personal investment of time and energy, it makes sense when a stable relationship is likely to be established and can last for years and when both parties are sufficiently committed to efficient vocational training.





Cooperation is based on open and honest communication from the very beginning



The history of good practice

From 1 September 2022, all vocational education and training institutions have been operating a quality management system based on the EQA-VET Framework. Pursuant to Section 82(d) of Act LXXX of 2019 on Vocational Training, a training centre or business organisation may be registered as a dual training provider if it operates the quality management system of the vocational education and training institution or at least meets the quality requirements set out in the system of requirements developed by the Hungarian Chamber of Commerce and Industry.

One of the largest dual partners of the Nyíregyháza SZC Wesselényi Miklós Technical School and Dormitory is MICHELIN Hungária Kft., which employs students in tyre manufacturing and to be tra-

*Katalin Bánné Gulyás,
Roland Demeter:*

COOPERATION IN THE IMPLEMENTATION OF INSTITUTIONAL QUALITY MANAGEMENT TASKS

THE VOCATIONAL EDUCATION AND TRAINING
INSTITUTION:

NYÍREGYHÁZI SZC WESSELÉNYI MIKLÓS
TECHNIKUM ÉS KOLLÉGIUM

THE DUAL TRAINING PROVIDER:

MICHELIN Hungária Kft.

ined as electricians under vocational training contracts. MICHELIN conducts its training activities in accordance with the Chamber's set of requirements and the ISO 9001 standard for further training processes.

Vocational training for students in the dual training programme is currently governed by the Chamber's set of requirements, but a development project has been launched to incorporate elements of EQAVET-based quality management into the company's existing ISO 9001 quality management system.

MICHELIN Hungária Kft. introduced the ISO 9001 standard in 1997 to regulate its quality management system, which has been successfully maintained ever since. The quality management system is regularly audited by the International Automotive Task Force (IATF). The IATF is an organisation set up by leading car manufacturers to set uniform standards for suppliers.

The IATF 16949 standard summarises the requirements for a quality management system for automotive suppliers, which is a complement to ISO

9001. Obtaining this certificate proves that a company meets the high quality standards of the automotive industry.

The quality policy of MICHELIN Hungária Kft. is described in the Quality Management Manual, which contains the following sections:

THE MICHELIN GROUP

- Its purpose, mission, values, strategy
- Organisation of the Group
- The MICHELIN Quality Policy
- Corporate responsibility policies
- Units: DOMF/MOEU/TC/NYH
 - introducing the organisation,
 - mission,
 - main product groups,
 - stakeholders,
 - specialities,
 - context/stakes, permanent stakeholders and their expectations/requirements
 - the site's quality policy,
 - scope of the quality management system,
 - communication,
 - site organisation chart,
 - leadership and commitment
- organisation chart of DOMF/MOEU/TC/NYH/O/GQA
- The mission and responsibilities of the organisations
- Process approach to management
- Processes of the unit
- MICHELIN quality principles applied
- MICHELIN quality principles
 - management of activities
 - managing people
 - meeting customer needs and requirements
- Site-specific quality principles
- Measures to be applied and internal requirements
- External requirements
 - contributing to the processes of other units
 - standards, regulations, customer requirements
- Related documents.



In 2026, MICHELIN plans to move from the Chamber's set of quality requirements applied in dual training (KAMSZER) to the system as per the ISO 9001 standard. All the elements of their quality management manual will also apply to students involved in the dual training programme. In addition, the school will also be present as partners.

A process approach has been developed within the MICHELIN Group to ensure successful and efficient operations and to meet customer needs effectively.

Activities and operations take place through different processes, which interact with each other.

The processes



01

Measuring
and improving
quality performance

03

Managing and
developing employees
and competences

05

Passenger car tyre
manufacturing

07

Raw and infused
fabric production

Measuring and improving quality performance

The indicators listed are also included in the mandatory institutional indicators, thus highlighting one of the interfaces between the quality management systems of the institution and the dual training provider.

The success of dual vocational training is measured on the basis of the following indicators:

- number of participants in dual training at MICHELIN Hungária Kft.,
- number of graduates employed at MICHELIN Hungária Kft.,
- employer's satisfaction with the skills/competences acquired by the students who have graduated from the vocational education and training institution,
- professional presentations, conferences, professional events (career guidance activities, jointly implemented innovation projects, digital, sustainability programmes),
- results of satisfaction surveys (student, vocational education and training institution).

applied:



The institution also measures the needs and satisfaction of its partners (students, trainees) in relation to the cooperation presented. Each of the above forms of cooperation is covered separately in the partner questionnaires of the quality management system developed in the institution. These surveys also provide important information for the dual training provider.

Showcasing good practice

What is the purpose of good practice?

The aim of good practice is for the vocational education and training institution and the dual partner to operate a mutually supportive EQAVET-based quality management system in their education and training activities, which will result in quality workforce training. The common application of the EQAVET principles not only improves student performance, but also strengthens trust between economic operators and educational institutions, which is a prerequisite for modern, labour market-oriented vocational education and training.

What is the essence of good practice?

The school has involved its dual partners in the operation of the EQAVET-based quality management system from the very beginning. When planning the implementation of dual training, it is possible to plan and then implement further joint activities after the joint training programme has been drawn up.

A representative of MICHELIN Hungária Kft. regularly attends professional events at the school (e.g., for career guidance – school open day, city Festival of Professions event). The company gives students and instructors of our school the opportunity to visit the factory, and the school participates in the company's programmes (e.g., in February 2024, the rubber industry technician students of the Wes-selényi Technical School participated in the Climate Fresk workshop on climate change and sustainability of the "Together for the Future!" competition organised by MICHELIN). Vocational instructors and form teachers are in weekly contact with the company's instructors to discuss the students' progress. A method of joint assessment of students has been

developed, which takes place every three months on the premises of the dual training provider. In the year of the vocational examination, jointly developed question sets will be used to help students with employment contracts to achieve a successful interactive and oral examination performance. During the preparation of the project task part of the vocational examination, the MICHELIN instructor helps to organise the students' tasks: together





they select which projects and workflows are suitable to be included in the portfolio, the instructor gives regular professional feedback on the student's work descriptions and case studies, and helps to clarify the professional terminology so that the descriptions reflect the workflows in a professional way. They also provide guidance on which aspects to emphasise (e.g., regularity, quality, technological steps).

The company's instructors are aware that the vocational training indicators are important indicators of the institution's activity, so there is close cooperation to ensure that the indicators of the vocational education and training institution (e.g., number of people with a vocational training employment contract, number of students who have successfully passed a vocational examination, drop-out rate) reach the target values.

Through the partner needs and satisfaction survey questionnaires, we can expect honest feedback from the company about the operation of the institution, which will confirm well-functioning practices (e.g., to reinforce the development of students who have participated in mobility abroad) and help us to identify areas for improvement (e.g., in certain learning competences of students).

It can be established that the professional development of the students is important for both the institution and the dual partner, so the need arose for MICHELIN Hungária Kft. to integrate the elements of the EQAVET-based quality management system, which is mandatory for vocational schools, into its existing ISO 9001 quality management system, and the possibilities of this are being continuously discussed between the school and the company.



Why is it advantageous to adopt the good practice?

The involvement of dual training providers in the quality management processes of vocational education and training institutions ensures that the quality of practical training is in line with the professional and pedagogical objectives of the institution. The vocational education and training ins-

titution takes into account the opinion of its dual partners when evaluating the self-assessment criteria in the course of the mandatory biennial institutional self-assessment. In the PLANNING self-assessment area, the evaluation of the T1, T2, T3, T4, T6 aspects, and in the IMPLEMENTATION area, the evaluation of the M2, M3, M4, M6 aspects, the opinion of the partners is of paramount importance.



PLANNING

- **T1** The local objectives set by the institution reflect European, national and regional VET policy objectives.
- **T2** The institution clearly defines objectives and monitors their achievement. It designs and plans training programmes to achieve the VET policy objectives set.
- **T3** The institution consults with the relevant partners in order to identify local labour market needs and individual training needs.
- **T4** The institution has a clearly defined and transparent quality management system. It defines the organisational framework and responsibilities for quality management.
- **T6** The institution defines the scope of its partners and plans collaborations with relevant partners.

IMPLEMENTATION

- **M2** In order to implement the planned measures, the institution promotes – in a clearly defined manner – partnerships based on close professional cooperation, with particular emphasis on cooperation with dual training providers.
- **M3** Cooperation among instructors is realised in the institution in order to achieve the training goals/objectives.
- **M4** The instructors' professional development system operates in alignment with the institutional objectives.
- **M6** The institution uses valid, accurate and reliable methods to assess students' learning outcomes.

Self-assessment manual for vocational education and training institutions – excerpt

Common quality management principles agreed by both parties increase transparency and allow for regular feedback, thus ensuring continuous improvement and development. As a result, students will leave the vocational education and training institution ready for the world of work, in

possession of the skills and competences that companies need in the 21st century.

Successful cooperation will strengthen the link between the labour market and vocational education and training, which is one of the key principles of EQAVET.





What conditions are necessary for good practice to be effective and efficient in respect of its implementation? Why does it work well for us?

For the vocational school and the dual partner to work together effectively and efficiently, it is essential that managers are committed to quality management on both sides. It is important for the dual partner to be open to communication and to be convinced that a successful cooperation will allow the needs of the company to be better integrated into the education process, resulting in a well-educated workforce.

Cooperation with MICHELIN is based on open and honest communication from the very beginning. They also ensure the high quality of the

training by following the Chamber's current set of quality requirements for their education and training activities. Their openness to bring their ISO 9001 system closer to the EQAVET-based quality management system is exemplary, which also shows their commitment to quality training.

What are the results related to the good practice that has been implemented, tested and is ongoing?

As a result of the cooperation, MICHELIN Hungária Kft. has started to monitor vocational training indicators, to evaluate the results of the partner surveys together with the school and to launch improvements based on the results.

In October 2025, a technical meeting was held with the company's head of training and HR, as a result of which the points were discussed where changes could/should be made to their current ISO 9001 quality management system in order to comply with the principles of EQAVET-based quality management.





Recommendation of good practice

Who is the showcased best practice intended for?

This good practice can be useful for all vocational education and training institutions that offer dual training, especially if the dual training provider operates a quality management system according to the ISO 9001 standard.

Key lessons learned, good advice

The involvement of a dual partner in the quality management tasks of a vocational education and training institution requires conscious preparation in order to ensure that quality management processes are not only formal but are also implemented in a truly effective and coordinated manner.

Effective cooperation is based on open, regular and two-way communication between the school and the dual partner. When preparing cooperation, it is useful to establish formal (e.g., working group) and informal communication channels. It needs to be clarified who provides feedback and how often on the progress of the students, the experience of the training process and how problems are dealt with.

The success of the cooperation is primarily based on the dual partner's understanding and acceptance of the EQAVET principles (e.g., continuous improvement, measurement of students' learning outcomes, importance of feedback) and its awareness that as a key partner of the institution it should not only be present as an operational actor in practical education but also as a partner actively involved in quality assurance. Thus, it should be clearly stated at the beginning of the discussions what the dual training provider's tasks and responsibilities are in terms of institutional quality management.

The indicators defined by the quality management system of the vocational education and training institution – e.g., student satisfaction, exam results, placement rate, drop-out rate – also cover the phases of dual training. The partner can also be involved in data collection and data analysis, thus supporting the process of institutional self-assessment.

Where possible, it can be very helpful to organise training programmes or workshops for dual training providers' professionals to introduce the elements and assessment criteria of the EQA-VET-based quality management system in vocational education and training institutions, methods for measuring and developing learner competences, and practical ways of collecting and using feedback.

These occasions help to ensure that company and school instructors share a common vision of quality practical training.

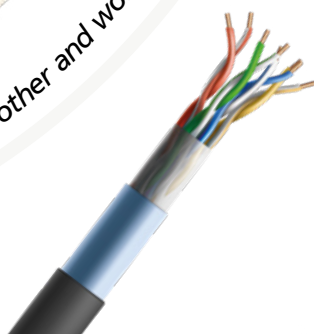
In the course of the cooperation, regular monitoring is needed. Student experience, exam results and feedback from the labour market all provide useful feedback. On the basis of the information obtained, the institution and the dual partner can jointly assess the achievement of the objectives and agree on the directions for improvement.

The processes, roles and responsibilities for the involvement of the dual partner should be set out in writing – e.g., by adding them to the training programme. It is important for the institution and the dual training provider to be aware of and coordinate each other's documentation systems and to ensure that relevant information is shared.





Let's learn from each other and work together for a common goal



The history of good practice

One of the most important goals of vocational education and training is to ensure that students leave school with up-to-date, practical knowledge that can be directly applied in the labour market. Dual training plays a key role in this, as it gives students the opportunity to deepen their knowledge and gain practical experience in a workplace environment alongside their school education. OPUS TITÁSZ Zrt. has also recognised the potential of this scenario, as it has been involved in vocational training as a dual training provider since 2016. The company's Volosinovszki Sándor Practical Training Centre in Nyíregyháza has been welcoming electrician students since 2017. The need

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LINK BETWEEN THE EQAVET-BASED QMS AND KAMSZER

THE VOCATIONAL EDUCATION AND TRAINING
INSTITUTION:

BERETTYÓÚJFALUI SZC CSIHA GYŐZŐ TECHNIKUM
ÉS SZAKKÉPZŐ ISKOLA

THE DUAL TRAINING PROVIDER:

OPUS TITÁSZ Áramhálózati Zrt.

and opportunity for cooperation with the Berettyóújfalu SZC Csiha Győző Technical School and Vocational School arose in 2021, and the first students joined the dual training programme at the company in September 2022. The students who sign a vocational training employment contract with OPUS TITÁSZ Zrt. learn the profession of electrician in the field of electricity network in the electronics and electrotechnology sector, thus matching the company's activity profile and ensuring the students' further employability after completing their training and education.

The effectiveness and quality of dual training depends to a large extent on the quality management systems of the actors involved, i.e., the vocational education and training institution and the training provider company. The cooperating parties showcased in this description have different quality management systems: an EQAVET-based quality management system (QMS) has been developed and implemented by the vocational education and training institution in 2022, as of 1 Sep-



tember. Almost in parallel, the Chamber's set of quality requirements (KAMSZER) developed by the Hungarian Chamber of Commerce and Industry was adopted and introduced by the industrial company in 2022. Although the two quality management systems operate in different contexts, they share common objectives, such as improving the quality of vocational education and training, increasing the number of participants in education while reducing drop-outs, maintaining a high level of student satisfaction, ensuring the up-to-date knowledge of instructors, improving the teaching and education infrastructure and supporting the successful integration of students into the labour market.

systems and examining how to bring them closer together is a major way to achieve common goals. In this paper, we will showcase good practices that have been implemented by the dual partner to identify in its daily operations the six institutional QMS elements (quality policy, indicators, partner needs and satisfaction surveys, process management, self-assessment, improvements) that form the basis of the EQAVET-based QMS implemented by the vocational education and training institution, and we also demonstrate how they influence the KAMSZER applied by the company training provider and what opportunities for improvement they offer.

Today the quality management system of a modern organisation is unthinkable without the definition of a quality policy, as this is the framework for defining the mission, vision and objectives of the organisation. The quality policy objectives also define the performance appraisal system for the staff of the organisation and the organisational framework and conditions for the operation of the QMS. The institutional QMS clearly identifies the school's mission to become a regional knowledge hub in the region, providing its stu-



Showcasing good practice

The cooperation in the framework of vocational training quickly showed that finding common interfaces between the two quality management

dents with modern skills in response to changing labour market needs. This mission statement is also reflected in the company's KAMSZER-based QMS, which is complemented by the fact that by joining the dual vocational training programme, the company wishes to meet its own labour market needs, thus ensuring the right supply of new professionals in the organisation. Both organisations' vision emphasises the provision of services that ensure that trainees acquire up-to-date professional knowledge. To do this, the objectives for the company are a summary list, the elements of which are closely linked to the institution's specific,

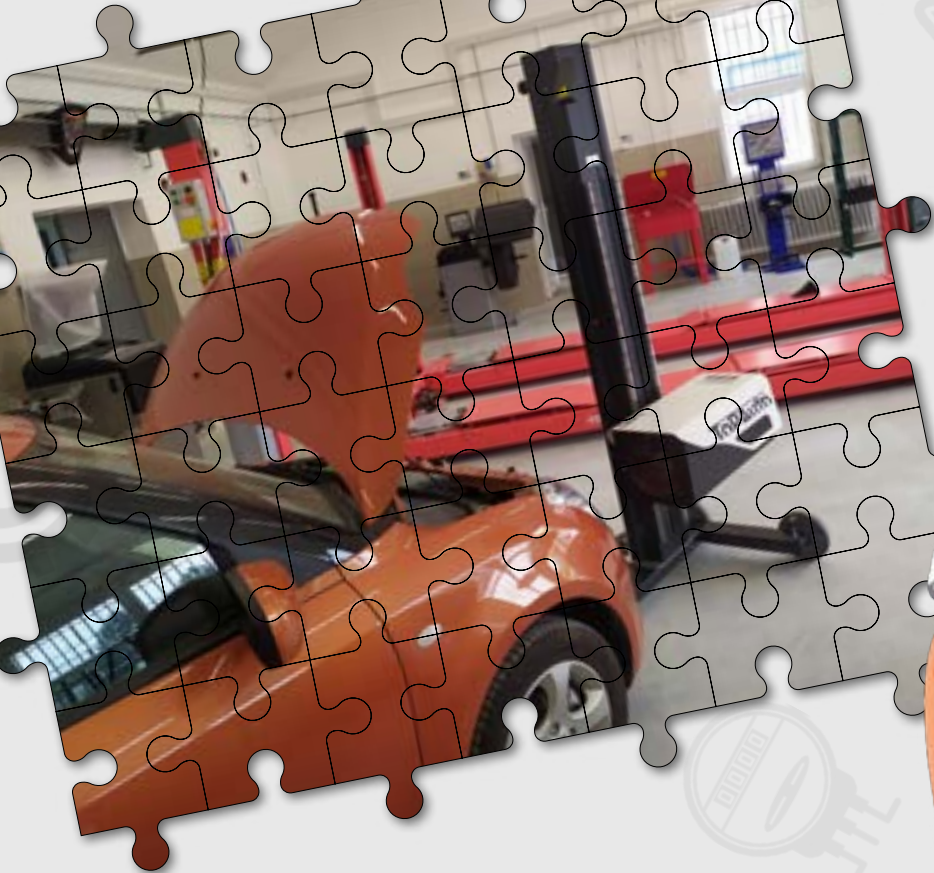
decoupled strategic and quality objectives. Thus, for example, the strategic objective of the institutional QMS I can be aligned with the corporate objectives of maintaining a good reputation and recognition, serving the needs of partners and keeping their satisfaction at a high level. Likewise, continuous innovation in the company, which is a priority not only for technology but also for the instructors, is compatible with the institution's strategic goals of *"Ensuring up-to-date knowledge for instructors"* and the quality goals of *"Creating attractive community spaces, classrooms and workshops with 21st century facilities"*.





With regard to the performance appraisal system for staff in the organisation, the vocational education and training institution's QMS shall establish a specific appraisal procedure for instructors and managers, which shall take place every three years. In the dual training centre, instructors and the staff and managers who provide vocational training are evaluated through the company's performance appraisal system. Specific targets are set for those working in the delivery of vocational education and training, linked to the implementation of the dual training programme, and these are backtested and evaluated annually. In both organisations, the evaluation focuses on document analysis (e.g., certificates of further training, professional and administrative work), evaluation

of the results of questionnaires measuring student and external partner satisfaction, and staff self-assessment. The implementation of the action plan following the evaluation will also form the basis for the next evaluation period. The development of the quality of corporate training is guaranteed not only by individual objectives, but also by the objectives, tasks and measures set out in the annual work plan of the organisational unit, which the head of the organisational unit is responsible for with regard to implementation and backtesting. This can be similarly monitored at vocational education and training institution level in the annual work plan and in the QMS, which is reviewed every two years and continuously operated, under the full responsibility of the director.



A key part of any organisation's self-assessment of its performance is the evaluation of the results related to the organisation's operations. An important element of this evaluation is the time series analysis of the factual data and the comparison of the results achieved by the organisation with those achieved by other similar organisations. By introducing different indicator systems, it is possible to produce quantitative indicators that can help to evaluate the organisation. This, of course, requires the definition of indicators that are linked to the organisation's objectives and the processes it has in place to achieve them. The QMS, which is operated by the vocational education and training institution, distinguishes 25 different vocational training indicators, which are compulsory to measure, and assigns data sources, data collectors, responsibilities and deadlines to their definition. The KAMSZER-based QMS used by the dual training provider does not define indicators, but the organisation quickly recognised that the use of indicators was essential to achieve long-term strategic goals and for backtesting at various milestones. The dual training provider has defined quality indicators which are also used in the quality management system of the vocational education and



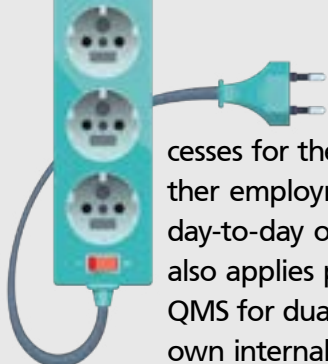
training institution, as well as company-specific indicators. Both at the vocational education and training institution and at the dual training provider, indicators such as the current number of students, the effectiveness of enrolment activities, exam results, competition, placement indicators, drop-out rates or the number of different professional conferences, events and presentations are determined annually. As one of the main objectives of OPUS TITÁSZ is to keep students in employment after their vocational training, specific indicators have been set by the company for this period. These include progression through the technician's career path and the frequency of the various level advancements. Although the methodology for defining the indicators is not precisely defined in the KAMSZER-based QMS, unlike in the case of the QMS of the vocational education and training institution, the dual training provider regularly records the various indicators in electronic registers. We believe that the inclusion of the vocational education and training institution's methodology for defining indicators in the KAMSZER-based QMS represents an improvement opportunity for the dual training provider, which will ensure a reliable comparison between the different training centres in the organisation.

In order to develop best practices for operations in the context of vocational education, to continuously improve them in order to increase the effectiveness of the daily training and education work and to enable continuous development, it is essential to create and implement process models and process regulations. The objectives set can be achieved through the management of processes by making the process controls goal-oriented, practice-oriented and enabling the implementation of the EQAVET Quality Management Cycle/DCA cycle. Both the vocational education and training institution's and the dual training provid-

er's quality management systems use process regulations, which are developed using different methodologies.

In the QMS of the vocational education and training institution, the processes underpinning the operation have been defined in three process areas: management-governance processes, vocational-training processes, and support and resource processes. Within the management-governance process area, processes such as strategic planning, planning for the school year, management control, identification of partners and communication with them were identified. In the vocational education and training process area, the school also operates processes for vocational education and training planning, career guidance, vocational education and training cooperation between instructors, the operation and development of a methodological culture and toolkit, and the assessment and evaluation of students. Processes in the support and resource process area help to provide economic resources, school administration, complaints handling and infrastructure development of the institution. The processes of the vocational education and training institution were taken into account in the development of the training programme with the dual partner and in the implementation of the KAMSZER-based QMS by the training centre. As a result, the following processes have been identified and regulated in the QMS supporting in-company training: selection, admission, start of vocational training, delivery of training, completion of dual training, and further employment of students. The company works closely with the vocational education and training institution in the selection of students and in the implementation of processes related to vocational training, while at the same time we plan to define the role of the vocational education and training institute in the company's pro-





cesses for the completion of the training and further employment in the future. In addition, in its day-to-day operations, the dual training provider also applies processes that are not defined in the QMS for dual training, but in the large company's own internal integrated management system. Internal rules define, among other things, the work procedures for students in dual training, the order of various benefits, the training arrangements for occupational safety, fire and accident prevention, the provision of personal protective equipment and the framework for the attendance and work of apprentices in the relevant work area.

Self-assessment is a central element of the quality management system requirements, which aim to help VET providers to deliver training services of the highest possible quality, meeting the expectations of the participants as fully as possible. Regular self-assessment is a relevant tool for measuring, evaluating and improving quality, and a key process for long-term organisational and quality improvement. It is also a management tool that provides the manager with a comprehensive and transparent picture of the operation, performance and effectiveness of training activities, based on a full and evidence-based assessment, thus improving the organisation's resilience, responsiveness and adaptability to changing labour market needs. In this way, self-assessment can be defined as a comprehensive, systematic and regular examination and assessment of the activities, competences and achievements of

the organisation and individuals according to defined criteria. Self-assessment is a key focus both in vocational education and training and in the quality management system applied in the dual training centre. Self-assessment measures and assesses, among other things, partner needs and satisfaction related to education and training activities, labour market needs, placement and further employment of students, the achievement of strategic and quality objectives, various indicators and the effectiveness of the regulated processes.

During the practical training at OPUS TITÁSZ, self-assessment is complemented by an individual performance assessment of the students, which takes place every six months. In all cases, this assessment is preceded by a common objective setting with the students, which determines individual targets to support professional development, the achievement of good academic results and the development of individual competences. At the end of the assessment period, the student's performance assessment by the instructors/managers is complemented by a self-assessment by the student. Every six months, the dual training centre informs the students, parents and the vocational education and training institution about the results of the assessment. Both the school and the dual training provider regularly initiate professional discussions, during which we identify our strengths, areas for improvement based on the indicators and survey results collected, and use



The good practice presentation gives a comprehensive picture of how the quality management system of a vocational education and training institution and a dual training provider fit together. The student performance assessment is a good practice within the good practice that should be highlighted and adopted separately.



these to improve ourselves and the education process, as this will make both the vocational education and training institution and the dual training provider a learning organisation.

The continuous development of vocational education is essential to ensure that we are able to prepare students for the professions at high standards, in line with changing circumstances and labour market expectations.

Improvement can be achieved either by revising and modifying the common training programme or by revising the quality management systems and the processes they govern.

The dual training centre has the potential to develop by adding additional EQAVET-based quality management elements to the current KAMSZER-based QMS or by developing its own EQAVET-based quality management system for the delivery of vocational education and training in the dual training centre. The vocational education and training institution can stabilise its position on the education market by taking advantage of accredited vocational training courses carried out on company premises and by familiarising itself with the applied teaching technology tools, as it has set all these as quality objectives for itself. As a result, vocational training partners can work and develop by learning from and with each other.



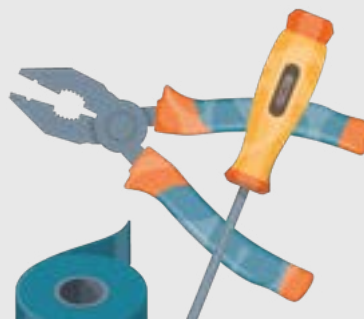
Recommendation of good practice

The good practices showcased in this paper have shown that the use of quality management systems in the joint implementation of vocational education and training by a vocational education and training institution and a dual training provider is an excellent support tool to train prepared, moti-

vated and committed young people and thus to meet the long-term needs of the dual training provider for the replenishment of professionals. Learning from each other should be a common goal, because as service providers we are working towards the same objective: to make vocational education and training a value-added service that serves the development of

A very important recommendation was made by the presenters of the good practice. It is worth highlighting that these improvements are the result of the cooperation between the institution and the dual partner.

learners and their education and training, the competitiveness of the economy and the future of society. We warmly recommend the adaptation of the good practices showcased and the implementation of the development and improvement opportunities identified to all those involved in vocational training who share our commitment to improving the quality of the replenishment of professionals.





Harmonizing quality management systems leads to effective cooperation



*Dénes Kovács,
Andrea Nagy-Jakab:*

REVIEW OF THE DUAL TRAINING PROVIDER'S AND THE VET INSTITU- TION'S QMS COMMON EXPERIENCE

THE VOCATIONAL EDUCATION AND TRAINING
INSTITUTION:

BUDAPESTI GAZDASÁGI SZC
VARGA ISTVÁN KÖZGAZDASÁGI TECHNIKUM

THE DUAL TRAINING PROVIDER:

Praktiker Zrt.

The history of good practice

As a dual training provider with nationwide coverage, Praktiker pays particular attention to operating its training activities within a transparent, legally compliant and quality-assured framework. Accordingly, in 2022, the company established its own system based on the Chamber's set of quality requirements (KAMSZER), which served as a comprehensive professional basic document, defining expectations, processes and quality standards for practical training.

As a result of the self-assessment carried out in 2025, the need emerged to replace the previous KAMSZER-based system description with a new, more modern, detailed and systemic quality management document. The main reason for this is a

series of significant changes in the external and internal environment, which have required the revising of the structure and a deeper regulation of processes.

Among the external changes, the dynamic transformation of the legal environment for vocational education and training should be highlighted, which has been modified in several points in recent years, affecting the operation of dual training centres, documentation requirements, students' legal relationships and the examination system. In addition, the rise of digitalisation has been a key factor, fundamentally reshaping administrative and educational processes. As digitalisation has made it possible to monitor more and more activities electronically, it has become necessary to redefine the internal procedures related to these activities.

Internal changes also necessitated a significant change of direction. The transformation of the



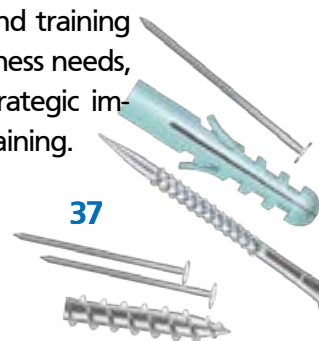


company from a limited liability company to a private limited company has resulted in higher levels of transparency, regulation and quality assurance requirements. Compared to previous years, Praktiker has taken its dual training activities to a new level: it has developed the previously locally based system into a nationally coordinated, centrally managed structure. This has resulted in an increase in the number of students participating, more standardised training processes and higher quality assurance standards in both documentation and practical operations. Centralised management requires the documentation of precise, detailed and harmonised operating rules, which has further reinforced the need for a new quality assurance system specification.

Another reason for the creation of the document is that according to the company's position it would be appropriate and professionally justified to align the quality management activities of vocational education and training institutions and the dual training centre. One possible way to achieve this is to align the two parties' Quality

Management Systems, or at least to develop a compatible framework that ensures consistency in information flows, requirements and assessment methods. This direction would clearly contribute to a more successful preparation of students, improving their exam results and their effective integration into the labour market.

The professional basis for the development of the new KAMSZER is provided by more than 10 years of close and successful professional cooperation between Praktiker and vocational education and training institutions (e.g., Berettyóújfalu SZC Csiha Győző Technical School and Vocational School). During this period, the parties have worked together to ensure that the quality of the dual training programme continues to rise, that students receive/obtain up-to-date knowledge and that the company's long-term employee supply base is secured. The common objective has always been to raise the practical side of vocational education and training to a level that truly reflects modern business needs, technological developments and the strategic importance of vocational education and training.



DUAL TRAINING



Showcasing good practice

What is the purpose of good practice?

In order to increase the efficiency of dual training and to link quality management systems at a higher level, a deeper alignment of the activities of the school and the dual training centre has become necessary.

The primary objective of revising and expanding the quality management system description is to develop a comprehensive, detailed and professionally sound system that is appropriate to the size of the company's national network, the complexity of its operations and the constant changes in the external and internal environment, and that is consistent with the quality management system of the vocational education and training institution.



Compared to the previous, shorter and more general structure, the new document has a detailed structure in line with modern vocational training and corporate quality management requirements.



What is the essence of good practice? – A more detailed description of the content of good practice

The showcased good practice is clearly aimed at continuously reviewing the existing system description and modifying it as necessary. This shows that in some areas it is essential to update regulations and rethink quality management aspects. Coordination with the dual training centres is of particular importance, as this is the only way to ensure consistency, high professional standards and the fulfilment of quality assurance requirements.

Joint training is based on a training programme jointly developed by the partners, which clearly defines the roles and responsibilities for each curriculum module and element. Regular consultation and joint planning ensure that both parties clearly understand which content is delivered, where, and in what format.

a) Developing the professional competence of instructors

In order to ensure effective and up-to-date professional education, the school's instructors should participate in regular consultations and professional refresher trainings.

Focused training can cover topics such as product knowledge, e-commerce processes and digital commerce.

The development methods include: plant visits, workshops and joint technical working groups.

These professional exchanges of experiences help to ensure that instructors are assessed on the basis of real, relevant criteria, such as: the existence of up-to-date, sound professional knowledge, the integration of modern skills into the teaching-learning process, and the planning of teaching and learning based on students' prior knowledge and experience obtained at the place of the practical training.

It is important that cooperation between instructors is ongoing and not ad hoc. As a result, immediate intervention becomes possible in response to problems arising in the training process.



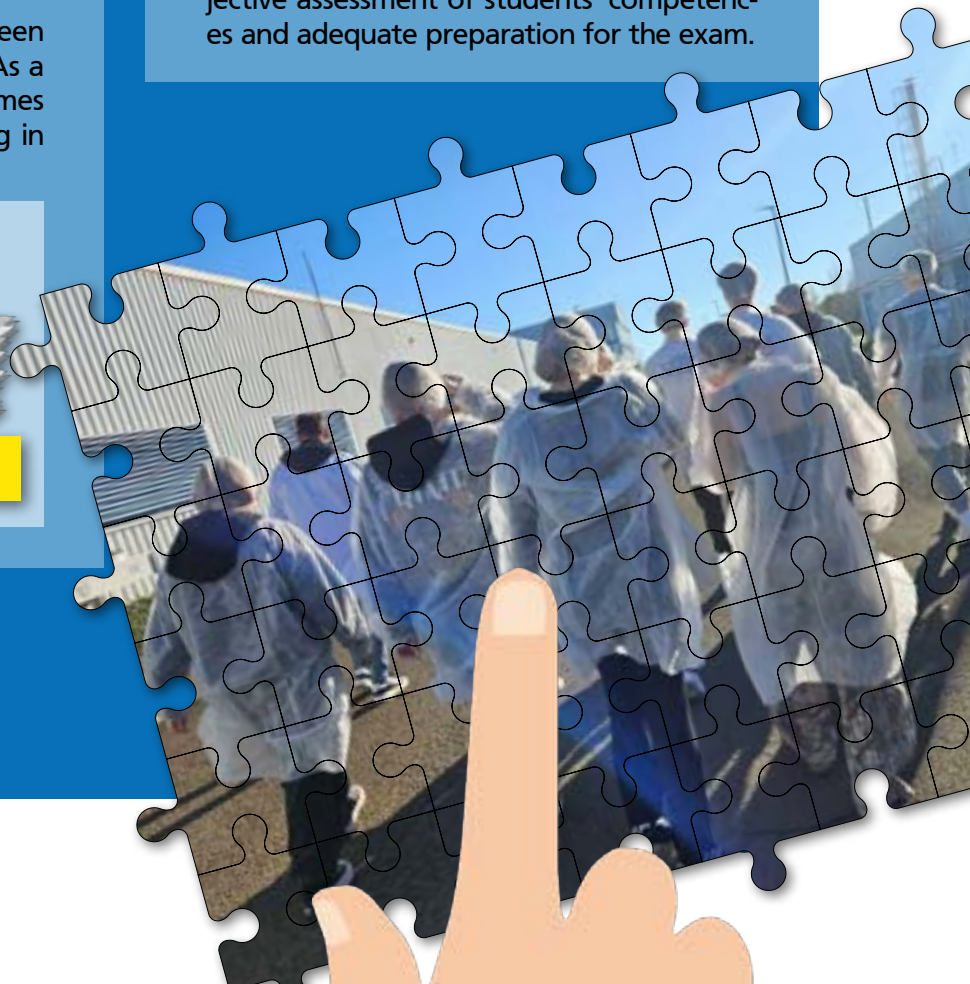
COMPETENCE DEVELOPMENT



STUDENT PORTFOLIO

b) Contributing to the preparation of portfolios

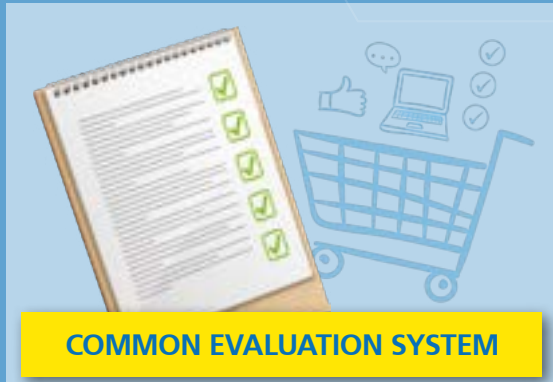
It is the responsibility of both parties to actively contribute to the preparation of the student portfolio, as defined in the training and outcome requirements, throughout the duration of the specialised vocational training. This process ensures a documented, objective assessment of students' competences and adequate preparation for the exam.



c) Establishing a common evaluation system

There is a need to develop a single, harmonised assessment system for the tasks that are defined by the school but carried out in the practical environment of the dual training centre.

This ensures that the theoretical and practical requirements are aligned and that the assessment is transparent, consistent and agreed by both parties.



COMMON EVALUATION SYSTEM

d) Participation in the quality policy of the training institution

The dual training provider is committed to supporting the school's quality policy. As part of this, it is actively involved in the institution's self-assessment processes, completing self-assessment questionnaires, providing feedback.

This mutual feedback will ensure that the continuous development of the training system is based on the perspectives of both parties.



FEEDBACK AND QUALITY POLICY

e) Suggestions to extend the satisfaction questionnaire

In order to improve the partnership, a new targeted question should be added to the satisfaction survey:

"How satisfied are you with the educational activities of your dual partner?"

This question allows for direct feedback on the quality of the instructor's work in the dual training centre, which is an important input for joint development processes and for strengthening the partnership.



IMPROVING PARTNERSHIP





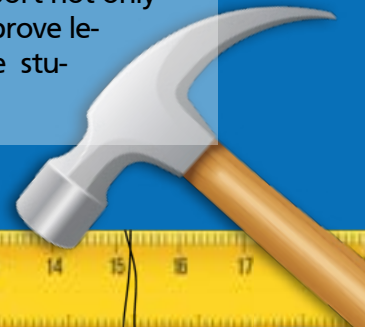
Why is it advantageous to adopt the good practice?

KAMSZER sets out a set of interlocking quality assurance objectives that cover the whole training process from entry to employment.

The dual partner will have motivated, committed students who are able to integrate into the company culture and create long-term value.

Students can fully acquire the theoretical and practical knowledge they need for their profession, using modern methods, standardised educational steps, supported by digital systems.

A detailed role matrix and precise workflow descriptions allow all stakeholders to clearly understand their own tasks and responsibilities. This will support not only efficient day-to-day operations, but also improve legal compliance, quality assurance and the students' experience.



What conditions are necessary for good practice to be effective and efficient in respect of its implementation?

The long-term success and effectiveness of dual training can only be achieved if there is stable, predictable and professional cooperation between the parties involved. The prerequisites of this are the human and organisational factors that ensure continuity of processes, the smooth flow of information and support students' development.

A stable and permanent communication structure:

One of the key conditions for effective implementation is the continuity of staff. The contact persons between the dual training provider and the school concerned have remained the same for many years.

Mutual commitment and professional responsibility:

The success of the system is based on a high level of commitment from both parties, which is reflected in several areas:

- respond quickly to issues related to students,

- finding common solutions, whether operational or technical,
- ongoing discussion of students' progress, performance and support needs.

As a result, the training process is smoother, student satisfaction is higher and exam results show a steady upward trend.

Openness and mutual professional respect:

The effectiveness of cooperation is greatly enhanced by open, honest and professional communication between the parties. Both the school partners and the dual training provider constantly strive to share their experiences, feedback and suggestions in a constructive way.

What are the results related to the good practice that has been implemented, tested and is ongoing?

The jointly developed and continuously improved training methods have contributed measurably to the improvement of students' results in vocational examinations, which is reflected in exam results and a reduction in drop-out rates.



Personal continuity, open communication and respect for each other's work have created a culture of cooperation that goes beyond formal partnership.



COOPERATIVE PARTNERSHIP

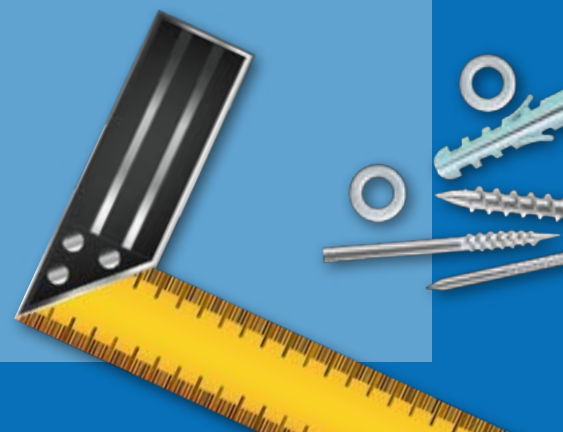
Continuous development and innovation has resulted in a modernised KAMSZER, digital systems.

- **Adaptive framework:** The previous static documentation has been replaced by a modernised KAMSZER-based system, which is able to flexibly follow the changes in legislation and the higher level of transparency required by the operation of the private limited company. This means not only updating the rules, but also integrating a quality management approach into the daily operational routine.



- **Data-driven administration:** The integration of digital systems has replaced paper-based, ex-post documentation with real-time, electronic monitoring. This allows for immediate monitoring of student progress, portfolio building and attendance sheets, reducing the risk of administrative errors.
- **Standardised national network:** As a result of this innovation, digital solutions ensure that training and assessment are carried out to the same professional standard and according to the same procedures at all Praktiker sites, despite geographical distance.
- **Feedback loop:** The digital satisfaction surveys and analysis modules built into the system allow the feedback of the students not only to remain simple data, but also to trigger an immediate innovation cycle in the methodology.

One of the biggest benefits of the cooperation is that the dual training programme creates a real skilled talent pipeline for the company.



Recommendation of good practice

Who is the showcased best practice intended for?

Sectoral Training Centres, vocational training institutions, and medium and large enterprises (regardless of region) all benefit from the convergence and integrated use of systems. This approach not only increases efficiency but also contributes to raising the quality of dual training in the long term.



Key lessons learned, good advice

The key to success is thorough preparation and the clarification of roles.

Before adaptation, all stakeholders need to know exactly what is expected of them.

Unclear roles may later lead to conflicts and bottlenecks.



Harmonisation of quality management systems = effective cooperation

When adapting the system, particular attention should be paid to ensuring that the quality management processes of the vocational education and training institution and the dual training provider are well-coordinated. The evaluation, administration and communication elements should follow the same principles. Fragmented, parallel systems are among the most common sources of failure – they should be avoided at all costs.



STANDARDISED OPERATION

Personal communication cannot be completely replaced by digitalisation.

Although electronic document management and digital education tools provide a modern basis, the key to success is still regular communication, joint consultation and professional cooperation between the instructors. Collaboration based solely on electronic communication easily becomes impersonalised and the chances of quickly identifying problems are reduced.



HYBRID RELATION



The collection and processing of feedback should not remain formal.

Many organisations make the mistake of collecting feedback without analysing it or incorporating it into their development processes.

An important focus should be on the real use of student, instructor and partner satisfaction data. Quality assurance only works if feedback generates real improvement.

Without consistency in training, there is no long-term sustainability, so the same standards, expectations, documents and processes should apply at all sites.

There should be a strong emphasis on standardised process specifications, centralised management, standardised training and assessment systems.

Continuous competence development is not optional, but a basic requirement, so adaptation should emphasise the professional development of instructors, learning about modern technologies, following industry trends, and joint professional workshops. Systems that work in the long term are those where instructors not only implement, but understand and can improve processes.

The adaptation of the QMS-KAMSZER system can create significant value for all dual training actors, but only if the process is deliberately prepared, well coordinated and the cooperation between partners is truly active. The focus is on coordinated operation, continuous quality improvement and supporting high professional standards of instructors. Those who prioritise these areas can really take dual training to a higher level.





SUMMARY

The good practices showcased in this collection provide answers to one of the most important contemporary challenges in vocational education and training: how quality management can become a genuine, value-adding interface between the institutional and the corporate environment, rather than being a formal administration process. Building on the principles of the EQAVET (EUROPEAN QUALITY ASSURANCE REFERENCE FRAMEWORK), the common denominator of the good practices is **horizontal learning**, i.e., reciprocal professional learning and the adaptation of innovative solutions.

Strategic objectives

The primary aim of the collection is to provide the management with methodological tools to support decision-making in a changing economic and legislative environment. **Openness** is the key to quality-conscious organisational behaviour: through a partner-centred approach, institutions are able to interpret the successes of other organisations (companies, training centres) and incorporate them into their own profile.

The pillars of successful implementation

Based on the experience of the showcased five good practices, effective quality management co-operation is based on the following factors::

- **Organisational synergy and integration:**

Merging or closely linking tasks (e.g., dual organiser and QMS manager) increases efficiency if the persons involved have the right competences (professional knowledge and skills) and competency group. The latter provides the necessary decision-making power and assigned responsibilities for the performance of tasks, thus avoiding overlapping or indecision.





- **Structured partnership relations:**

From recruitment to daily operational tasks, conscious planning is essential. The dual partner is not only a place of practical training, but also an active player in **quality assurance** who understands and accepts the principles of EQAVET.

- **Harmonisation of systems (MIR és KAMSZER):**

The biggest source of failure is maintaining fragmented, parallel systems. The aim is to link institutional quality management and corporate training quality assurance systems (KAMSZER), collecting data along common indicators (satisfaction, exam results, drop-out rates).



Lessons learned and recommendations

The collection shows that quality management becomes a supportive tool when:

1. **Responsibilities and** documentation systems are set out in writing.
2. **Continuous competence development of instructors** (workshops, training programmes) is ensured.
3. **Standardisation** is accompanied by flexibility to address specific sectoral characteristics.

Final thought

Adapting the good practices showcased here is not just about compliance, but also about long-term competitive advantage: it provides the economy with skilled, motivated professionals, while raising the social and professional prestige of vocational education and training. Learning from each other and a commitment to quality are in our common interest, as the success of vocational education and training is the key to our future.

- **Two-way communication and trust:**

Alongside digitalisation, personal professional cooperation and regular feedback are irreplaceable. Quality improvement will only be achieved if collected data lead to real improvement actions.



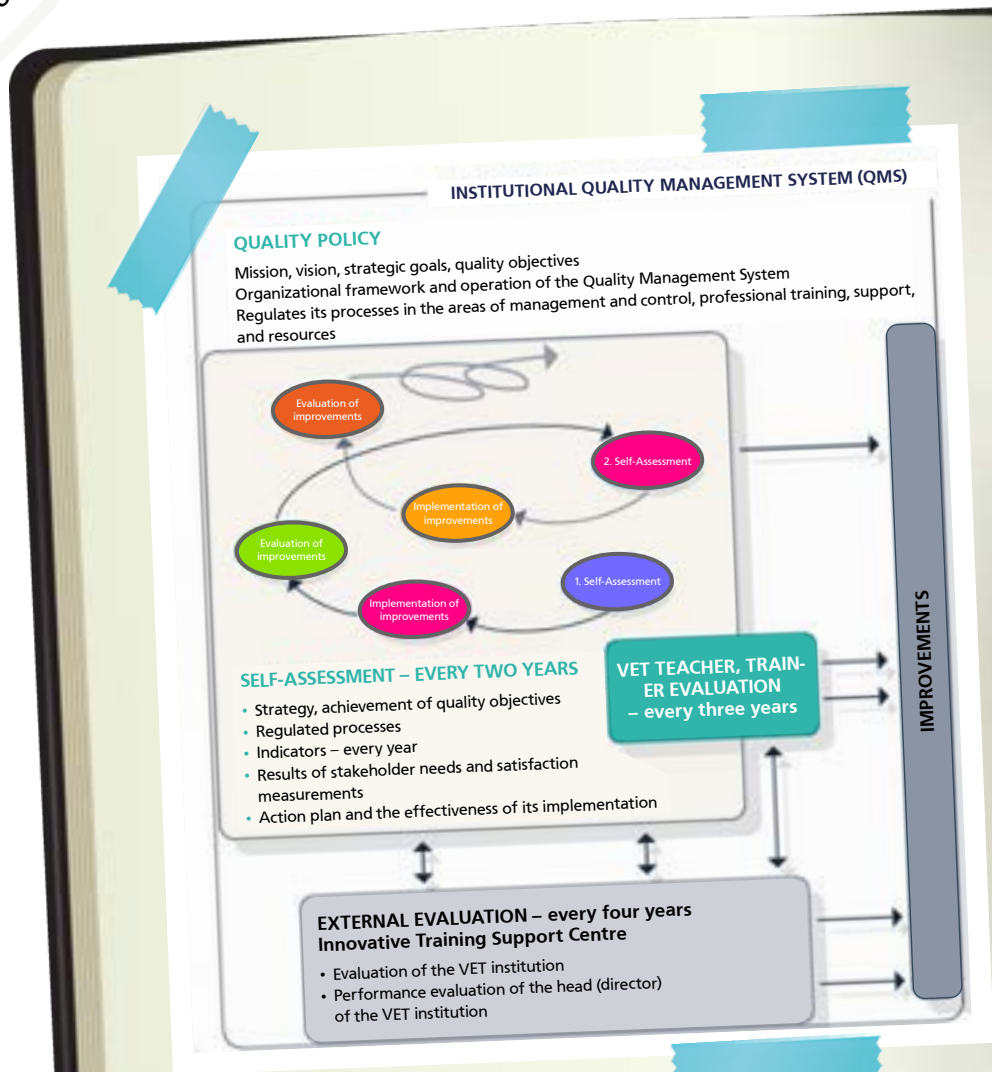
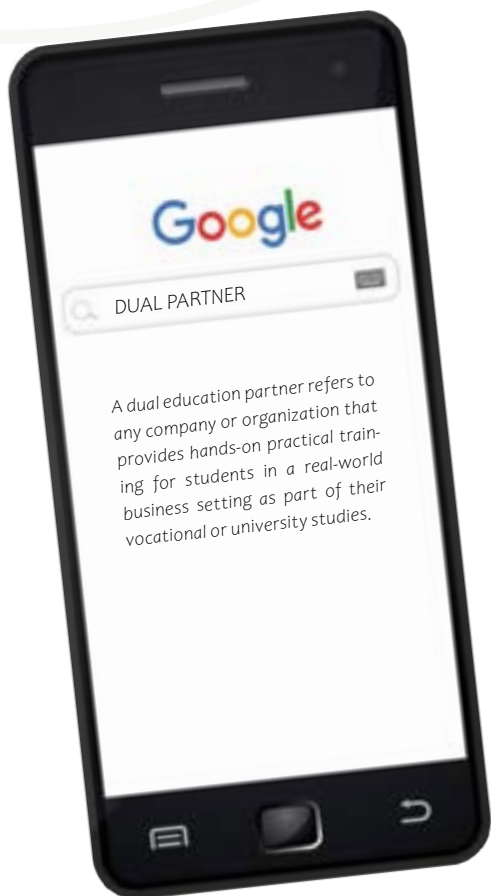


KNOWLEDGE-BASE AND OUTLOOK

What is good practice?

Good practice is a novel and proven effective method or activity that contributes to raising the quality of joint training. Its main characteristic is that it is adaptable, i.e., it can be used as an example to be adopted for other institutions or training centres, encouraging professional cooperation and self-reflection.

The key feature of a best practice is its adaptability



KAMSZER

KAMSZER is an abbreviation for the Chamber's set of quality requirements. Compliance with the quality criteria set out in the Chamber's set of quality requirements is a prerequisite for the registration of a dual training provider. The system of requirements developed by the Hungarian Chamber of Commerce and Industry is a professional recommendation that can be used to develop a quality management system for dual training providers, regardless of the size of the company or the sector. If necessary, the Chamber's dual training advisers will provide further assistance in the development of the training.

QMS

Quality management system. For more information on the quality management system of vocational education and training institutions, please refer to the website of the Innovative Training Support Centre (IKK Zrt.)

VET

Quality Management Team

The VET Quality Management Team aims to improve the quality and efficiency of vocational education and training. The quality management system, based on the EQAVET Framework, helps institutions to implement their quality policies, their overall self-assessment, and their improvement and development activities. The team is also involved in the development, operation and organisation of the quality management system of the institutions.

- 1)...
- 2)...
- 3)...

<https://www.ikk.hu/pl/minosegiranyitasi-rendszer-mir>

PDCA CYCLE – Plan-Do-Check-Act: A continual improvement model, often called the Deming cycle. It is about problem solving and iterative, systematic process improvement. Its application in the EQAVET Framework – as steps of the EQAVET Quality Assurance Cycle – ensures that the quality of vocational education and training is not only controlled, but also dynamically evolves and adapts to changing societal and labour market expectations.

Self-assessment manual for vocational education and training institutions

can be downloaded from the website of IKK Zrt.:
<https://www.ikk.hu/pl/minosegiranynitasi-rendszer-mir>



Establish procedures to ensure the achievement of goals and objectives. (e.g. development of partnerships, involvement of stakeholders, allocation of resources, and organisational or operational procedures)



Set up clear, appropriate and measurable goals and objectives in terms of policies, procedures, tasks and human resources

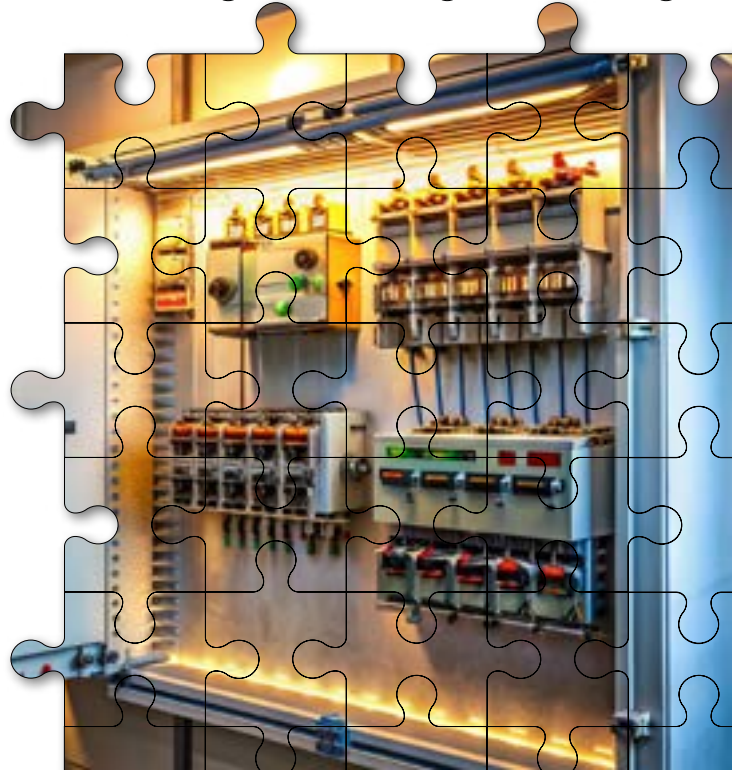
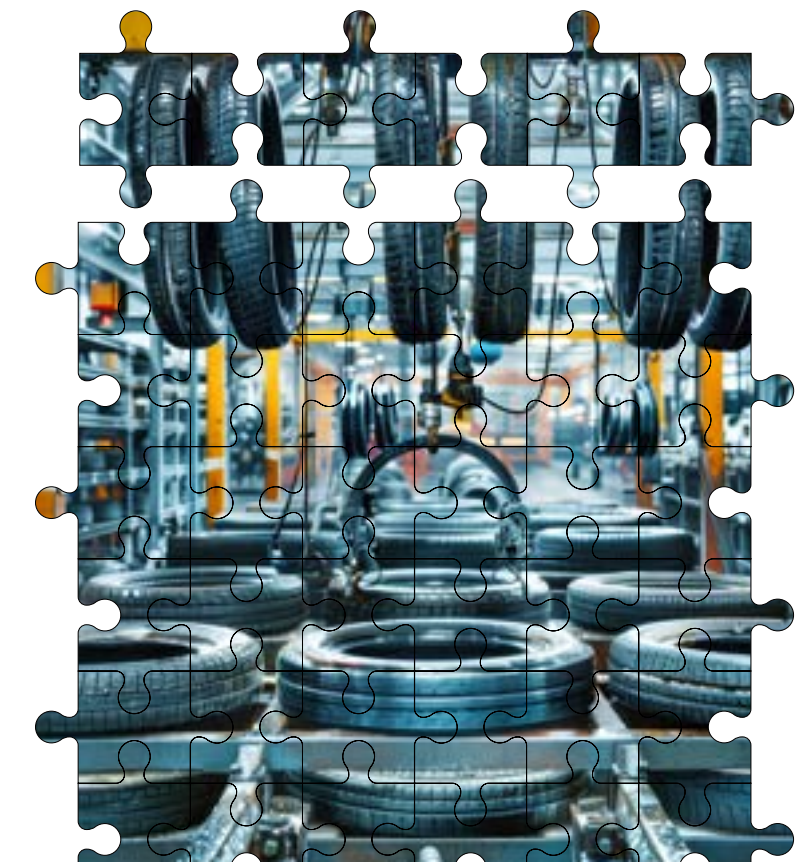
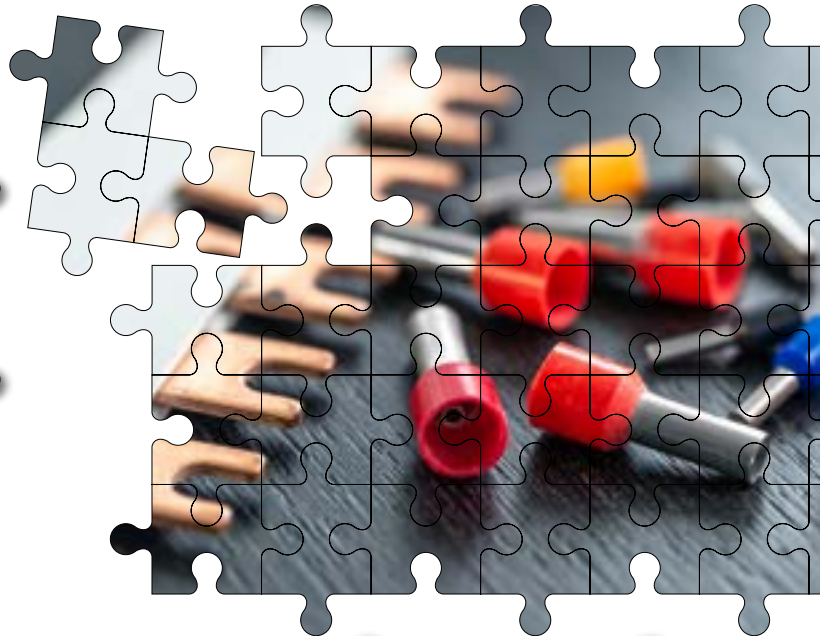
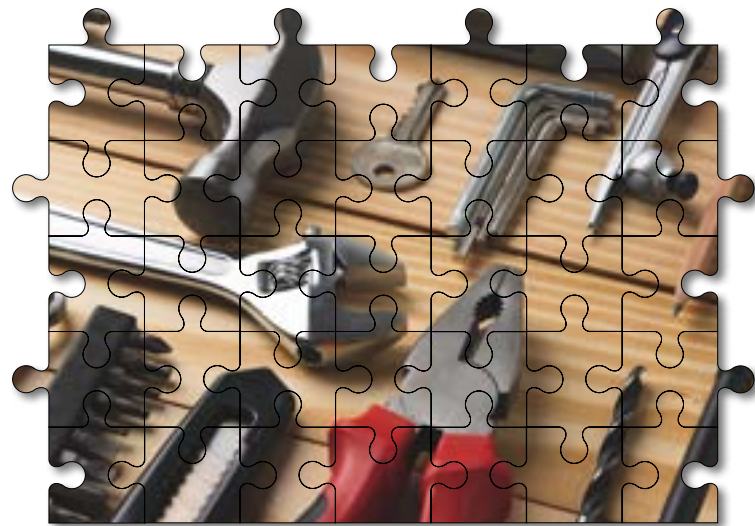
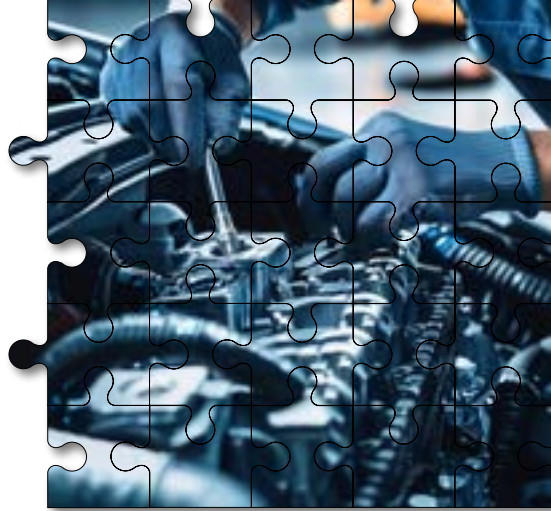
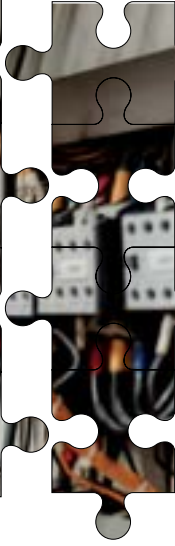
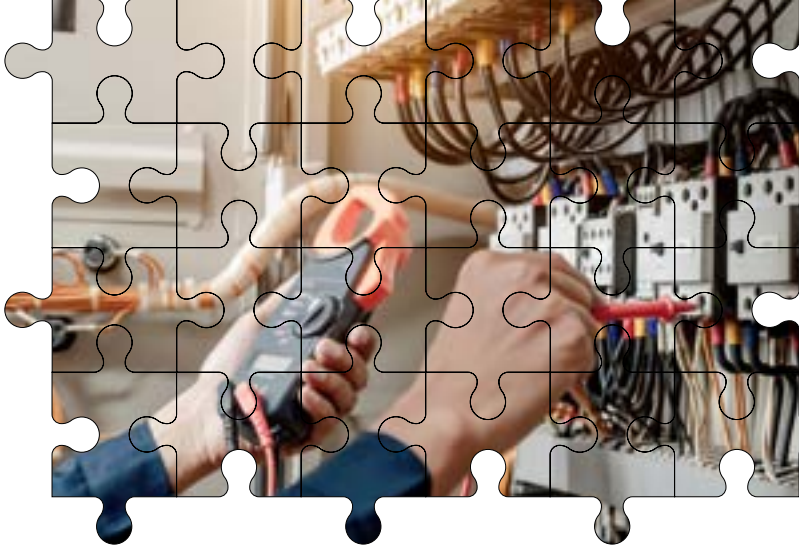


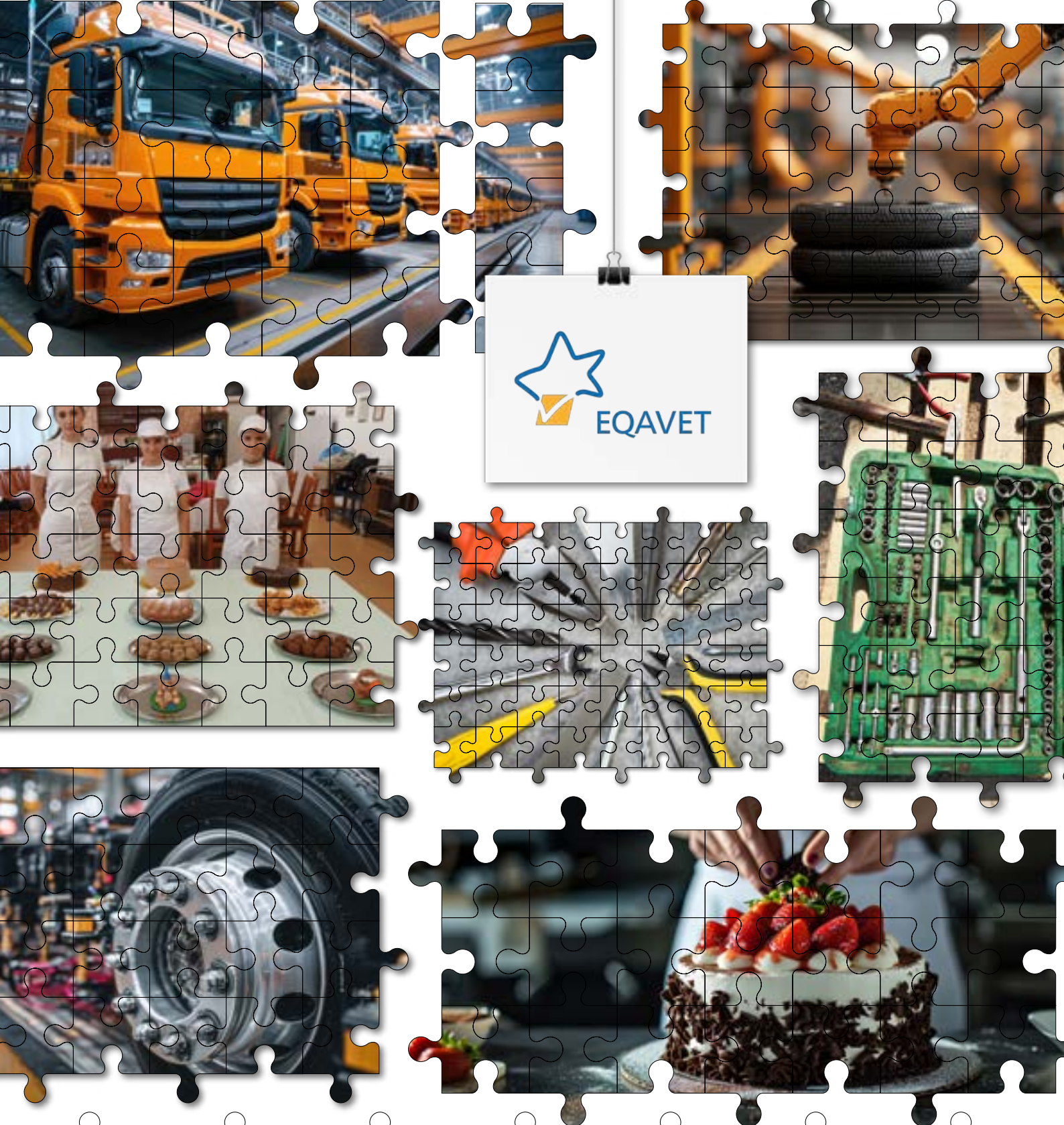
Design mechanisms for the evaluation of achievements and outcomes by collecting and processing data in order to make informed assessment



Develop procedures in order to achieve the targeted outcomes and/or new objectives; after processing feedback, key stakeholders conduct discussion and analysis in order to devise procedures for change

Information on dual vocational education and training may be found on the Hungarian Chamber of Commerce and Industry's (Magyar Kereskedelmi és Iparkamara) website – dualis.mkik.hu





Source of illustrations and photos:

The images in this publication are sourced from the archives of the educational institutions involved and our dual partners, the Adobe Stock collection, and some of them were generated using Adobe's AI-based image generation software.

History of the Good Practice Collection



As mentioned in the foreword, the EQAVET National Reference Point aims to support the active participation of VET providers' dual partners in operating the institutional Quality Management System (QMS).

As part of this support, the EQAVET NRP organized a workshop series in April 2025 on *"Institutional Self-Assessment for VET Providers and Their Dual Partners."*

The professional program of the workshop consisted of two complementary elements:

- Thematic presentations: These provided a comprehensive overview of the regulatory and methodological background of quality management in VET. They introduced the core principles of the EQAVET Framework, the elements of the quality assurance cycle, the role of the indicator system, and the position of self-assessment and external evaluation within the institutional QMS. Furthermore, participants gained insight into the structure and key dynamics of an EQAVET-based institutional quality management system.

- Practical application: The learning process was supported by two groupwork activities.

The first activity aimed to map the connection points between the quality management systems of VET providers and dual training sites, identifying potential forms of cooperation for joint quality management activities.

The second activity focused on the joint training program for specialized education. Through its analysis, participants mapped out where and how specific elements of the EQAVET-based QMS appear in joint training processes, and how these connect to institutional self-assessment.

As a result of the group work, numerous practical solutions were proposed, particularly in the areas of joint process control, the application of indicators, student assessment, and the shared interpretation of self-assessment criteria.

Participants were supported by a comprehensive system of professional resources, including presentations, task descriptions, templates, methodological guidelines, and background materials. These resources not only facilitated the workshop itself but also provided a professional toolkit to help participants further develop the joint quality management activities of their own institutions and dual partners.

In their feedback, several participants highlighted the value of peer learning and sharing good practices, as well as the benefit of gaining insight into the operation of each other's quality management systems.

At the closing conference, all practices were presented. The in-person meeting complemented the collection of best practices, making it comprehensive and most useful for professionals.

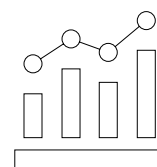
European Quality Assurance in VET



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National Office of Vocational Education
and Training and Adult Learning
EQAVET National Reference Point



Zita Magyar dr., president

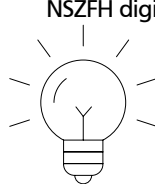


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