

ACCREDITATION MANUAL

2022

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CHAPTER I.
THE ACCREDITED EXAMINATION CENTRE AND ITS EXAM
LOCATION(S)

**A. OPERATIONAL CONDITIONS OF THE ACCREDITED LANGUAGE
EXAMINATION CENTRE**

1. THE ACTIVE LANGUAGE EXAMINATION CENTRE

An active language examination centre is either an educational institution with its articles of association document or a legal entity created by commercial or judicial registration.

2. THE EXAMINATION SYSTEM(S) OF THE EXAMINATION CENTRE

The examination system of the examination centre is developed independently, or is authorised to operate a non-Hungarian examination system in Hungary.

3. INFRASTRUCTURAL CONDITIONS OF THE ACTIVE LANGUAGE EXAMINATION CENTRE

a) The examination centre

- has a sufficient number of rooms of suitable size for customer service, the undisturbed work of colleagues, and the storing of test papers and other documentation;
- is properly equipped for item writing, the safe storage of examination materials, the organisation and the administration of exams;
- has the required infrastructure for public relations, has an electronic information interface and has related printed materials.

b) The examination centre is obliged to safely store the batteries of the written and oral examinations, and deliver them to the exam locations before the examinations in due time as prescribed in Article 4 Section (1) of Hungarian Government Decree No. 137/2008 of 16 May 2008 and the Internal Rules of Operation (IRO).

c) The examination centre or the headquarters of the accredited non-Hungarian examination provider is obliged to preserve, in an identifiable manner, the exam papers, the written and oral tests, the recordings of the candidates' oral performances and all documentation connected with examination development and administration for 3 years (36 months), and to present them in case of inspection.

d) The examination centre meets the requirements of Article R.8 (2) (f), taking into account the provisions of Act XXVI of 1998 on the Rights and Equal Opportunities

of Persons with Disabilities and Act CXXV of 2003 on Equal Treatment and Promotion of Equal Opportunities, and Government Decree 87/2015 (9 April) on the implementation of certain provisions of Act CCIV of 2011 on National Higher Education, considering that no exemption may be granted for measuring and assessing the skills required in a given examination certificate. It must be emphasised that, in accordance with Article 8 (2) (f), in order to ensure equal opportunities, the Examination Centre shall provide candidates with disabilities with examination conditions appropriate to their disability; whereas there are no such requirements in the case of candidates with Integration, Learning and Behavioral Disorder (hereafter referred to as BTMN, the Hungarian abbreviation). Pursuant to Decree 15/2013 (26 Feb) of the Ministry of Human Capacities on the operation of pedagogical professional services, the places of service of the pedagogical professional services acting as district expert committees (typically district member institutions) are entitled to diagnose BTMN, whereas the places of service of the pedagogical professional services acting as county (previously county and national) expert committees (typically headquarters and specialised member institutions) are entitled to diagnose BTMN and SEN (Special Educational Needs) / disability. As BTMN is not a disability, the accommodations recommended by the expert opinions issued by the district expert committees cannot be taken into account in the language examination, and the accommodations recommended by the expert opinions issued by the county (formerly county and national) expert committees may be taken into consideration if the diagnosis indicates a special educational need / disability. The Examination Center provides information on the range of the acceptable expert opinions and additional accommodations available in their Internal Rules of Operation (IRO).

e) The examination center provides the candidates with the opportunity to inspect the evaluated examination tasks, during which the candidate and their legal representative can listen to the recording of their own oral exam performance, review all written exam papers and their assessment, and make handwritten copies of those. The examination center shall ensure the availability of the test papers, the guidelines for assessment and the test keys. The examination center determines the conditions of the inspection in accordance with Article 107/A (8) of Act CCIV of 2011 on National Higher Education.

4. THE STAFF OF THE ACTIVE LANGUAGE EXAMINATION CENTRE

- a) The examination centre has a responsible head and employs the necessary staff to manage its administrative, information technology, economic and financial tasks; the tasks related to the administration of oral exams; the assessment of written examination papers; invigilation, as well as test development and item writing.
- b) Examiners have to comply with the requirements prescribed in Article 10 Sections (1) and (3) of Hungarian Government Decree No. 137/2008 of 16

May 2008. An examiner is a person who has an examiner ID, and has been trained to act as an examiner in a specific language, in a specific examination system. A Language for Specific Purposes (LSP) examiner has to comply with the requirements prescribed in Article 10 Sections (1) and (3), or (4) of Hungarian Government Decree No. 137/2008 of 16 May 2008.

- c) The Examination Centre must provide evidence of the employment of five examiners in English, French, German, Italian, Russian and Spanish. In any other language, at least three examiners per language have to be employed by the language examination centre.
- d) The Examination Centre operates a routine system for the initial and refresher training of oral examiners and raters/assessors, adhering to the following requirements: The Examination Centre trains examiners to perform the examiner tasks in the examination systems it operates; following the compulsory initial training of examiners it organises refresher training for them annually, where they update their knowledge regarding the Common European Framework of Reference (CEFR) and language testing theory and practice in order to ensure standardised assessment. The initial and refresher training for examiners may be held by senior staff who have been regular examiners of the examination system for at least five years or, in the case of a new system, by those who have developed the examination and have at least five years' experience of teaching and examining.
- e) The oral exam board must consist of at least two oral examiners who conduct the examination and assess the speaking performances. During the oral exams at least two oral exam board members have to be present. The examination can take place in the direct physical presence of the examination board; or via real-time voice and video connection, i.e. via the indirect presence of the examination board, as long as the mode of conducting the exam, the interaction between the examiners and the candidate(s) is equivalent in all respects to the examination by direct presence, in compliance with sections I.C.2. and I.C.3.h. of the AM, and the candidate has, after being duly informed, accepted the possibility of conducting the examination via indirect presence of the examination board. Assessment can take place during the examinations and/or outside the examinations in space and time. In the case of a computer-based examination format, the presence of two oral examiners is not necessary at the venue of the examination if double marking takes place based on a recording of the speaking performance of the candidate.
- f) The head of the examination centre is responsible for examiners' compliance with the conflict of interest rules. There is a conflict of interest with the examiner who taught the candidate during a course of one year prior to the examination (30 lessons; 1 lesson = 45 minutes); or of any duration within three months prior to the examination, regardless of the

legal status or the type of education; or who is related to or has a business relationship with the candidate under the Civil Code; and who may be affected by any other factor that prevents them from objectively judging the candidate's performance. The oral examiners and the raters/markers have to declare in writing that there is no conflict of interest between any candidate or group of candidates. Exceptions to this are raters of written examinations who assess test papers identified by candidate ID.

- g) In order to exclude any conflict of interest, staff associated with the examination centre and its exam locations, i.e., responsible executives, administrators, IT staff and experts involved in test development and examining, should not be allowed to take a language exam within the given examination systems of the examination centre. Examination systems that offer exams that cannot be taken anywhere else are exempt from this regulation. In these cases, the candidate is responsible for reporting to the head of the examination center, and the centre may conduct internal audits in accordance with a preestablished procedure. The Examination Centre is required to inform the staff concerned.

5. CONDTITONS FOR THE SMOOTH OPERATION OF THE LANGUAGE EXAMINATION CENTRE

- a) The examination centre possesses a document titled *Internal Rules of Operation (IRO)* containing detailed descriptions of tasks, responsibilities, and procedures, as well as the handling of *vis maior* events. The rules of operation have to be in compliance with the rules laid down in Articles 3, 4 and 8 of Government Decree No. 137/2008. Contact between the language examination centre and the exam location(s) must be sufficiently regulated. When the language examination centre itself is acting as an exam location as well, it must comply with all the requirements set for exam locations.
- b) The IRO, revised at least annually, regulates the tasks of the Examination Centre that cannot be delegated. If the Examination Centre modifies any of its regulations, the deadline for updating the IRO and uploading its revised version to REX is the 10th day prior to the exam period first affected by the modification.
- c) The examination centre carries out planned and documented checks of its exam locations and the administration of the examinations organised by them. The centre is responsible for any illegal or unprofessional operation.
- d) The exam period is a period of up to 30 days during which applicants for the language exams organised by the examination centre take a complex or

partial language examination¹. Only exams belonging to one exam period can be taken on one calendar day, examination periods must not overlap. The beginning and the end of the exam period is determined by the Examination Centre, and the dates are uploaded to REX by the examination centre by the time limit set by the the Accreditation Centre for Foreign Language Examinations of the Hungarian Educational Authority (hereafter: Authority).

- e) A given exam period runs from the date of the first examination to the date of the last examination. In a single exam period, only one written examination, but more than one listening and oral exams can be organised at the examination center and its exam locations per level and per language.
- f) In the case of a written examination time, the written partial exam, according to levels, types and languages, is to start on the same day and at the same time with a maximum of a 30-minute time difference at all exam locations of the centre, and every candidate taking the the same type and profile of an examination at the same level and in the same language complete the same test paper. In the case of a listening examination time, the completion of the listening tests according to level, type and language starts on the same day and at the same time with a maximum of a 15-minute time difference at all exam locations of the centre. All candidates taking the same type and profile of an examination at the same level and in the same language complete the same test paper at the same time, except for the so called scheduled controlled admittance, when the same test may be used for more than one occassion during one examination time. In any other cases the completion of the listening tests counts as separate examination times, so exam material that contains even one single task which is the same, cannot be reused within 12 months. An oral exam conducted at the same exam location, at the same time, at the same level, in the same language and of the same examination type is considered an oral examination time independently from the examination board. The compilation of the oral exam and the oral mediation tasks, including the number of tasks within the batteries, the amount of batteries and the renewal of the test battery is regulated in Part II. A. 4. c. of the Accreditation Manual (hereinafter: AM).
- g) The examination centre ensures that candidates take the examination format they have applied for in the given exam period.

¹ Partial exams are written or oral partial exams of accredited language examinations. The written partial exam measures reading and writing skills while the oral partial exam measures speaking and listening skills. These two partial exams constitute the complex exam, which measures all the four key skills.

B. KEY DOCUMENTS OF THE LANGUAGE EXAMINATION CENTRE

The examination centre has two key documents:

- (1) Internal Rules of Operation and
- (2) Examination Regulations.

The purpose, number, content, update and availability of the key documents are governed by the Accreditation Manual (AM) as described in the table below. The information and requirements in the key documents of the language examination center and its examination systems are consistent with each other.

Document	Purpose	Number of documents	Content regulation	Target audience	Revision* and uploading	Accessibility
Internal Rules of Operation (IRO)	regulating the operation of the examination centre and its exam locations; describing the rules and procedures for test-development and test administration		AM Internal Rules of Operation Part C	those participating in test-development and test administration (at the examination centre and exam locations)	at least annually, min. 10 days before the exam period affected by the modification	REX*
Examination Regulations (ER)	a point-by-point description of candidates' responsibilities, rights and the rules that apply to them	1 per each examination centre, the differences in languages should be indicated where relevant	Not regulated by the AM; Article 8 Section (2) h) of Government Decree No. 137/2008, and sections of the IRO and its appendices relevant to the candidates	candidates and potential candidates	in case of any modification, on the day preceding the application period of the exam period first affected	website of the examination centre

* active examination centres and systems

INTERNAL RULES OF OPERATION
EFFECTIVE FROM 01.01.2022.

The Internal Rules of Operation (IRO) provides a detailed description of the operation conditions of the language examination centre based on Article 8 of Government Decree No. 137/2008 (hereinafter referred to as 'the Government Decree') by elaborating on the following questions and points, and attaching the following documents:

(If the examination centre is accredited to conduct computer-based examinations at its exam locations and at individually non-accredited examination sites (online), please provide information on this in the relevant places.)

I. The staff of the language examination centre:

What is the number of people working for the management (director, financial manager, academic director)?

What is the number of employees (administrative, IT and organisational staff)?

What is the number of test developers and examiners per language (with special regard to the provisions of Article 8 Section (1) of the Government Decree)?

II. The methodology of test development:

What is the method and process for developing written tasks?

What is the method and process for developing oral exam and listening comprehension tasks?

In the case of a non-Hungarian examination system: which data (Hungarian or total examination population) are used for calculations and analyses for each section of the exam?

Does the examination centre apply post-standardisation procedures? If yes, in what cases and how does it take place? If not, how does the centre grant the compliance of item difficulty and quality values with the statistical requirements of the Accreditation Manual in the case of items used in live examinations?

III. How is examiner training and the annual refresher training organised?

What are the conditions of maintaining examiner status and what opportunities are provided by the examination centre for examiners to maintain it?

How often and how does the examination centre monitor the work of assessors and interlocutors? How do examiners receive feedback on the results of the control?

In case there is a complaint related to the behaviour of the examiner or to the way he/she conducted the examination, what steps are taken and who is the responsible person? What are the possible reasons for the termination of examiner status?

IV. How are the **information interfaces** related to examination activities designed and updated by the language examination centre?

V. How and how often does the language examination centre plan **the organisation of language examinations** in the languages accredited in its language examination systems (with special regard to Article 8, Section (2), Letter a) of the Government Decree)?

VI. What is **the procedure for signing up for an examination**?

Where and with what deadlines is an candidate allowed to sign up for an examination? How, and how long before the examination is the candidate notified about being assigned to an examination?

VII. How does the language examination centre (in the case of external examinations, at external exam locations) ensure that the **conditions required, by law, for people with disabilities** (e.g. accessibility; special provisions for the visually and hearing impaired, people with dyslexia, dysgraphia, and other disabilities) are provided, making sure at the same time that their language competence is assessed on a full scale in every single case?

VIII. **The organisation and evaluation of written examinations and listening tests** (where relevant, the procedures in connection with the computer-based exam-format have to be elaborated separately):

How does the examination centre grant that an examination task measuring a language skill is not used in the same format within a year?

What is the regulation of the examination centre on the frequency and maximum number of times a writing task or a writing test can be used?

What principle does the examination center follow regarding the replacement of outdated texts, tasks?

How does the examination centre ensure that **the same tests** are completed by the candidates at all exam locations **at the same time**? If

there is a need for scheduled controlled admissions admittance, how does the centre organise it?

Where and how are the written exam materials transported by the language examination centre on the day of the examination? Where and how are the test materials in print and electronic form stored? Where and how are the sealed envelopes containing the examination materials opened on the day of the examination and how is the procedure officially recorded?

When and how are the **listening examination materials (listening tests and the audio recordings)** sent to the exam locations? How do the exam locations ensure their safety, where and how are the sealed envelopes containing the listening examination materials opened, and how is their intactness officially validated and recorded?

Please, enclose the *Guidelines for Invigilators* (AM 1/1. 1/11.)!

How is the safety of the examination materials ensured after the written examinations and the listening tests? When and how do the test materials get back to the examination centre?

Where (at the language examination centre or at the exam locations) and under what circumstances are the paper-based or the electronically recorded written examination materials and listening tests **assessed**?

How does the language examination centre manage **double rating** in case of the objectively, and subjectively assessed, paper-based or electronically recorded examination tasks?

Where (at the language examination centre or at the exam location) and **for how long are the assessed tests stored**?
Who has access to the assessed test papers?

Further questions for exam centres organising computer-based examinations:

1. Which installed application/ Web-based application accessible via browser can be run on the local computer?
2. What are the main features of the programme in view of the following details:
 - elements of the user interface (description of picture and function): readability (**screen size**, font size, information density, contrast), handling (mouse, keyboard, touch screen), navigation (scrolling forward/backward, skip to the task), the appearance and recording of accents and special characters,
 - in the case of listening tasks, the possible use of loudspeakers/headphones,

- in the case of oral exams the technical background for arranging the video and audio connections,
- guaranteeing online assistance throughout the examination,
- assisting candidates with disabilities (enlarged task, reading out loud),
- the visual separation of recording the tasks and the answers,
- permanently displaying the candidate's identification data (the electronic register number) on the screen,
- way of logging into the user interface,
- providing dictionaries,
- prevention of the use of other applications and pop-up windows
- displaying the time available / remaining for the candidate,
- information related to finalising the test papers.

3. When and how is the permission to access examination materials granted and terminated for staff and candidates?

4. In what ways is it guaranteed that candidates have access to test papers, recorded materials and are allowed to provide the answers only at the exam site and only for the duration of the examination?

5. What processes are in place to store the data entered by the candidate?

- whether data is stored on a PC and/or a server
- Type of backup: (1) instant backup: by pressing a key / by each task / by some other means, e.g. by page; (2) backup initiated by the candidate; (3) frequency of automatic backup and possibility of saving data manually
- The method of data storage: storage encryption, file compression, the use of digital imaging,
- The procedure of handing over the copy to the candidate in print or in digital form.

6. What rules and procedures ensure the smooth, safe and user-friendly administration of the examination? (arrangement of work stations, reserve equipment, the presence and duties of an IT specialist, informing the candidates, testing and adjusting the IT system, rules of taking paper-based notes, identification of candidates, monitoring the examination site, number of candidates per invigilator, rules for leaving the examination site during breaks or between parts of the exam, etc.) Please attach the scenario for computer-based exams.

7. Please attach the description of the tasks of candidates, examiners, administrators and invigilators in relation to computer-based examinations and the user guidelines, including the rules to be followed in the event of vis maior (in particular, how to deal with technical problems and IT connection interruptions).

8. Attach a draft programme and topics for the training of staff involved in computer-based testing.

In case of organising BYOD exams (candidates bring their own device):

- providing power supply;
- the size and description of the working area;
- description of the exam application;

- the specifications for their device;
- the number of candidates per invigilator.

IX. The organisation and evaluation of oral exams:

How does the language examination centre form **the examination board** operating on the basis of Article 4, Section (l) of the Government Decree?

Does the examination centre guarantee that examiners are regularly paired up with a different examiner partner and that they do not always conduct examinations at the same exam location? If yes, how?

In the case of examinations conducted with the indirect presence of the examination board, how is the implementation of the relevant AM regulations (I. A. 4. e., I. C. 2. c., I. C. 3. h.) ensured?

How are the tasks shared between the examination board and the invigilator(s)? Attach the Guidelines for Invigilators.

How does the language examination centre ensure that **conflicts of interest and other conflicts of interest** under the Civil Code (Act IV of 1959) are excluded?

When and how are the **oral exam batteries** transported to the exam locations? How are they stored at the exam locations, and who has access to them? After the examination, when and how do the batteries get back to the examination centre?

What rules are applied when compiling the batteries and the set of tasks, when reusing and replacing them (see AM II. A 4. c.)? How are the speaking tasks completed by the individual candidates documented/ are their codes recorded?

In the case of a paired oral examination format, how are the pairs of candidates formed by the examination centre? What procedure is to be followed in case an odd number of candidates sign up for an examination?

If the candidates have **preparation time** before their oral examination, where and how does preparation take place? How is the time allocated for preparation ensured?

If there is a need for **scheduled controlled admittance (time locking)**, how is it organised by the examination centre?

How is **double rating** implemented?

How does the language examination centre arrange **the recording of the oral examinations** according to Article 4 Section (1a) of the Government Decree?

X. What preventive measures are taken by the language examination centre to avoid **cheating on exams and 'hired candidates'**?

What rules and procedures are implemented by the invigilators to prevent fraud during the administration of written and listening exams (checking candidate ID, space per candidate, seating arrangements, number of invigilators, informing the candidates about the exam rules and sanctions, checking support materials, keeping the set times, rules of leaving the exam room, collecting test papers, etc.)?

What sanctions are imposed by the language examination centre in the case of cheating discovered on-the-spot or in the case of 'hired candidates'? (See Article 8, Section (2h) of the Government Decree.)

What sanctions are imposed by the language examination centre on a colleague who has acted in an incorrect or unethical way?

XI. **Communication of results, regulation of inspection and review:**

In what form does the language examination centre (or the exam location) inform the candidate about the results within a maximum of 30 days following the examination?

Where (at the language examination centre or at the exam location) does the language examination centre provide candidates an opportunity to inspect the evaluated tests? What rules govern the organisation of inspection?

If the candidate files a complaint in order to review the assessment of their examination, how does the language examination centre handle it? What is the arrangement for such a review?

If the candidate files a complaint in order to review their assessment with reference to a numerical error or breach of the law, what procedure is followed by the language examination centre?

XII. **The management of electronic registers:**

How many persons have access to electronic registers at the examination centre?

Is there a colleague who is specially assigned to this task?

If the examination centre organises exams at exam locations, too, do the exam locations themselves enter data into the electronic register?

How does the language examination centre ensure that the electronic registers are uploaded with correct data?

- XIII. What agreement/contract is in force **between the language examination centre and the exam locations** regarding the **division of tasks**? Please attach a template of the agreement/contract!

How does the examination centre plan and document the regular monitoring of the exam locations' operation?

How does the training and briefing of the invigilators take place?

- XIV. How does the language examination centre handle **vis maior events**?

How does the examination centre regulate the handling of unexpected situations placed into the four categories below?

1. general vis maior events affecting not only the examination centre (bomb alert, demonstrations, extreme weather conditions, electricity failure, etc.);
2. vis maior events in connection with the examination materials (for example total or partial destruction of test papers, missing papers, delay; physical barriers during the examination, IT or CD failures, etc.);
3. vis maior events in connection with the candidates or the examiners (delay of the examiner, candidate or invigilator because of personal vis maior event, sickness or fainting during the examination, etc.);
4. technical problems at the exam locations at the beginning or during the examination.

- XV. How does the centre collect **feedback** from candidates, examiners and the staff participating in the administration of the examinations?

The *Internal Rules for Operation* document of the language examination centre **is to be revised and updated at least annually** in accordance with the changes of the Accreditation Manual in effect. If the examination centre modifies any of the rules in the IRO, the deadline for uploading its updated version to the REX database is the 10th day before the starting date of the exam period affected by the given modification.

C. OPERATIONAL CONDITIONS OF THE ACCREDITED EXAM LOCATION

1. THE ACTIVE EXAM LOCATION

- a) The exam location is an educational institution with its own articles of association, its member institution or place of business or a legal entity established by the court registration provided for in Act V of 2013 on the Civil Code and has an office, place of business or branch registered in the public register of companies in the place where the exam location is located.
- b) The establishment of an exam location in Hungary can be requested if the language examination centre does not yet have an exam location in the settlement in question. In the capital, a maximum of five exam locations, whereas in county seats or municipal towns only two exam locations may be established by an examination centre.
- c) Outside of Hungary, only exam locations for *Hungarian as a foreign language* examinations can be established.
- d) The total capacity of exam rooms in terms of a given examination format authorised in the accreditation decision of the exam location is a maximum of 250 candidates.
- e) An agreement is concluded between the examination centre and the exam location which contains the rights and responsibilities of both the centre and the location. In case of computer assisted examinations, the agreement covers the provision, maintenance and replacement of computers where necessary, the acquisition and the development of the necessary software, and the training of the invigilators.
- f) An exam location that has not administered any examinations on behalf of the examination centre for 24 months will be made inactive. Upon request, the inactive status can be reactivated.

2. THE STAFF OF THE ACTIVE EXAM LOCATION

- a) The exam location has a responsible manager and the necessary staff for administering language examinations, organising language exams on the premises and performing the invigilation tasks for the written exam and listening comprehension test.
- b) The management of the examination centre is carried out by a responsible manager, who can be identified on the basis of the company registration and is authorised to represent the company, or by a person officially authorised by the responsible manager and employed by him/her, who is also identified in the agreement the exam location has with the examination centre. In the case of an

educational institution, the head of the exam location is the person designated by the examination centre.

c) In the case of the written exams and the listening tests, the exam room supervision can be regarded suitable if there is an individual invigilator for each room and if one invigilator oversees a maximum of 30 (+/- 10%) candidates. The presence of at least one backup invigilator is necessary at the exam location. The head of the exam location or an authorised person replacing the head is available during the whole examination and does not carry out any invigilation in the meantime. Oral exams conducted with the indirect presence of the oral examination board are conducted in the presence and under the guidance of properly trained invigilators.

d) The head of the language examination centre assumes responsibility for the exclusion of conflicts of interest as defined in the Accreditation Manual, Chapter I. (f) and (g).

e) In the case of computer-based examinations, the head of the language examination centre ensures the availability of the necessary expert staff as prescribed in the Accreditation Manual II. G. 7. (*Principles for administering computer-based examinations*).

3. INFRASTRUCTURAL CONDITIONS OF THE ACTIVE EXAM LOCATION

a) The exam location is able to accommodate candidates waiting for their examinations; to manage written exams and listening tests and to administer and digitally record oral exams. At the exam location and on its premises the following conditions are ensured on examination days: heating, lighting and undisturbed silence in all exam rooms, access to sanitary facilities. In case of computer-based examinations, the availability of the necessary infrastructure is ensured as prescribed in the Accreditation Manual II. G. (*Principles for administering computer-based examinations*).

b) The exam location meets the requirements regarding the necessary infrastructure if it possesses

- the required number and size of adequately equipped examination sites on its own premises or in a rented building or in another building made available for it,
- a customer service office operating in a room suitable for welcoming customers personally and an electronic information interface,
- a safe made of iron or metal sheet suitable for storing examination materials and certificates,
- in the case of computer-based examinations, the IT infrastructure prescribed in the Accreditation Manual II. G. (*Principles for administering computer-based examinations*).

- c) If the exam location is administering the examination in a room which is not its own, the following documents are to be attached to the application: valid lease contract for the exam site, or an official declaration by the owner of the exam location about making the rooms available for administering language examinations. The lease contract / declaration of availability should refer to all the rooms that are in use at the exam location.
- d) The total capacity of exam rooms in the accreditation decision is a maximum of 250 candidates.

To ensure the security of written exams and listening tests the active exam location possesses exam rooms suitable for accommodating a minimum of 10 candidates. Each exam location can accredit a maximum of two rooms that can accommodate up to 10 candidates, where examinations can be conducted in the following cases exclusively :

- candidates with disabilities;
 - computer-based examinations;
 - a low number of candidates.
- e) In the case of written examinations and listening tests, the size of the classroom can be regarded as suitable if each candidate is provided with at least 3 m² of space. Computer-based examinations and special language laboratories used for listening tests are exempt from the above if they are equipped with individual work stations separated by non-transparent partitions, and if it can be ensured that the candidates' examination task sheets or screens are not visible for other candidates, and that the candidates cannot communicate with each other in any way.
- f) The examination center fulfills the requirements of Article 8 (2) f) of the Government Decree if it has at least one exam location in a given settlement which can provide
- one exam room accessible to candidates with disability,
 - one toilet accessible to candidates with disability, or
 - provides language examinations for people with disabilities in any other way.
- g) In the case of computer-based examinations, the operation and safe functioning of the infrastructure is checked by trained and qualified personnel of the exam location in each of its exam sites before the beginning of the examination, and their condition is recorded; see: *Principles for administering computer-based examinations*.
- h) In the case of a oral exam conducted with the indirect presence of the examination board, both the candidate(s) and the examiners are in the (same

or different) accredited rooms of the (same or different) exam location. The examination centre or the exam location shall provide and operate an IT system with a real-time, high-quality audio and video connection between the candidate(s) and the examination board (webcam with a minimum resolution of 720p and internet connection with adequate bandwidth on both the candidate(s) and the examiners' part; at least 19" screen, good quality speaker and microphone; good quality headset or microphone and speaker on the examiners' part). The operation of the system must not require any input from the candidate(s). The exam is recorded through the videoconferencing system described above, and the rules governing its storage are the same as those applied for audio recordings.

D. EXPANDING EXAM LOCATION(S)

- a) In the case of an increase in the number of candidates, an extension of the exam location is justified if the number of candidates taking the written and/or listening test at the exam location in question has reached, at least in one examination period, 90% of the available room capacity. Extension can also be requested in case of a foreseeable organisational disruption at the exam location, but only for a temporary period of time.
- b) The capacity of an exam location can be increased by a minimum of 50, and a maximum of 200 candidates.
- c) The request for extending the exam location can only be approved if the capacity of every accredited room of the exam location is recorded in the electronic registry of the Educational Authority (REX), and the exam site to be included corresponds in every respect with the contents of the Accreditation Manual I. C. 3.
- d) In the case of computer-based examinations, the infrastructure of the exam site to be included corresponds with the contents of the Accreditation Manual II. G. (*Principles for administering computer-based examinations*).

E. CHANGING EXAMINATION SITE(S)/ROOM(S)

- a) Changing an exam site/room means that the exam location requests the termination of certain rooms and the accreditation of new rooms at the same time, for a determined or undetermined period of time. It is not possible to request the change of an examination site in another settlement.

- b) A change of exam sites/rooms is only approved if the capacity of the new rooms exceeds the capacity of the former and no longer used exam rooms by 30%.
- c) A request for changing the examination site is only approved if the capacity of every accredited exam room at the exam location is recorded in the electronic registry of the Educational Authority (REX), and the examination sites/room to be included correspond in every respect with the content of the Accreditation Manual I. C. 3.
- d) In the case of computer-based examinations, the infrastructure of the examination site to be included corresponds with the contents of the Accreditation Manual II. G. (*Principles for administering computer-based examinations*).

F. OFFICIAL INSPECTION

1. According to Article 5/A of Government Decree No. 137/2008 of 16 May 2008 the Authority – and the expert commissioned by it – inspects examination centres, examination systems and exam locations on the basis of its work plan.
2. The inspection is a procedure initiated by the Authority. The examination centre is notified about the beginning of the inspection in writing. The deadline for the inspection procedure is 60 days from the first procedural act.

Official inspection can take place in the following cases:

- In the case of a newly accredited examination system, the Authority inspects its operation within 30 days after the termination of the first year (365 days) of its operation. During the inspection special attention is paid to possible problems and shortcomings identified during the accreditation procedure.
- In the case of an active examination system, the official inspection is part of the biennial accreditation renewal process (see AM III. A.).
- If the Authority grants the renewal of an examination system's accreditation subject to the imposition of condition(s) (see AM III. B. 5.), the verification of compliance with the imposed condition(s) may also take the form of an official inspection.
- In justified cases, the Authority may prescribe an extraordinary official inspection.

3. **If case of an on-site inspection**, the expert is to present his/her official letter of commission. During the inspection, the expert carrying out the inspection may
 - look into all written and electronic documents and records subject to inspection and related to the operation of the examination centre and the exam location, including the written test papers used at the examinations,
 - take part in examinations, **in the case of computer-based exams the expert may have the same access to the exam application as the candidate, in the case of exams taken at individually non-accredited examination sites, the expert may look into the process of administering the exam,**
 - put questions to the staff of the examination centre and the exam location, as well as the examiners.
 4. In the course of the on-site visit, an official written Visit Report is prepared, a copy of which is left at the exam location. This document includes the findings of the visiting expert made on the spot. The representative of the exam location/centre may comment on the findings on the spot. The examination centre may comment on the findings and opinion of the expert at the end of the inspection procedure.
 5. Depending on the outcome, the inspection may be concluded by an order or a decision. Based on Article 5/A of Government Decree No. 137/2008. of 16 May 2008, the Authority
 - suspends the accreditation of the examination centre for a maximum of three months if
 - a) the examination centre fails to comply with the official notice within the deadline,
 - b) interferes with the procedure of effective inspection,
 - c) commits a repeated or serious offense,
- or
- withdraws the accreditation of the examination centre in the event of a serious and repeated legal offense directly affecting the exam results.

CHAPTER II. THE ACCREDITED LANGUAGE EXAMINATION SYSTEM

A. OPERATIONAL CONDITIONS OF THE ACCREDITED LANGUAGE EXAMINATION SYSTEM

The accreditation and the renewal of the accreditation of a language examination system can be applied for provided the examination centre meets the following conditions:

1. **The examination system is independently developed and possesses unique characteristic features.**

2. **The examination system possesses Exam Specifications and Official Exam Specifications.** The detailed description of the two documents can be found in AM Chapter II. B: *Key documents of the language examination system.*

a) In the case of a language examination in modern foreign languages, the complex language examination must include at least four measurement units. When applying to get its examination system accredited the examination center may decide whether to issue a certificate to a candidate who has attained the minimum compliance and completion requirements only either in the written examination or only in the oral examination. The practice a non-Hungarian examination centre follows when issuing a certificate in Hungary is the same as it follows abroad. If the Examination Center wishes to modify its decision in connection with issuing a partial certificate, this shall constitute an examination system modification and shall require approval.

b) The required minimum performance in each skill measured cannot be lower than 40 % of the total score per measurement unit. If an examination system assesses a skill (e.g. mediation) in two subtests, candidates must achieve 40% on both subtests in order to pass the language exam. A task and its total score can only be assigned to only one measurement unit when determining the required minimum performance. In the case of integrated tasks, where certain subscores relate to different skills (e.g., reading skills can naturally be measured and scored through a mediation test task), the examination center may decide to the measurement unit of which skill they assign the given integrated task. The skill that is most necessary for completing the task, or the one that is given more emphasis in measurement is to be practically selected for scoring. In an oral exam, where listening comprehension is assessed separately, the sub-scores cannot be counted separately against the performance minimum of two measurement units (speaking and listening). The minimum pass mark is the percentage of the exam score (varying by examination center, usually 60%) that candidates must achieve in order to obtain a state-recognised certificate in the language of their examination. The minimum pass mark is determined by the examination center. No rounding shall be applied when determining whether the minimum pass mark level or the minimum performance level has been reached.

c) A language for specific purposes examination system is accredited if the given language for specific purposes complies with the fields of vocational education determined by or listed as part of the national Higher Education Act CCIV / 2011. The language for specific purposes examination assesses the knowledge of specialised language use in every language skill using at least one task.

d) An exam profile represents specific language use within a general or a language for specific purposes language examination system, as a unique branch of an already accredited or newly submitted examination system. The examination profile can be introduced at up to two levels. The profile is based on the specific language use needs of a narrow group of language users targeted by the examination system, which are well identified and supported by needs assessment. In the case of both general and specialised language examination systems, in each of its measurement units, a profile applies at least one task which specifically measures the language competence related to the specific area of language use, while its task types may differ from those of the initial examination system. A candidate applying for a given examination profile may complete the written and oral test tasks assigned to the given profile only. The maximum number of profiles within an examination system is three.

e) The examination centre publishes a set of sample tests on its website for each of its examination systems in every language and at every language level. The sample tests include answer keys for the objectively assessed test papers, performance samples for the subjectively assessed writing tasks, audio-files for the listening tasks, as well as the speaking tasks. The aims of publishing sample tests are the following: (1) to prove in the course of the accreditation procedure that the examination system operates with adequately trained expert staff, and it is able to measure the language competence defined in its Specifications in a reliable and valid way, following the procedural requirements described in the AM; (2) to present examples and good practice to follow for item writers; and (3) to provide information for potential candidates and anyone interested.

3. The language proficiency levels of the Common European Framework of Reference (CEFR) **acknowledged by the state (A2, B1, B2 and C1) are measured by the examination system at each of its accredited levels and in terms of each of its language skills tested in a valid and comprehensive manner, and are assessed (except for the classical languages) separately.** The test specifications clearly evidence alignment with CEFR levels.

a) The assessment system is adapted to the assessment instruments applied and the levels of language proficiency. The guidelines for assessment provide assessors with a uniform and reliable assessment methodology to enable them to

assess the candidates' language skills according to the standards defined in the test specifications. The guidelines discuss the criteria by which the assessment is conducted and provide a full briefing on the assessors' tasks, both in terms of content and format, and include the answer keys to the objectively assessed test items. The answer key provides the correct answers to the items, along with the scores to be awarded. If the Exam Specifications allow it, the answer key will also indicate the scores to be given to the partially acceptable answers, providing all possible variations. For tasks that measure productive skills, the guidelines for assessment have to include the rating scales. The scale descriptors adequately reflect the requirements of the given language proficiency level. The rating scale provides a clear, concise and transparent description of the performance levels associated with the various points for each competency and evaluation criterion they are to measure. A descriptor that does not provide sufficiently described professional content for the assessor to consider what candidate performance is appropriate for a given score is inappropriate. In the case of subjectively assessed tasks, the components of the rating scale form the basis of the expected statistical analyses, see: scale item.

b) An examination system which contains exclusively discreet-point task types that generate non-productive language performances cannot be accredited.

c) The examination system corresponds with the requirements of representativity, non-discrimination (neutrality) and positive test impact. Representativity refers to a comprehensive sample taken from the foreign language competency assessed by the examination tasks, on the basis of which the successful acquisition of the language proficiency appropriate to that level can be reliably ascertained. A representative sample is a comprehensive selection of test tasks but one that is subject to the constraints of feasibility. An examination system can be regarded as representative (in force as from July 1, 2016) if each productive and receptive skill is measured with a minimum of two different task types assessing either the comprehension or the production of a minimum of two different texts. The above regulation applies to each examination system accredited before July 1, 2016 if the annual average number of candidates exceeded a minimum of 1,000 in the preceding 3 years, and if the number of candidates exceeded a minimum of 50 per exam period at one language level at least. The regulation on representativity applies to any language assessed by the examination system – independently of level, profile or type – provided that the two conditions above are fulfilled at the same time. The examination specification includes the language-specific differences in connection with the different representativity regulations on the different languages within the examination system. The principles of neutrality and of having neither positive nor negative discrimination must be applied as part of the examination process during the task development phase already. Any wording of the tasks or the answer keys that discriminates against the users of different language varieties of a given foreign language, as well as the use of discriminatory topics, shocking content and taboo subjects that can be offensive to any gender, ethnic group, age group, minority or religion are to be avoided.

d) The validity of Language for Specific Purposes examinations and examination profiles should be traced back to the underlying theoretical model of language competence and the results of needs analysis.

e) The test specifications, sample test papers and live test papers together with sample solutions of the writing and mediation tests, etc., audio-files for the listening comprehension tests, answer keys of the objectively assessed tests and videos presenting the assessment of oral communication skills are used to judge the validity of the examination. In the documentation submitted to the Authority during the accreditation, the accreditation renewal and any follow-up processes, the sources of texts used in the sample and live tests must be precisely identified.

f) Tasks or task items that have become public in any form must not be subsequently used as live exam tasks. Texts published for the purpose of language teaching or testing must not serve as a source for examination tasks. Listening comprehension must not be measured with a text written for reading purposes without adaptation.

g) If the examination centre allows the use of dictionaries in the language examination, it must be consistent with the language proficiency model and measurement objectives defined in the exam specifications. The exam specifications define what kind of dictionary is allowed (monolingual, bilingual, print or electronic, general or specific, defining or synonym dictionary, etc.) for each measurement unit / task, and the rules of its use are defined in the Examination Regulations. Glossaries for textbooks or glossaries supplementing course materials must not be used in accredited language examinations. **The examination centre is responsible for guaranteeing that the use of dictionaries does not compromise examination security.**

4. The examination system assesses language skills in a reliable way at each level.

a) According to Article 8, Section (2b) of Government Decree 137/2008 of 16 May 2008 with the exception of the component(s) assessing oral communication and mediation, a task may not be used in the same format within a year (that is 12 months). A task is considered to have the same format if one of the items is the same, or if one sentence in the source text is the same. The usage of test versions must be registered broken down by tasks, or if several tasks belong to the same text, by texts.

b) At the language examination the language performance of the candidates is rated by two assessors in each skill. The software-assisted scoring of receptive tasks qualifies as double marking. Double marking must be documented satisfactorily. In the case of productive writing tasks, standardisation must precede assessment: a discussion about typical task-specific mistakes and the application of the rating scale on sample performances of the given task.

c) The examination centre complies with the requirements regarding the compilation of the oral communication and mediation tasks, the number of tasks within the batteries, the number of batteries, as well as the renewal of its task pool with respect to each of its examination system. If the assessment of mediation skills takes place orally, the following rules apply to mediation tasks, too.

A speaking test is a set of tasks that a candidate has to complete. The task or set of tasks is not selected by the examiner for the candidate. There are two ways to compile a speaking test:

- The examination centre compiles the necessary set of tasks and determines the order in which the tasks are assigned to the candidates.
- The examination centre compiles the battery, from which the candidates draw the set of tasks they have to complete.

The battery of the oral exam contains the sets of tasks to be used at a given oral exam event, by a given board of oral examiners. The number of tasks within the battery has to be determined according to the following rules:

- If the candidates are assigned the tasks in a predetermined sequence, the number of tasks in the oral communication test battery is equal to the number of candidates assigned to the particular examination event.
- When candidates draw their tasks, the oral communication test battery contains at least two more sets of tasks than the number of oral candidates assigned to the examination.
- If the number of tasks for an examination event is below the relevant number required in the previous two sections, the examination can only be administered by way of scheduled controlled admittance.

In case of a paired oral exam format, the number of paired tasks within the battery has to be determined according to the expected number of pair of candidates.

The speaking tasks must not be reused in two consecutive exam periods, or in two consecutive exam events within the same exam period (even if the examination centre organises only one examination a year). An exception to this rule is when the examination centre uses the method of randomisation, that is the tasks are randomly selected for each exam event and are returned into a task pool after it. For this method, the examination centre / examination system must have at least 60 tasks per task type in their pools. If more than one oral exams take place at a given exam location at the same time, in several rooms during an exam event, the examination boards can use either similar or different batteries.

Every year at least 20 per cent of the oral exam tasks have to be replaced as regards each task type, unless a different set of exam tasks are used at each exam event within a given year. In case of randomisation, if the number of speaking

tasks in the oral communication test battery at each level and language is more than 100, at least 10 per cent of the oral exam tasks have to be replaced. However, each examination centre is required to regularly inspect its oral communication test battery and replace the outdated or poorly operating tasks. The process of renewing the test battery has to be clearly documented, that is the parameters of use for a given oral communication task have to be systematically recorded: date of entry into the system, dates and locations of its use (if different sets of exam tasks are used at different exam locations in an exam period), date of termination from the system. The documentation has to be kept for 3 years. The examination centre provides for the recurring date of renewing the test battery in its Internal Rules of Operation.

d) Oral communication exams – with the consent of the candidate – are audio-recorded (see Article 4, Section (1a) of Government Decree 137/2008). The audio recording should be made in a digital format and in a quality that allows inspection and (re-)assessment, indicating the data and the participants of the exam event. If the recording is not or cannot be made, the candidate has to take the test in front of a three-member examination board, whose members have an examiner ID and active examiner status.

e) An oral exam accredited/advertised in a paired-format must not be conducted as an individual exam.

5. Every level of the examination system is linked to a given CEFR level.

The examination centre regularly conducts the CEFR linking procedure according to the Accreditation Manual II. C.

a. The degree of the various examination systems' standardisation to the CEFR may be different. For more information on the procedures of standardisation see Relating Language Examinations to the Common European Framework of Reference for Languages and the Manual for Relating Language Examinations to the Common European Framework of Reference (www.nyak.hu).

6. The examination centre is able to comply with the procedural requirements of the examination efficiently. The Accreditation Manual II. D contains the description of procedural requirements.

a. The differentiation of procedural requirements of the examination depends on the types of tasks used and the amount of data treated together.

b. The examination centre has at least two complete, unused written tests for every exam period.

c. The examination centre regularly collects feedback from the examiners and the candidates and benefits from the conclusions drawn from them.

7. Computer-based examination format

Administering computer-based examinations is possible at an accredited examination site of an accredited exam location (see the regulations in the AM II. G. 1.), or at an individually non-accredited examination site (online), (see the regulations in the AM II. G. 2.).

At the accredited examination site of the accredited examination centre, the examination may be conducted by using the IT equipment provided by the examination location, or by using the candidate's own computer (BYOD exam), through a secure exam application.

8. Classical languages

In case of classical languages, the language skills are the following:

- reading
- writing
- mediation between languages which includes the cultural elements that are necessary for understanding language information.

Knowledge of linguistic norms

Because of the lower number of language skills, the type of the target texts, as well as the traditions of language learning, there is greater emphasis on the knowledge of linguistic norms in the case of classical languages than in the case of modern languages. Subordinated to the above, the terminological tools used to describe the linguistic norms are also present at such exams.

The requirements of the examination measuring B1 level language skills

It requires understanding simple or simplified texts. At B1 level the application of so called 'edited' texts cannot be ruled out. The measurement of grammatical knowledge includes the elements of regular morphology (and, normally, the usage of most important irregular verbs and auxiliary verbs). In the area of simple syntax, the most important participle structures differing from the mother tongue are assessed, and in the area of complex syntax, only those participle structures are assessed that relate to phenomena comprehensible with the help of the mother tongue competences.

The requirements of the examination measuring B2 level language skills

It requires understanding simple, but authentic texts that do not differ from the canonised normative language use either regarding its dialect or format (spoken language, vulgarisms). For this, B2 candidates are required to be familiar with the most important morphological irregularities as well. The examination assesses the most common elements of the whole spectrum of

simple syntax (that is those that are necessary for understanding B2 texts). The knowledge of most important syntactic phenomena that differ from those of the mother tongue is expected at this level. The cultural conditions of text comprehension is assessed in the framework of measuring mediation skills.

The requirements of the examination measuring C1 level language skills

It requires the understanding of any kind of text that can be interpreted in itself. Dialectal and social deviations from normative language use can be included, the choice of texts is not restricted to the productions of the classical periods of the given language. The mediation skill should reflect the subtle understanding of the cultural background of linguistic manifestation and the precise translation of terminology. Independent text production is expected primarily at this level.

B. KEY DOCUMENTS OF THE LANGUAGE EXAMINATION SYSTEM

The examination system has two key documents: (1) Exam Specifications, (2) Official Exam Specifications (OES). The purpose, number, content, update and accessibility of the key documents are regulated by the Accreditation Manual according to the table below. The regulations and information that can be found in the basic documents of the examination centre and its examination systems are consistent with each other. See: AM I.B *Key documents of the examination centre*.

Document	Purpose	Number of documents	Regulation of Content	Target population	Updating* and uploading	Accessibility
Exam Specifications (Specifications or ES)	the initial document for test development; it defines the purpose, the content and the methods of assessment	1 per each examination system, the differences in languages to be indicated where relevant	AM Chapter II. Point A.2.	test developers, examiners, raters (+developers of IRO)	in case changes in the AM or the modification in the system makes it necessary	REX*
Official Exam Specifications (OES)	a point by point abstract of the Exam Specifications with standardised content and structure	1 per each examination system, the differences in languages to be indicated where relevant	AM Official Exam Specifications Part C	experts of the Accreditation Centre and Board for Language Examinations	when the Exam Specifications change	REX*

*in the case of active examination centres and systems

1. EXAM SPECIFICATIONS (ES)

The exam specifications is the initial document of exam development, which determines the aim, content and methodology of assessment. The examination centre prepares **one** document as Exam Specifications for each of its examination systems, in which the differences among the languages and profiles are indicated where relevant. The Exam Specifications document is updated and uploaded to REX if changes in the AM or modifications on the given examination system make it necessary.

The Exam Specifications document details the following:

- aims of the examination;
- target group;
- alignment of the level of the examination and description of what the candidate who passes the level requirements knows in real life;
- concept of language competence (construct, theoretical framework);
- structure and schedule of the examination
- weighting of the measurement units and their justification;
- typical situations of target language use;

- text types and the length of texts;
- skills to be examined;
- language elements to be examined (language content);
- topics;
- types of task;
- the number of tasks and items; the nature, number, length and other characteristic features of the prompts;
- standardised instructions (written performance) and exam administration (oral communication, oral mediation);
- rules of dictionary use and the types of dictionaries allowed (if relevant);
- scoring/assessment criteria;
- method of assessment, rating scales;
- determining the minimum performance level and the pass mark for the whole examination or for its parts (e.g., measurement units or partial exam);
- method of calculating the results (e.g., converting scores, scoring adjustment, etc.);
- link to pretested sample tests;

The Exam Specifications document contains the annexes cited.

2. OFFICIAL EXAM SPECIFICATIONS (OES)

The Official Exam Specifications (OES) is a shortened, edited form of the most important elements of the Exam Specifications, which is made for the Authority/HABFLE and its experts in Hungarian. The examination centre prepares **one** exam specifications document for each of its examination systems, in which the differences among the languages and profiles are indicated where relevant. Since the OES is an abstract of the ES, it does not contain any information contradicting the ES, or any information that is not presented in the ES. The OES is updated and uploaded to REX at the same time with the ES.

Elements of the OES:

1. Table summarising the structure of the examination (at each level).

(The number of rows may be extended according to the number of the skills measured or other measurement units, as well the tasks used.)

Partial exam	Skill measured	Task type and text type	Specialised language / general language/ profile*	Item and length	Maximum Score	Proportion (%) of this score in relation to the whole examination	Performance minimum	Time allowed
Oral								
Written								

* relevant only for specialised language examinations or profiles

2. Typical target language use situations for each level (list, max. 2000 n)
3. Topics for each level (list, max. 2000 n)
4. Rating scales for each level (in full length)
5. Description of the method of assessment (oral, written, max. 6000 n)
6. Description of the method of calculating the results (oral, written, e.g., score conversion, scoring adjustment etc. max. 6000 n)
7. Conducting oral exams, e.g., standardised instructions (max. 6000 n)
8. Regulations concerning the use of dictionaries (if allowed) and a detailed specification of the dictionaries allowed
9. Link to sample tests

C. LINKING THE LANGUAGE EXAMINATION TO THE CEFR

The main stages of the linking scheme are the following:

- Familiarisation
- Specification
- Standardisation training/benchmarking
- Standard setting

- Validation

In the case of operating language systems, the linking procedure is conducted in the following way in each two-year accreditation cycle regarding each language, each level and the number of candidates (N) for one exam period:

category	familiarisation	specification	standardisation	internal empirical validation	internal empirical validation with the comparative analysis of repeated tasks (items)
$N < 200$	✓	✓	✓		
$201 < N \leq 1000$	✓	✓	✓	✓	
$N > 1000$	✓	✓	✓	✓	✓

In the case of active language examination systems, the familiarisation, specification and standardisation procedures are to be conducted during the two-year accredited cycle if the average number of candidates per exam period is lower than 201 at a given level of a given language.

Besides the familiarisation, specification and standardisation procedures, an internal empirical validation procedure is to be conducted as well during the two-year accredited cycle if the average number of candidates per exam period is over 200 but lower than 1,000 at a given level of a given language.

Besides the familiarisation, specification, standardisation and internal empirical validation procedures, a comparative analysis of repeated tasks/items is to be conducted as well during the two-year accredited cycle if the average number of candidates per exam period exceeds 1,000 at a given level of a given language.

The CEFR linking process concerns the whole examination matrix, that is, all measurement units.

In the case of classical languages, the CEFR linking process is not required.

When submitting a new accreditation application, the examination system makes a declaration in connection with the expected number of candidates, on the basis of which the alignment category required is determined. The documents proving the completion of relevant stages in the table below are to be attached to the accreditation application for a new examination system.

The table below presents the aims of the various stages of the CEFR linking process and its required accompanying documentation. The examination centre conducts the CEFR linking process at least once in every two-year accredited

cycle, in an exam period of its own choice, together with the analysis of scale items.

Stages of the linking process	Aims	Documentation	Comments
1. Familiarisation	To acquire a detailed knowledge of the CEFR, its levels and illustrative descriptors.	<ul style="list-style-type: none"> Registers of Attendance, the theme of the workshop, the questionnaires used during the training, statistical analyses on the reliability of the participants' CEFR familiarisation level, Final Report. 	The familiarisation stage has to be repeated before each procedure based on subjective judgements. The reliability of the judges has to be proved (the intra-rater and inter-rater reliability has to be checked).
2. Specification	To link the test specifications, the tasks (items, rating scales) to the CEFR.	<ul style="list-style-type: none"> Tests Specifications 2 sample tests (new accreditation) 1 live test (active examination centre) 	The examination system has to measure the language proficiency specified by CEFR in its full scope, with respect to each language skill at each accredited level, and has to assess each skill at each level separately.
3. Standardisation	To ensure the comparability of local test performance samples and the requirements of the given CEFR level, as well as the interchangeability of sample tasks and the future item pools. To standardise the assessment. To set cut scores (standards).	<ul style="list-style-type: none"> minutes, the theme of the workshop/training, Final Report, local standardised performance samples 	Besides benchmarking, standard setting (to set cut scores) is also required. The recommended procedure is using the modified Angoff method (test-centred procedure), and comparing findings to teachers' judgements or item statistics (item difficulty and discrimination index or logit value).
4. Internal empirical validation	To ensure the internal validity of the sample tasks (and further tasks as well).	<ul style="list-style-type: none"> a summary and analysis of statistical data on the pretest (when accrediting a new examination system), or on the live examination (in case of applying for renewal of the accreditation); Final Report. 	The internal validity of each item pool used for live examinations is to be investigated.
5. Internal empirical validation with the comparative analysis of repeated tasks (items)	To ensure the systematic internal validity of the sample tasks (and further tasks as well).	<ul style="list-style-type: none"> a summary and analysis of the statistical data on the internal empirical validation conducted by the comparative analysis of repeated tasks (items); Final Report. 	The recommended procedure is conducting correlation analysis and comparing the average difficulty of tasks (items).

For a detailed description of the stages of the linking process see *Relating Language Examinations to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)*.

D. PROCEDURAL REQUIREMENTS

Ten chronologically successive phases may be differentiated within the examination procedure:

1. Designing tasks; preparing drafts.
2. Tasks are assessed by a special committee consisting of staff of the examination centre. The assessors discuss task design at various meetings (moderation). Test developers carry out the suggested modifications and elaborate the test or, if rejected by the committee, prepare new ones. If needed, the committee is called together again in order to assess the modified tasks.
3. The committee checks whether the tasks are improved.
4. Pretesting the tasks and analysing pretest results.
5. The specialised committee decides whether the tasks require further modification based on the results of the pretest. If a task is modified after the pretest, it is professionally justified to try it out again. Checking whether the modifications are implemented. Revealing and correcting the editing, linguistic and typographic deficiencies.
6. Reproducing and encrypting the final test material. Preparing examiners and assessors to assess candidate performances on the given tasks.
7. Administering the examination, assessing candidate performances.
8. Monitoring the operation of the examination: **the statistical and qualitative** analysis of the results (data, answers, partial results) managed together and, **if necessary, scoring adjustment in order to make decisions regarding the exam results, within 30 days after the last exam event.**
9. **Conducting the above analyses in order to determine whether the examination tasks worked from a professional point of view and whether they assessed the knowledge of the candidates as expected. Analysing and assessing feedback from candidates and examiners.**
10. Making decisions to modify, if necessary, the assessment tools that proved inadequate with regards to their future use.

Owing to the fact that the procedural requirements form a framework, the actual content of the various phases may differ in the case of different language exams and languages (e.g. less frequently learned languages), especially regarding points 4 and 8 above.

Differentiation of procedural requirements

Procedural requirements may vary due to

- the task types applied (assessment instruments)

- the average number of exam results managed together
- the level of development of the examination system (use of test banks, etc.).

In order to meet the procedural requirements, the number of candidates completing the tasks of the given subtest must be taken into account for the analysis of the live exam results, while in order to determine the number of candidates required for the pretests, the average number of candidates per exam period taking the live exams in the previous calendar year should be taken into account.

In the case of new accreditation, the examination system declares the number of candidates at a given level in a given language estimated to take the examination 12 months after the accreditation and selects the number of people who take the pretests accordingly. In the case of a language for special purposes examination, the estimated number of candidates shall be determined according to the findings of the needs analysis submitted.

The table below details points 4 and 8 of the procedural requirements. It designates the possibilities of differentiation and determines the minimum level of quality assurance instruments to be applied.

Objectively assessed tasks

		Number of exam results managed together: 1-200	Number of exam results managed together: 201 +
4. Pretest	Required number of pretests	New accreditation: minimum 6 language users whose language proficiency represents the level of the target group; but in order to prove reliability, minimum 30 candidates per level	Minimum 50 language users whose language proficiency represents the level of the target group; using a stratified random sampling

		<p>Active language examination systems:</p> <ul style="list-style-type: none"> • 1-10 candidates on average: minimum 3, • 11-50 candidates on average: minimum 6, • 51-100 candidates on average: minimum 15, • 101-200 candidates on average: minimum 30 <p>pretestees representing the target group of the exam in terms of language proficiency</p>	
	Method of analysis	<ul style="list-style-type: none"> • 1-29 candidates: qualitative • 30 candidates or above: item analysis 	item analysis; + probabilistic methods recommended, but required if using an item bank
	Indicators to be calculated	In case of item analysis: difficulty index, discrimination and reliability of the tasks measuring the given skill	difficulty index, discrimination and reliability; in case of using probabilistic methods: item fit indicators as well
	Note	If a task is modified following the pretest, it is professionally justified to pretest it again.	It is recommended to conduct pretesting by using the method of linked data collection. If a task is modified following the pretest, it is professionally justified to pretest it again.
8. The operation of the live examination	Number of results analysed	the total number of exam results managed together	<p>random sampling:</p> <p>201-1,000 candidates: 70% of the number of exam results managed together; but minimum 200 candidates;</p> <p>1,001 candidates or above: 50% of the number of exam results managed together</p> <p>Recommended: 100% of the number of exam results managed together</p>

Method of analysis	<ul style="list-style-type: none"> 1-50 candidates: qualitative 51-200 candidates: item analysis 	item analysis; + probabilistic methods are recommended, but required if using a test bank
Indicators to be calculated	If using item analysis: difficulty index, discrimination, reliability, correlation between subtests	difficulty index, discrimination, reliability, correlation between subtests; if using probabilistic methods: item fit indicators as well
Note	All final analyses must be completed by the 60th day subsequent to the last examination event the latest.	

Subjectively assessed tasks

		Number of exam results managed together: 1-200	Number of exam results managed together: 200+
4. Pretesting	Number of pretestees	New accreditation: minimum 6 language users whose language proficiency represents the level of the target group; Active examination systems: <ul style="list-style-type: none"> 1-10 candidates: minimum 3 pretestees 10-200 candidates: minimum 6 pretestees whose language proficiency represents the level of the target group 	minimum 10 language users whose language proficiency represents the level of the target group
	Method of analysis	qualitative	qualitative
	Indicators to be calculated	-	-

	Note	If a task is modified after the pretest, it is professionally justified to pretest it again.	
8. The operation of the live examination	Number of candidates	the total number of exam results managed together	the total number of exam results managed together
	Method of analysis	<ul style="list-style-type: none"> • 1-50 candidates: qualitative; • 51-200 candidates: rank order correlation or a similar method for each pair. Conducting the item analysis of rating scale items is recommended in each exam period, but it is compulsory during the linking process in every two years. 	<p>qualitative; rank order correlation or a similar method for each pair;</p> <p>Conducting the item analysis of rating scale items is recommended in each exam period, but it is compulsory during linking process in every two years</p>
	Indicators to be calculated	<ul style="list-style-type: none"> • 1-50 candidates: none • 51-200 candidates: mean and deviation; inter-rater reliability or agreement for each assessor pair; correlation between subtests; if using item analysis: difficulty and discrimination index of scale items, reliability of the complete subtest 	<p>mean and deviation; inter-rater reliability or agreement in case of each assessor pair; correlation between subtests; if using item analysis: difficulty and discrimination of scale items, reliability of the complete subtest</p>
	Note	All final analyses must be completed by the 60th day subsequent to the last examination event the latest.	

E. STATISTICAL REQUIREMENTS

Fundamental statistical measures are to be taken into consideration in case of each subtest where at least 201 exam results are managed together when processing the statistical data. Apart from the above, in case of applying *Classical Test Theory*, the requirements related to observed score indicators must be met, while in case of applying *Modern Test Theory*, the requirements related to probabilistic indicators must be met.

Indifferently from the method of data analysis applied, item difficulty and item discrimination figures must be calculated for each population over 50 candidates. In addition to the above, for subjectively assessed tasks, rater reliability and rater agreement must be calculated for each pair of assessors, as well as discrimination and correlation figures. In analyses applying modern test theory, goodness-of-fit (GOF) indicators are to be calculated. As for subtests, reliability and correlation figures are to be calculated.

During the review procedures in accreditation applications, statistical indicators provided are taken into account to two decimal places by the experts commissioned by the Authority.

If using procedures other than listed above, please provide references on the method of calculation and internationally accepted values/indicators.

Fundamental statistical indicators and their accepted values

Indicator	Accepted value	Reference
reliability	Cronbach's $\alpha \geq 0.75$	Crocker & Algina, 2006, p. 142
item discrimination	$D_m - n_m > 0$	Bachman, 2004, p. 138
rank order correlation	$r_s \geq 0.80$	Nunnally & Bernstein, p.265
rater agreement	Krippendorff's $\alpha \geq 0.80$ Cohen's $\kappa \geq 0.61$	Krippendorff, 2004, p. 241 Fulcher, 2010, p. 83

- For objectively assessed subtests, the lowest acceptable value of the Cronbach's α reliability coefficient is 0.75.
- Inter-rater reliability can be determined by calculating rank order correlation or rater agreement. For subjectively assessed subtests, the lowest acceptable value of rater consistency is 0.80 when calculating the rank order correlation coefficient. The correlation has to be statistically significant. When calculating rater agreement, the lowest acceptable value of Krippendorff's α is 0.80; and the lowest acceptable value of Cohen's κ is 0.61.

Indicators of observed scores and their accepted values

Indicator	Accepted value	References
item difficulty	$0.70 \geq p\text{-value} \geq 0.30$	Fulcher, 2010, p. 182

item discrimination	Ebel's D \geq 0.30 item-total point-biserial correlation \geq 0.25 corrected point-biserial correlation \geq 0.20	Crocker & Algina, 2006, p. 315 Henning, 1987, p. 53 Zijmans et al., 2017, p. 1003.
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- Item difficulty is acceptable if
 - *binary items*: the proportion of right answers falls between 70%-30%;
 - *partial credit items*: the mean score value falls between 70%-30%; and
 - *scale items – if they undergo statistical analysis*: the mean score value falls between 70%-30%.
- The smallest acceptable value of item quality is 0.30 for Ebel's D; 0.25 for item-total point-biserial correlation, and 0.20 for corrected point-biserial correlation.
- Items should not function differently (DIF) in heterogeneous candidate populations of the same language proficiency level.
- The operation of tasks / items is sufficient if at least 90% of the items discriminate well and at least 80% of the items is of sufficient difficulty.

It is professionally justified to carry out scoring adjustment if the quality or difficulty of the items does not meet the specifications. If the statistical analysis only analysed data from a sample of the exam results managed together, all data should be recorded and analysed before scoring adjustment is carried out. Any possible adjustment should be applied in the same way to all candidates' performance.

Indicators of probabilistic methods and their accepted values

Method	Accepted value	References
test-fit analysis	RIC : df proportion \leq 1.5	Hemker, 1996, p. 35
item-fit analysis	-2 \leq Mi \leq 2 0.5 \leq infit MS \leq 1.5 0.5 \leq outfit MS \leq 1.5	Verhelst, Glas, & Verstralen, 1995, p. 14 Wright & Linacre, 1994, p. 370 Wright & Linacre, 1994, p. 370

- Item Response Theory (IRT) can only be applied if there is no clear evidence against the requirement of item-independence.
- When using a unidimensional model, it is required to justify that all the data managed together describe one main component.
- It has to be proved by a global statistical method that the model does not show significant deviation from the total number of data recorded from the test.

It has to be justified by individual item-fit analyses that the forecast of the model does not deviate significantly from the operation observed in the test.

F. SERIOUS OFFENCES AND PROFESSIONAL MALPRACTICE

The area of inspection is defined in Article 5/A of the Government Decree (abbreviated as GD in table below). The process and outcome of inspection are described in detail by section I.F of the Accreditation Manual.

The table below presents cases that endanger the interests of candidates, the safety of examinations, the professional and administrative guarantees and the professional quality of the measurement, and thus qualify as serious offences or serious professional malpractice.

Legal references	Accreditation Manual references	Serious legal offence	Serious professional malpractice	Risk factors
Article 2 Section (5) of GD A certificate can be issued for an oral exam, for a written exam and for an oral and a written exam taken within the same exam period at the same language examination centre. Language certificates issued for oral and written exams can together be equivalent to language certificates certifying a successful complex language examination independently of the period of time elapsed between the two examinations and also of the language centres conducting the exams.		Examinations taken within the same exam period are not managed together.		Violating the safety of issuing the certificates and the interest of the candidates.
Article 2 Section (6) of GD Language exams measure all language skills listed in section (2)2 comprehensively having regard to section (2)3.	Chapter II. A/3. The language proficiency levels of the Common European Framework of Reference (CEFR) acknowledged by the state (A2, B1, B2 and C1) are measured by the examination system at each of its accredited levels covering all four language skills in a valid and comprehensive manner, and assess them separately (...).The examination system corresponds with the requirements of representativity (...). An examination system can be regarded as representative (...) if each productive and receptive skill is measured with a minimum of two different task types assessing either the comprehension or the production of a minimum of two different texts.	The examination does not measure each skill representatively.	Representative sampling is not implemented in each skill. The validity of the examination is undermined: the examination tasks are not suitable for assessing the model of language competence defined by the Exam Specifications (e.g., the tasks are not aligned with the CEFR or the Exam Specifications, the content and quality of the texts are questionable, the answer keys are wrong, success is influenced by non-linguistic	The measurement is inaccurate, the certificate does not necessarily reflect the language proficiency level of the candidate.

			skills or background knowledge, the quality of the recording is poor).	
Article 4 Section (l) of GD Language examinations – except for computer-based oral exams - are held in front of a board consisting of at least two members who are delegated by an accredited language examination centre. In the course of the oral exam, examiners and assessors who, according to the Civil Code, are related to the candidate or those who participated in preparing the candidate for the examination are not allowed to be members of the examination board.	Chapter I. 1/4.b Examiners must comply with the requirements of Article 10(l) and (3) of GD. Language for specific purposes examiners must fulfil the requirements of Article 10(l) and (3) or (4) of GD.	one-member examination board; conflict of interest between the candidate and the examiner according to the Civil Code		suspected bias in the assessment, the assessment may not be objective possibility of cheating
Article 4 Section (la) of GD The examination centres send the test booklets of the written examination to the examination sites or make them available electronically on the day the examination is administered. Records shall be made about the opening of the safe and closed packages containing the test booklets: the place and time of the opening and the state of the package (damaged or undamaged, open) shall be recorded. The opening of digital test material must be electronically recorded with a time stamp in such a way that the test material cannot be modified.	Chapter I.A. 3. b. The examination centre shall store the batteries of the oral and written examinations in secure conditions at the centre and shall send them to the examination sites before the examination at the time and in the manner specified in Article 4(l) of GD and its Internal Rules of Procedure.	the examination materials are not delivered to the examination sites on the day of the examination; opening records are not taken		the examination papers may become public before the examination
Article 4 Section (lb) The language examination centre shall inform the candidate about their result – in e-mail or by post as requested by the candidate - within 30 days after the date of the examination at the latest.		The results of the examination are not announced within 30 days after the examination event.		The delay can cause damage of interest for the candidate.
Article 4 Section (lc) Except for software-assisted assessment, two assessors must assess the language performance of the candidate regarding each part of the exam.	Chapter II. A/4.b At the language examination, the language performance of the candidates is assessed by two assessors. Double assessment must be duly documented.	Double marking does not take place (except for software-assisted assessment). Double marking is not satisfactorily documented.		The reliability of assessment is violated.
Article 107/A Section (8) of National Higher Education Act The oral examination, with the agreement of the candidate, is recorded . The candidate and his/her legal representative may view all the test booklets of the candidate together with the task descriptions and the evaluation guidelines, or listen to the audio recording of their oral language	Chapter II. A/4.d The oral examination, with the agreement of the candidate, is recorded. In any other cases / if the recording is not or cannot be made, the candidate has to take the test in front of a three-member examination committee, whose	No audio recording is taken despite the consent of the candidate.	No audio recording is taken despite the consent of the candidate, or the recording is unsuitable for the inspection of the administration and the assessment, or	suspected possibility for cheating, impossible to inspect the administration and the assessment

<p>examination performance, and may view the assessment of the oral examination within fifteen days following the publication of the exam results. The candidate may make a handwritten copy of his/her test papers. Such reproduction must be made in a way that does not make it possible to access the assessors' personal data. The time provided for viewing the test papers and making handwritten copies of them shall not be shorter than forty-five minutes. The opportunity for viewing the test papers shall be organised in a way that its time precedes the deadline stipulated for the submission of the request for reviews.</p>	<p>members have examiner IDs and active examiner status.</p>	<p>The candidate is deprived of the opportunity of viewing their examination papers.</p>	<p>the identification of the participants.</p>	<p>Legal certainty for the candidate is violated.</p>
<p>Article 4 Section (1d) of GD Examination papers and audio recordings of the language examination must be archived and retained for three years.</p>				<p>The feasibility of retrospective inspection of the operation of the examination centre is violated</p>
<p>Article 4 Section (3) It is possible to submit a request for review regarding the assessment of the examination, referring to a violation of the legal regulations, an assessment issue or the miscalculation of the scores within 15 days following the publication of the exam results. The head of the language examination centre examines the appeal and if he/she agrees with its content the language examination centre alters its decision. The head of the language examination centre makes his/her decision regarding the appeal, including a detailed professional justification, within 15 days of the day following its receipt and informs the candidate of the decision. The information about the decision has to be given in accordance with the provisions of the General Administrative Procedure Act (GAP).</p>		<p>No decision is made about the appeals within the set deadline.</p>		<p>The candidate's right to legal remedy is violated.</p>
<p>Article 4 Section (4) of GD The language examination centre registers each language examination on the electronic interface of the Authority. The examination centre registers the language examination no later than ten days before the date of the examination. The language centre continuously completes the language examination register with the data related to examination assignment, examiners, assessors and assessment. The language examination centre assigns the candidate to an examination on the</p>		<p>Examinations are not registered by the centre minimum 10 days before the date of the examination. The data are not uploaded continuously by the centre. The register does not contain all the necessary data 10 days before the date of the examination.</p>		<p>The traceability of the examination process is violated. The transparency of data management is violated.</p>

<p>10th day preceding the exam date the latest and simultaneously informs the candidate about it. The electronic language examination register must be closed within 90 days from the date of the examination at the latest. The Authority issues certificates only on the basis of fully completed and language examination registers that comply with the regulations.</p>		<p>The register is not closed within 90 days after the examination.</p>		
<p>Article 8 Section (1) of GD An examination centre can be accredited if <i>c)</i> in the case of examining in English, French, German, Italian, Russian and Spanish, it can prove the employment of at least five, while in the case of other languages a minimum of three people as qualified examiners.</p>	<p>Chapter I. 1 A 4. c. In English, French, German, Italian, Russian and Spanish, the employment of 5 examiners, while in any other languages, at least 3 examiners per language have to be employed by the language examination centre.</p>	<p>The examination centre employs fewer test developers and examiners than prescribed.</p>		<p>The professional quality of the examination may deteriorate.</p>
<p>Article 8 Section (2) The duties of a language examination centre and the rules governing its operation: <i>a)</i> it announces at least one examination per year in all its accredited languages and at all levels;</p>		<p>The examination centre does not announce at least one examination per year in all its accredited languages and at all levels.</p>		<p>The candidates right to take an examination in an accredited language at least once a year is violated.</p>
<p><i>b)</i> a task test, used unaltered and assessing measuring an individual skill – except for oral skills – can only be used once a year;</p>	<p>In line with Chapter II. A 4. and Article 8 Section (2) b, with the exception of the oral exam tasks, an exam task may not be used again in unchanged form within one year (i.e. 12 months) of its use in a live examination. A task is in unchanged form if only one of the items in the task is unchanged and only one sentence in the source text is unchanged.</p>	<p>The task use does not comply with the regulations of the Accreditation Manual (the test versions are recurrently repeated, the replacement of tasks does not take place according to the AM regulations).</p>		<p>The test paper may become public, and thus may become unsuitable for measurement, or the candidates may get a familiar task.</p>
<p>Article 9 Section (1) The accredited language examination system: <i>a)</i> measures and separately assesses the four language skills at minimum three levels applying a language examination elaborated specifically for the level in question; <i>b)</i> documents the internal validity and reliability of its exams at every examination event;</p>	<p>Chapter II. A. 2. a. The complex language examination, in the case of modern languages, must include at least four subtests. Chapter II. A. 3. The language proficiency levels of the Common European Framework of Reference (CEFR) acknowledged by the state (A2, B1, B2 and C1) are measured by the examination system at each of its accredited levels and language skills in a valid and comprehensive manner, and are assessed (except</p>	<p>The examination centre does not conduct statistical analyses for each exam period according to the AM regulations.</p>	<p><i>a)</i> The examination centre does not conduct the statistical analyses prescribed for the given number of exam results managed together <i>b)</i> In case at least 201 exam results are managed together, if the statistical values for the items, the subtests and the assessors do not meet the</p>	<p>The quality of the examination may deteriorate, the quality of the examination may become uncontrollable, the difficulty, the quality and the reliability of the examination is not satisfactory.</p>

	<p>for classical languages) separately.</p> <p>Chapter II. A. 4. The examination system assesses language skills in a reliable way at each level.</p>		<p><i>Statistical Requirements</i> prescribed in the Accreditation Manual in more than one third of the examinations within 365 days, and the examination centre does not take measures to improve the values.</p>	
<p>Article 9 Section (f) d The assessment system of the accredited language examination system is in line with measurement tools applied.</p>	<p>The assessment system is in line with the measurement tools applied and the relevant language proficiency level measured. The descriptors of the assessment scales for measuring productive language skills appropriately reflect the requirements of the given level.</p>	<p>The assessment system of the examination system is unsuitable for assessing the language skills at the given language proficiency level.</p>		<p>Success at the examination does not necessarily mean that the candidate's language skills are at the given level; failure does not necessarily mean that the candidate's language skills are not at the given level.</p>

G. Principles for computer-based language testing

On its information interfaces the examination center provides detailed information about the administration of its computer-based tests and / or publishes a sample set of tasks reflecting the format and the user interface of the computer-based test.

1. Principles for computer-based language testing at an accredited exam location of an accredited language examination centre

The following conditions are provided at all exam locations of the examination centre:

- a. the presence of at least one IT staff per examination site during each examination, who sets up, tests and records the condition of the equipment and computer interfaces provided by the local examination location before the examination, is available during the examinations to deal with any technical problems that may arise and does not fulfil other tasks (e.g., invigilation);
- b. the arrangement of the computers in such a way that the candidates behind and next to each other cannot see each other's screens;
- c. in each room there is at least one back-up computer per every 10 candidates installed as a full-fledged examination workstation and connected to the IT system of the examination center that meets the conditions described in point i;
- d. that the system is able to **ensure the smooth running of examinations in accordance with the regulations**, both in terms of staff and equipment, and to deal with vis maior events during the examination.

The closed IT system operated by the examination center ensures:

- e. the continuous, uninterrupted and secure data transmission between the central administration system and the systems operating at the examination sites;
- f. that no unauthorised person other than the responsible staff of the examination center can have access to the data of the candidates, the examination tasks and/or tests, the answer keys, the candidates' responses and their assessment, and that editing and access is logged and archived;
- g. candidate IDs, test tasks assigned to the candidate, candidates' responses and answer keys are traceably linked for evaluation, analysis and review.

The computer system used in the examination ensures:

- h. that the conditions are the same at each examination site: e.g., the time frame available for completing the tasks is the same and test tasks appear in the same way;
- i. availability of a uniform screen diameter of at least 15"; a keyboard with a character layout specific to the language of the examination, with at least 101 keys with the same keyboard layout per test language, mouse; clear visibility of tasks during the examination, character size used to display the tasks can be modified according to candidate needs; volume can be adjusted during the listening comprehension test;
- j. candidates cannot access any application (e.g., other dictionary applications, text editors, websites) other than the permitted dictionary in the examination interface of the computer;
- k. the candidate is not disturbed by any pop-up windows (e.g., operating system or antivirus update) during the examination;
- l. after identification and registration, at least one piece of identification data (e.g., candidate name, code, registration number) is continuously visible on the candidate's screen during the examination process;
- m. the candidate is able to clearly follow the serial number of the tasks, the time available to complete the tasks and the time remaining until the end of the examination;
- n. immediately after the examination has been completed by the candidate, the computer system makes a digital imprint with a time stamp on the responses submitted by the candidate.

A bring-your-own-device (BYOD) computer-based language examination can be held in an exam room accredited for paper-based examination, in which the candidates have access to electricity, and the table/work surface available for one candidate is at least 1 m wide and 50 cm deep. During the BYOD language examination, the examination tasks are completed on the candidate's notebook computer through a closed-system exam application provided by the examination center, **to which the above requirements apply**. In the case of point i above, the requirements of the examination center shall prevail. The examination center inspects the conformity of the exam tool and the installed exam application before each examination event. During the examination event, in accordance with the regulations of AM and the examination center, the examination is supervised at the accredited examination site by a minimum of 1 invigilator for every 20 candidates, who has been trained to invigilate BYOD language examinations. A

given examination event can only be organised in a given accredited exam room either in a paper-based or a computer-based format.

2. Principles for (online) computer-based language testing at an individually non-accredited examination site of the examination center

In the case of online language examinations administered at an individually non-accredited examination site, in addition to the implementation of the above relevant principles, the examination center:

- a. provides sufficiently detailed and accurate information about the rules and conditions of taking online language examinations on its constantly updated information surfaces, in accordance with law and regulations;
- b. is responsible for the operation of the computer-based examination system, for its access rights and for the complete security of the IT system;
- c. defines the roles and responsibilities of the staff involved in online language examinations - IT staff, support officers and invigilators - and develops the protocols for both training staff members to perform their tasks and the implementation of the **tasks (including initial and refresher training)**;
- d. develops a procedure for vis maior events emerging during online language examinations and a detailed protocol for the support processes;
- e. stipulates detailed procedures to be followed in the event of an Internet disconnection of different intervals for each device used by the candidate in its Internal Rules of Operation and Examination Regulations; **if the IT connection between the candidate and the examination centre is lost during the examination, provides the candidate with a new opportunity to take the examination**;
- f. defines the rules for having breaks during the examination and for leaving the exam room (when and for how long) in its Examination Regulations in such a way that taking a break and leaving the room can only take place after the candidate submits the completed test paper for the given part of the examination, and only if all candidates complete the different parts in the same order; details how examination security is ensured in the above cases in its Internal Rules of Operation.

Before every examination event, the examination centre

- g. verifies the candidate's identity by comparing a webcam image with at least one photo ID;
- h. makes sure that the environment presented by the candidate - the individual examination site - meets the requirements and that the candidate's equipment work in accordance with the regulations.

During every examination event, the examination centre

- i. constantly checks that no one other than the candidate is present at the examination site and that the candidate does not use any unauthorised support;
- j. ensures and verifies that none of the devices used by the candidate during the examination disturb the candidate (e.g., call, message sound) and do not allow external assistance (e.g., virtual machine, remote control); and prevents the possibility of opening other applications and pop-ups; **and does not allow the use of a headset/earphones;**
- k. maintains a continuous online connection to the individual examination site throughout the examination on the devices used in the examination supervision process and provides customer service contact through at least one additional channel; **staff invigilating and supporting the online examinations, and oral examiners are in the exam centre during the time of the examination or at an exam location of the necessary conditions are ensured;**
- l. in order to demonstrate the security of the examination, makes at least two, minimum 1 FPS full resolution video recordings that include audio recording, too, during the entire examination: the front camera image can be used to continuously monitor the candidate's position from the shoulder to the top of the head, as well as the candidate's eye movements and behavior; a video recording taken from an angle clearly shows the candidate's full posture, desk and screen during the examination;
- m. assigns at least one trained member of staff per 15 candidates to continuously monitor the activities of candidates during the examination on at least one camera image in real examination time;
- n. ensures that candidates do not have the opportunity to make copies of examination tasks and responses either manually or electronically, and are not able to record either the audio material used for assessing listening comprehension skills, or the speaking test tasks; as well as excludes the use of screen capture and transmission applications.

After every examination event, the examination centre

- o. stores all the video recordings made according to section l. for at least 90 days, while the voice recordings of oral examinations for 3 years;
- p. complies in all respects with the legislation of the Government Decree on the assessment process, the communication of results, viewing, appeal, review and conditions of issuing examination certificates.

CHAPTER III.

RENEWAL OF THE ACCREDITATION

A. CONDITIONS FOR THE RENEWAL OF ACCREDITATION

According to Article 12 of the Hungarian Government Decree No. 137/2008, an accredited language examination centre is entitled to renew the accreditation of the language examination centre, its language examination systems and languages, as well as its exam locations. The request for renewal is to be submitted to the Educational Authority by the examination centre in the 24th month from the date of receipt of the resolution about accreditation or the renewal of accreditation.

The examination centre has to **attach** the following to the request:

1. the name of the examination centre, the name of the examination system, the list of languages, levels, types, profiles, as well as the exam locations to be renewed and to be terminated, by marking the registration numbers found in the electronic registration system (hereinafter REX) of the Authority;
2. declarations on the facts that:
 - a. the documents in REX are true and correct;
 - b. the list of the examiners of the examination system(s) in REX has been updated, and the examiners have been trained and retrained as prescribed in Article 8, Section (2) g of the Government Decree;
 - c. the information provided on the websites of the examination centre and the exam locations to be renewed is comprehensive and correct;
 - d. the examination centre systematically inspects and documents the legitimate operation of the exam locations in line with its Internal Rules of Operation and the Examination Regulations;
 - e. Hungarian language examination centres of non-Hungarian language exam providers have updated the cooperation agreement with regards to the conditions of administering their language examinations in Hungary.
3. proof of payment of the administrative proceedings and service fee as prescribed in Annex 3 to Ministry of Human Capacities Decree No. 12/2013. (12 Feb.) about the rules of administrative proceedings and service fees in connection with tertiary education and the operation of accredited language examinations, as well as the table displaying the underlying data for calculating the fee (it is possible to request an invoice from the Educational Authority before submitting the request for the renewal of

accreditation, indicating the precalculated sum on the basis of the above mentioned Decree);

4. the effective articles of association /copy of register of the examination centre.

The request is to be submitted to the Educational Authority in 1 printed copy and on 1 electronic storage media (CD/DVD) in Word and/or PDF formats with exactly the same content in both formats.

F. THE PROCESS OF RENEWING ACCREDITATION

1. The accredited examination centre submits its request for the renewal of accreditation according to AM Chapter III. A 1-4. The Authority inspects whether the request is formally compliant and

- a) if the request is complete, initiates the procedure,
- b) in the case of missing documents, the Authority calls upon the applicant to submit them. If the administrative proceedings and service fee is not paid until the deadline of submitting the missing documents, the request will be rejected.

2. Having received a fully documented request, the Educational Authority provides the Examination Centre with a blank Self-assessment Report customised to its examination systems and languages, to be completed for each language and supplemented with the required additional documentation. The deadline for submitting the completed Self-assessment Report is 20 days upon receipt. Content improvement or rectification is not possible. If the Self-assessment Report is not fully completed by the Examination Centre, the Educational Authority and the Hungarian Accreditation Board for Foreign Language Examinations (HABFLE) will make a decision on the basis of the available information and data.

3. Experts of HABFLE pay on-the-spot inspection visits during live examinations at about 20% of the active exam locations (at least 2, up to 10) either during the renewal process, or before the expiry of the accreditation period, or request the submission of audio recordings of past oral exam performances.

Based on the inspected examinations, the Educational Authority and the HABFLE determine whether the organisation and the safe administration of the examinations, as well as the assessment of speaking performances are satisfactory.

The comprehensive expert report on the concurrent inspection will be part of the final documentation of the renewal application and its findings and conclusions are integrated in the renewal decision.

4. Based on the submitted documents, the HABFLE examines whether the operation of the examination centre meets the requirements prescribed in the Decree and Chapter II., points 1-6. of the Accreditation Manual. The Authority examines whether the operation of the Examination Centre is satisfactory, that is whether the cooperation between the examination centre and its exam locations is satisfactorily documented and safe, and whether the information provided about the examinations is comprehensive and valid.

On the basis of the above, the HABFLE makes a resolution and issues a Joint Opinion on the renewal of accreditation regarding the examination centre, its examination systems and languages.

The operation of the examination centre does not meet the requirements prescribed in the Decree and Chapter II., points 1-6. of the Accreditation Manual if the examination centre commits serious offences or professional malpractice.

5. The Authority makes a decision about the renewal of accreditation, or imposes conditions for the continued operation of the examination system. In the resolution, the Educational Authority

- a) renews accreditation for each requested examination system, examination language and exam location for 24 months;
- b) renews accreditation for some of the requested examination systems, examination languages or exam locations for 24 months, while at the same time imposes conditions for the continued operation of some of the requested examination systems, languages, levels or exam locations;
- c) suspends or terminates the operation of the examination centre and its examination systems.

C. Self-assessment Report

The Examination Centre receives the form below from the Authority in a form customised to the contents of the application for renewal of accreditation, the number of the applicant's examination systems and languages, as well as the number of candidates. The Self-assessment Report (SAR) and its annexes are to be submitted to the Educational Authority in 1 printed copy and on 1 electronic storage media (CD/DVD) in Word **and/or** PDF formats with exactly the same content in both formats.

Each examination centre must answer questions 1-7 in the section on the examination centre, as well as questions 1, 2 and 4 in the section on examination systems and languages. The exact details of the documentation to be submitted with regards to the remaining points will be determined by the customised SAR.

i Please type your answers into this form, unless a separate appendix is indicated. The appendices, both for electronic and printed formats, should be saved with the given standardised names and attached separately. In the case of several languages, the appendices belonging to a particular language may be saved into the same folder or on CD.

Name of examination centre:

Period inspected:/.... –/.... (year/month – year/month)

INFORMATION ON THE LANGUAGE EXAMINATION CENTRE

Please provide brief and to the point answers in the tables.

1. INFORMING CANDIDATES

- a.** What forms of providing information for candidates are applied by the examination centre?
- b.** How did the examination centre improve its means of providing information in the past two years?
- c.** What measures were taken to guarantee that the websites of local examination centres provide correct and comprehensive information? How was such content monitored?

2. MONITORING

- a.** Attach the annual plan of the examination centre to monitor its exam locations in a clear tabular form for the year
- b.** Save the appendix named as: **1_02_MONITORING_„EC“**
- c.** Briefly describe the way monitoring was carried out. What general conclusions were drawn from the findings?
- d.** What measures were taken as a result of monitoring?

3. VIEWING OF TEST PAPERS

- a. What percentage of candidates requested the viewing of their test papers?
What tendency does it show?
- b. What conclusions were drawn with regards to the viewing of test papers?
- c. Were there any malpractices identified in the course of viewings? If yes, how did the examination centre handle these cases?

4. REASSESSMENT

- a. What percentage of candidates requested the reassessment of a particular subtest?
- b. How were the scores given by the original two raters modified by the third rater?

5. EXAM FRAUD

- a. How many cases of exam fraud (using unauthorised tools, information exchange, substitute candidate) were registered annually and in what cases?
- b. Did the examination centre introduce any new measures to prevent exam fraud? If yes, please discuss it in detail.

6. CANDIDATES WITH DISABILITIES

In how many cases did candidates request special examination conditions and how many requests were accepted by the examination centre?

7. TRAINING

i Possible forms of training: individual or group, online or in-person. Discuss the aim and content of the trainings implemented.

- a. Does the examination centre organise trainings according to languages or examination systems?
- b. In a table, please summarise the initial and refresher training courses organised during the inspected exam period, describe the form of trainings, their content, the number and name of participants.

Save the appendix named as: 1_06_TRAININGS „EC“

- c. What conclusions were drawn from the above trainings? (organisational difficulties, participation, usefulness, etc.)

8. EXAMINERS

- a. How does the examination centre monitor the work of raters and interlocutors and provide feedback to examiners?
- b. How does the examination center make use of the findings of inspections and how are these integrated into examiner training?

INFORMATION ON THE OPERATION OF THE EXAMINATION CENTRE AND ITS EXAMINATION SYSTEM(S)

1. EXAM DEVELOPMENT, KEY DOCUMENTS

i Please briefly describe all the modifications regarding the content, organisation, administration, assessment, etc. of the examinations during the inspected exam period.

- a. What elements of what system/systems are affected?
- b. The essence of the development(s)
- c. The effects of the development(s), conclusions drawn:

- d. Has the examination centre updated its key documents with the modifications initiated during the exam period reviewed? Please list the documents affected, where and what modifications were introduced.

2. COOPERATION BETWEEN THE EXAMINATION CENTRE AND ITS EXAM LOCATIONS, ORGANISING AND CONDUCTING EXAMS

- a. Please provide brief information about the modifications concerning the cooperation with the exam locations during the period reviewed.
- b. Please provide brief information about the modifications related to organising and conducting examinations during the given period.
- c. Has the examination centre updated its key documents with the modifications related to points a. and b. during the given period? Please list the documents affected, including where and what changes were introduced.

INFORMATION ON THE EXAMINATION SYSTEMS AND LANGUAGES

..... examination system, language

3. ADMINISTERING THE EXAM

i The requirement of identification means that the coding used for the purposes of calculation and analysis must be clear and understandable for an external reviewer/expert/, i.e., the concrete items, tasks and tests appearing in the various calculations and analyses should be easily identifiable. Assessor pairs are be coded in a similar manner.

The appendices should include all the statistical calculations described in Chapter II. D on the Procedural Requirements of the AM regarding live tests (if applicable), together with their written analysis and the conclusions drawn.

In case the tasks used for the live examination are selected from an item bank developed using a probabilistic approach, the appendix should include the fit statistics used to determine the final score.

Live tests do not have to be attached here but as an appendix to Point 6.

In the calculations, analyses and declarations requested below, every item, test, examiner and rater must be clearly identifiable, and the statistical and qualitative procedure(s) applied must be clear and relevant. Detailed analyses must be attached as a separate document. Non-Hungarian exam providers should provide

the data, calculations, analyses and interpretations of the data produced either at their local Hungarian exam locations or at all of their exam locations.

3.A

Please discuss the qualitative analyses of live test results and the conclusions drawn from data analysis.

Please attach a declaration on where and with how many participants the live tasks/tests were pretested or from which former examination period tests were reused.

Selected exam period(s):

Name(s) of the appendix(es):

2_03_ADMIN_„EC”_gen/...spec_lang_1I/2I_„LANGUAGE”_„LEVEL”

3.B

Please discuss the statistical and qualitative analyses of the live test results and the conclusions drawn from data analysis. Please describe the quality assurance procedures applied in the case of examiners/raters of subjectively assessed skills. Provide a detailed overview about the lessons and conclusions drawn from reliability indices and other statistical analyses and their impact.

Please attach a declaration on where and with how many participants the live tasks/tests were pretested or from which former examination period tests were reused.

Selected exam period(s):

Name(s) of the appendix(es):

2_03_ADMIN_„EC”_gen/...spec_lang_1I/2I_„LANGUAGE”_„LEVEL”

4. TEST VERSIONS



The different versions of all examination systems and languages are to be submitted in one appendix. It is advisable to use an Excel file for this purpose, and to list the different examination systems and their languages under different tabs. The Education Authority/Hungarian Accreditation Board for Language Examinations may conduct random inspections based on this registry.

For the inspection of test versions applied during the inspected period, please submit your records developed on the basis of question 1. in Point VIII. of the IRO regarding the tests completed in writing for each level.

Name of appendix: 2_04_TESTVERSIONS „EC“


5. SPEAKING TASKS

Please attach the registry of speaking tasks used in the inspected period, which for every task includes its date of inclusion into the inventory, its dates and locations of use (if different sets of tasks are used in different locations in an exam period) and its exclusion from the inventory. Please discuss the way the requirements described in Point II. A. 4. c of the AM on the review and systematic replacement of speaking tasks were met.

Name(s) of the appendix(es):

2_05_SPEAKING „EC“ _gen/...spec_lang_1I/2I „LANGUAGE“ „LEVEL“

6. LINKING

 The document to be submitted here is not a general description, but a detailed report of all the concrete procedures applied in the exam period selected by the examination centre with respect to the level indicated by the Self-assessment Report. See also the relevant regulations of the AM on active language examination centres in Chapter II. C. on Linking the language examination to the CEFR.

Please describe in a summary of at least two, but no more than five pages, the procedures for linking tests to the CEFR for **one** selected examination period in the two-year period under consideration. Explain the stages of familiarisation, specification, standardisation and internal empirical validation, paying special attention to the candidate figures prescribed by the AM.

Level selected:

Name of appendix:

2_06_LINKING „EC“ _gen/...spec_lang_1I/2I „LANGUAGE“ „LEVEL“

7-8. CONTENT VALIDITY AND ASSESSMENT TOOLS

To assess the content validity of the tests, all test tasks and their assessment, belonging to the exam periods and candidates indicated below, are to be submitted. The attached package should contain the test papers, answer sheets (if separate), candidate performances, answer keys, assessment guidelines, scoring and a detailed description on the methods used to formulate the final score for the test papers, audio files with transcripts, precise lists of sources of the texts used, as well as all speaking test tasksheets for candidates and examiners.

Name(s) of the appendix(es):

2_07_CONT_VAL_„EC”_gen/...Spec_lang_1I/2I_„LANGUAGE”_„LEVEL”

9. LANGUAGES WITH A LOW NUMBER OF CANDIDATES

In a maximum one-page-long document, summarise your experiences about the exams conducted during the inspected two-year period (test development, number of candidates, success rate of exams, etc.). Please describe how the examination centre ensured the appropriate operation of the exams and how the standards and regulations of the AM were met in spite of the low number of candidates, examiners and test developers.

Name(s) of the appendix(es):

2_09_LESSFREQUENTLANG_„EC”_gen/...spec_lang_1I/2I_„LANGUAGE”

CHAPTER IV.

ACCREDITATION PROCEDURES AND THEIR DOCUMENTATION

During the accreditation procedures, the submitted applications are examined by experts commissioned by the Educational Authority. Based on the expert opinions, the Hungarian Accreditation Board for Foreign Language Examinations makes a proposal to accept or reject the application, and on the basis of the proposal the

Educational Authority makes a decision. The Educational Authority notifies the applicant about its decision within 60 days.

A. ESTABLISHING A NEW LANGUAGE EXMINATION CENTRE

The conditions governing the operation of the examination centre are regulated by Chapter I.A of the Accreditation Manual.

The examination centre has to submit the application to the Educational Authority in 1 printed copy and on 1 electronic storage medium (CD/DVD) in Word and/or PDF format with exactly with the same content in each formats.

The application must include proof of payment of the accreditation fee in accordance with Annex 2 of the Ministry of Human Capacities Decree 12/2013. (12 Feb).

[Application form for accrediting a new language examination centre \(in Hungarian\)](#)

B. ESTABLISHING, EXPANDING OR CHANGING EXAM LOCATIONS/EXAMINATION SITES

The conditions governing the operation of exam locations are regulated by Chapter I. C., D. and E of the Accreditation Manual. The examination centre has to submit the application to the Educational Authority in 1 printed copy and on 1 electronic storage medium (CD/DVD) in Word and/or PDF format with exactly with the same content in each format. The application must include proof of payment of the accreditation fee in accordance with Annex 2 of Ministry of Human Capacities Decree 12/2013. (12 Feb).

[Application form for establishing a new exam location \(in Hungarian\)](#)
[Application form for expanding exam locations/examination sites \(in Hungarian\)](#)
[Application form for changing exam locations/examination sites \(in Hungarian\)](#)

C. ACCREDITATION OF A NEW LANGUAGE EXAMINATION SYSTEM

The conditions governing the operation of the language examination systems are regulated by Chapter II of the Accreditation Manual.

The examination centre is to submit the application to the Educational Authority in 1 printed copy and on 1 electronic storage medium (CD/DVD) in Word **and/or** PDF format with exactly with the same content in each format. The application form below is to be submitted to the Authority with the required annexes. The application must include proof of payment of the accreditation fee in accordance with Annex 2 of the Ministry of Human Capacities Decree 12/2013. (12 Feb).

The Educational Authority will inspect the operation of the examination system within 30 days subsequent to a one-year (365 days) operation from the original accreditation date (see. AM I. F.).

[Application form for the accreditation of a new examination system \(in Hungarian\)](#)

D. THE EXPANSION OF AN EXAMINATION SYSTEM

The examination system accredited according to Article 5 Section 1(c) of Ministry of Human Capacities Decree 137/2008 (16 May) may be expanded with further language(s) and level(s). If the examination centre intends to expand its already accredited system, it must justify in the course of a supplementary accreditation procedure that the test papers developed for the new language or level suit the already accredited examination system, test development followed the same procedures as those of the language/languages/levels of the already accredited system, and a sufficient number of trained examiners are employed by the centre to operate the expanded system.

THE EXPANSION OF AN EXAMINATION SYSTEM TO INCLUDE A NEW LANGUAGE

In case of expanding the examination system with a new language, a monolingual language examination system can only be expanded keeping its monolingual structure, a bilingual language examination system can only be expanded keeping its bilingual structure.

The examination centre has to submit the application to the Educational Authority in 1 printed copy and on 1 electronic storage medium (CD/DVD) in Word **and/or** PDF format with exactly the same content in each format. The application form below is to be submitted with the required annexes. The application must include proof of payment of the accreditation fee in accordance with Annex 2 of the Ministry of Human Capacities Decree 12/2013 (12 Feb).

[Application form for the accreditation of a new examination language \(in Hungarian\)](#)

THE EXPANSION OF AN EXAMINATION SYSTEM TO INCLUDE A NEW LEVEL

The examination centre has to submit the application to the Educational Authority in 1 printed copy and on 1 electronic storage medium (CD/DVD) in Word **and/or** PDF format with exactly with the same content in each format. The application form below is to be submitted with the required annexes. The application must include proof of payment of the accreditation fee in accordance with Annex 2 of the Ministry of Human Capacities Decree 12/2013 (12 Feb).

[Application form for the accreditation of a new examination level \(in Hungarian\)](#)

E. MAKING BILINGUAL EXAMINATIONS MONOLINGUAL

For examination systems originally accredited as bilingual, the examination centre operating the examination may request the transformation of its system into monolingual in order to administer a monolingual version of the examination at the same time. In accordance with the legislation in force, the Educational Authority and the Hungarian Accreditation Board for Language Examinations handle each request to make a bilingual examination monolingual individually. The documents required for launching the procedure are to be submitted in 1 printed copy and on 1 electronic storage medium (CD/DVD) in Word **and/or** PDF format, with exactly with the same content in each format.

The request can only aim at the necessary changes for making bilingual examinations monolingual: omitting mediation, giving the instructions and prompts in the target language. Changes that are not directly in connection with making a bilingual examination monolingual are considered modification of the examination system. The examination centre may request making its already existing bilingual examination monolingual by submitting the application form below.

[Application form for making bilingual examinations monolingual \(in Hungarian\)](#)

F. MODIFICATION OF AN EXAMINATION SYSTEM

According to Article 9 Section (3) of Government Decree 137/2008. '*if the language examination centre intends to modify any element of the language examination system, it has to submit a related application to the Authority*'. The intention of modification is *indicated by sending a **modification plan** to the Authority* prior to submitting the application. The application for the modification can be submitted after a year's time following the original accreditation the earliest. The modification of a non-Hungarian language examination system can

only be initiated by the non-Hungarian examination provider (the owner of the language examination system) via its Hungarian centre.

The planned modification has to be justified in detail. The Authority invites HABFLE to assess the modification plan on the basis of **(a)** legislation, **(b)** the Accreditation Manual, **(c)** the international achievements in theory and practice in the field of language assessment, as well as the degree and the professional justification of the modification. The Authority decides which one of the following three procedures apply:

- 1) The examination centre **is subject to a reporting obligation** and informs the Authority about the date and method of introducing the modifications formerly accepted by HABFLE on the basis of the plan and in accordance with the plan.
- 2) The examination centre **submits an application for modifying the system** determined by the Authority based on the plan and submits documentation verifying the modification.
- 3) If the modification plan of the examination system affects the originally defined construct, the examination centre **submits an application for accrediting a new examination system**. The examination centre can apply for accrediting a new examination system as defined in Chapter II. A of the Accreditation Manual, and the Application form for the accreditation of a new language examination system and by attaching the required appendices (Accreditation Manual Chapter IV. C.).

The documentation of system modification required for launching the process has to be submitted to the Authority in 1 printed copy and on 1 electronic storage medium (CD/DVD) in Word **and/or** PDF format with exactly with the same content in each format. In every case, the documentation supporting the system modification has to include the list of all changes and their justification, as well as the updated Official Exam Specifications. Further details of the documentation will be determined by the Authority based on the modification plan. The following documentation may be required :

- two new sample tests (oral and/or written),
- guidelines for item writers and examiners,
- CEFR standardisation documents,
- reliability statistics for the sample tests,
- performance samples,
- justification of construct stability.

If operating a monolingual and a bilingual examination system in parallel, system modification can only be applied simultaneously. The modified examination system cannot operate simultaneously with the original system, it will replace it.

The accreditation board may require additional documentation on the subtests affected by the modifications with reference to points (a), (b) and (c), as well as the degree and professional justification of the modification(s).

G. THE ACCREDITATION OF AN EXAMINATION PROFILE

Including a new profile into an already existing examination system means the modification of the system that can be initiated by submitting a modification plan (see AM IV. F.) one year after the successful accreditation of the examination system the earliest.

If the examination centre intends to include a new profile into the examination system, it has to prove that the test papers developed for the new profile suit the already accredited examination system, test development follows the procedures of the already accredited system, and that the centre employs a sufficient number of trained examiners to operate the new profile. A new examination profile can only be introduced at maximum two levels. Prior to the introduction of the examination profile, the examination centre must conduct needs analysis and attach its findings to the application.

The examination centre has to submit the application to the Educational Authority in 1 printed copy and on 1 electronic storage medium (CD/DVD) in Word **and/or** PDF format with exactly with the same content in each format. The application form below is to be submitted with the required annexes.

[**Application form for the accreditation of an examination profile \(in Hungarian\)**](#)

H. THE ACCREDITATION OF COMPUTER-BASED EXAMINATION FORMAT

The computer-based examination format may be accredited in accordance with point II. A. 7. of the Accreditation Manual in the course of the following procedures:

- accrediting a new examination centre and new exam locations for computerised examinations (see Accreditation Manual I., and IV.A, B., H.),
- accrediting a new computer-based examination system (see Accreditation Manual I., II., and IV.A, H.),
- transforming an already operating, paper-based examination system into a computer-based examination system, or supplementing it with a computer-based format (see Accreditation Manual IV.H.).

- supplementing an already operating computer-based examination system with the accreditation of online language examinations at individually non-accredited examination sites (see AM IV. H.)

In addition to the applications, the relevant form(s) below must be completed. In order to organise a computer-based examination, an accreditation procedure always has to be carried out with regard to the exam locations as well. To apply for BYOD language exams in exam rooms accredited for paper-based examinations, an additional appendix requested under 4.16 of *Application for the accreditation of computer-based examination format* form must also be submitted. **In order to organise BYOD language exams, the examination centre must register the selected exam rooms previously accredited for paper-based examinations, and prove that it complies with the principles for BYOD language exams as set out in AM II.G.1.**

An application for an online language examination can only be submitted by an examination center which operates an accredited computer-based examination system. An examination center which does not have a computer-based language examination system may at the same time submit an application for supplementing its system with a computer-based examination format and an application for a language examination at an individual examination site (online).

The examination centre ensures that at the time of the review procedure the operation of the computer-based examination system may be inspected in a manner equivalent with the live administration of the exams.

[Application form for the accreditation of computer-based examination format \(in Hungarian\)](#)

[Application form for the accreditation of \(online\) language examinations at an individually non-accredited examination site \(in Hungarian\)](#)

DOCUMENTS FOR LANGUAGE TESTING AND CEFR LINKING

Common European Framework of Reference for Languages (CEFR) (2001). Council of Europe.: <https://rm.coe.int/1680459f97>

Common European Framework of Reference for Languages: Learning, Teaching, Assessment Companion Volume with New Descriptors (2018). Council of Europe.: <https://rm.coe.int/cefr-companion-volume-with-newdescriptors-2018/1680787989>

Manual for Language Test Development and Examining (2011). ALTE <https://rm.coe.int/manual-for-language-test-development-and-examining-for-use-with-the-ce/1680667a2b>

Relating Language Examinations to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR). A Manual. (2009). Council of Europe.: <https://rm.coe.int/1680667a2d>

Reference Supplement to the Preliminary Pilot Version of the Manual for Relating Language Examinations to the Common European Framework of Reference for Languages: Learning, Teaching, Assessment. DGIV/EDU/LANG (2004) 13. Strasbourg.)

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- Zijmans, E. A. O., Tijmstra, J., van der Ark, L. A., & Sijtsma, K. (2017). Item-score reliability in empirical datasets and its relationship with other item indices. *Educational and Psychological Measurement*, 78(6), 998–1020. doi: 10.1177/0013164417728358