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NATIONAL OFFICE OF VET AND ADULT LEARNING

QUALITY ASSURANCE NATIONAL REFERENCE POINT FOR VET
National Reference and Coordination Centre

European cooperation, national level implementation of European tools:

EQAVET National Reference Point Hungary – http://eqavet.nive.hu/
EUROGUIDANCE Centre Hungary – www.npk.hu
EUROPASS Diploma Supplement – http://nrk.nive.hu
REFERNET Hungary – http://refernet.nive.hu
PIACC: Programme for the International Assessment of Adult Competencies https://piaac.nive.hu/

AL AGENDA: National Coordinators for The Implementation of The European Agenda For Adult Learning 2017-2019

EQF DAT 2016 (project managed by Education Authority / EQF NCP)
Learning By Doing (project managed by Budapest Chamber of Industry and Commerce)
EQAVET National Reference Point Hungary

(Re-)Designated in 2010 by the Ministry in charge of VET (today: Ministry for Innovation and Technology)

Main responsibilities (in line with the EQAVET Recommendation):

• Take an active part in and support the implementation of the work programme of the EQAVET Network.
• Keep a wide range of stakeholders informed about the activities of the EQAVET Network.
• Keep the EU Commission and the Network members informed about the national level developments, activities and the results achieved.
• Take concrete initiatives to further develop the EQAVET Framework in the national context.
• Provide professional support to self-evaluation
• Ensure that information is disseminated to stakeholders effectively.
EQAVET National Reference Point Hungary

National EQAVET Expert Network

- Members: 6-8 stakeholders and experts on QA in VET.
- Advising the NRP on the issues related to the national implementation of EQAVET.
- Taking part in professional (development) activities.
- Participating in the awareness-raising activities of EQAVET.
- Representing the NRP in professional bodies, WGs.

Cooperation with other national networks - co-networks

- Increasing the quality of the co-networks activities – EUROPASS, EUROGUIDANCE, EURODESK, EURES, EPALE, EBSN, EQF, REFERNET – through systematic exchange and dissemination of the valid information among the networks and their stakeholders.
Features of QA in E&T in Hungary

- Quality assurance and quality improvement of education and training is **stipulated by law**.
- **Self-assessment and self-assessment based quality improvement** are at the heart of all institution-level quality management activities.
- A series of **pilot projects** led to a **number of innovative models and tools**.
- The approaches, methods and tools were developed to respond to the **specific nature of education and training**.
- Striving for **organisational Excellence**.
- Extensive **external professional support** provided to quality management and self-assessment.
- **European dimension**, European conformity.
Renewed evaluation framework of general education (2013 - )

Qualification of teachers

INSPECTION

EXTERNAL evaluation of teachers along EXTERNAL quality standards.

EXTERNAL evaluation of teachers, school leaders and schools along quality and standards defined by the school.

SELF-EVALUATION

INTERNAL evaluation of teachers, school leaders and schools along quality standards defined by the school.
Features of the new self-evaluation system

- General standards of self-evaluation are centrally defined, uniform, publicly accessible, and identical with those of external evaluation (inspection).
- Focus of self-evaluation: teaching and learning, quality (improvement) of pedagogical – professional work in schools.
- Basis of self-evaluation: specific quality requirements defined by the schools themselves along the general quality standards.
- Self-evaluation is carried out with the involvement of the school’s internal and external stakeholders; and benefits from previous self-evaluation practices as well as the knowledge, expertise and experience of the staff.
Structure of the common self-evaluation standard

Level

Areas
key descriptors

Self-evaluation criteria

Common quality requirements

Methodology, data collection tools, self-evaluation process to be used

www.oktatas.hu
Process of self-evaluation

- General, common, centrally defined quality requirements
- Specialised school-specific quality requirements
- Analysis of documents
  - Classroom observation
  - Interviews
  - Surveys
- Areas that are outstanding and those that need improvement
  - Development / improvement / action plans

EQAVET+
### EXAMPLE: Areas, self-evaluation criteria and quality requirements – SCHOOL LEADER

Altogether: 5 areas, 26 self-evaluation criteria and 62 quality requirements.

<table>
<thead>
<tr>
<th>Area</th>
<th>Self-evaluation criteria</th>
<th>Common quality requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Leading and managing change</td>
<td>How does the school leader identify those areas that need improvement?</td>
<td>• Applies procedures for regular monitoring and evaluating the attainment of the goals, objectives set.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Regularly identifies/defines strengths and weaknesses (areas for development/improvement) of the school using the outcomes of both self-evaluation and external evaluation.</td>
</tr>
<tr>
<td></td>
<td>How does the school leader create an environment which is open to change and to others?</td>
<td>• Together with all relevant stakeholders, takes part in the process of analysing local needs regarding VET and responds to the needs identified.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Informs colleagues and partners of emerging new trends and changes, provides various opportunities for them to acquire the necessary information, knowledge (e.g. through attending conferences, workshops).</td>
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<tr>
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<td></td>
<td>• Is open to and encourages innovations and developments aiming at increasing the efficiency of teaching and learning.</td>
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<tr>
<td></td>
<td></td>
<td>• Plans, implements and evaluates effectively the change process, makes use of the results „produced” by the quality assurance system.</td>
</tr>
</tbody>
</table>
Indicators used in self-evaluation

• trend analysis of the student numbers by sector and qualification
• student/teacher ratio
• ratio of students taking part in apprenticeship training by sector and qualification
• ratio of students who started and finished the training in a given trade (including disadvantaged groups)
• ratio of students who successfully completed their final vocational exam
• examination results
• results of national competence measurement
• drop-out rate
• results of satisfaction surveys (parents, teachers, students, practical training sites)
• satisfaction rate of employers with the competences of the graduated students
• placement rate of VET school students 6 months after completion of training
• ratio of teachers and trainers taking part in in-service training; amount allocated to staff training
• number of recognitions received (institutional, team and individual levels)
• number of professional events, demonstrations, conferences organised
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Strategic priorities – EU level

1. Promoting and supporting the implementation of the EQAVET+ Framework at national level.

2. Strengthening mutual cooperation – NRPs with each other, NRPs with relevant stakeholders: social partners, VET providers, companies, enterprises.

3. Deepening the culture of quality assurance and continuous quality improvement in VET – the importance of continuous information and feedback loops.

Activities on national level
Activity 1

1. Interpretation and adaptation of the EQAVET+ indicative descriptors and the 10 EQAVET indicators
   – to the Hungarian context,
   – both for IVET and CVET, and
   – for system level and provider level in each field.

Main output: Guidance material
The structure of the EQAVET+ Institutional Model

<table>
<thead>
<tr>
<th>EQAVET+ indicative descriptors</th>
<th>Interpretation of the indicative descriptors (at VET provider level)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. PLANNING</strong></td>
<td>Explanatory notes to each indicative descriptor.</td>
</tr>
</tbody>
</table>

European, national and regional VET policy goals/objectives are reflected in the local targets set by the VET providers. Explicit goals/objectives and targets are set and monitored, and programmes are designed to meet them. Responsibilities in quality management and development have been explicitly allocated.
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Activity 2

2. Testing the adapted EQAVET+ Framework in practice

- 22 VET schools conducted their self-evaluation against the 23 provider level indicative descriptors,
- presented how the specific indicative descriptor is implemented in their school,
- reflected on the compatibility of their own approach,
- thought about possible improvements.

Main output: Methodological guidelines with good practice examples on how to apply the EQAVET+ Framework in preparing the institutional self-evaluation.
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Activity 3

3. Training for EQAVET users: „Methodological support to institutional quality improvement”
   - 2-day training for VET providers,
   - on systematic feedback and continuous quality improvement,
   - to emphasize the importance of the Review Phase of the EQAVET Quality Cycle and of the feedback loops, with a view to monitoring and continuously improving VET provision.

**Output:** Methodological aid material to support the design, implementation and evaluation of improvement activities
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Activity 4

4. Developing methodological recommendations for career tracking on VET provider level

- Research: incentives, practices and experiences of VET schools in tracking of their graduates.
- Elaboration of the „standard” methodological recommendations for tracking VET graduates.
- Piloting the methodological recommendations in 7 VET schools.
- 2 workshops for sharing, disseminating the methodology and the results.
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In the next phase:

1. On national level
   Continue providing professional expertise and technical assistance to the further specialization of the QA requirements of VET.

2. On Network level
   Opening up to other NRP-s and carrying out joint activities (e.g. study visits, joint PLA-s Peer Review, exchange of experience, piloting...).
Thank you for your attention!

Katalin Molnar-Stadler

✉️: katalin.stadler@t-online.hu
Questions