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**NEMZETI SZAKKÉPZÉSI ÉS
FELNŐTTKÉPZÉSI HIVATAL**

**NATIONAL OFFICE OF VET AND ADULT
LEARNING**



**QUALITY ASSURANCE NATIONAL
REFERENCE POINT FOR VET**



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National Reference and Coordination Centre

European cooperation, national level implementation of European tools:

EPALE *National Support Service* – <https://ec.europa.eu/epale/hu>

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/>

ALAGENDA: *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)



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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.



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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.

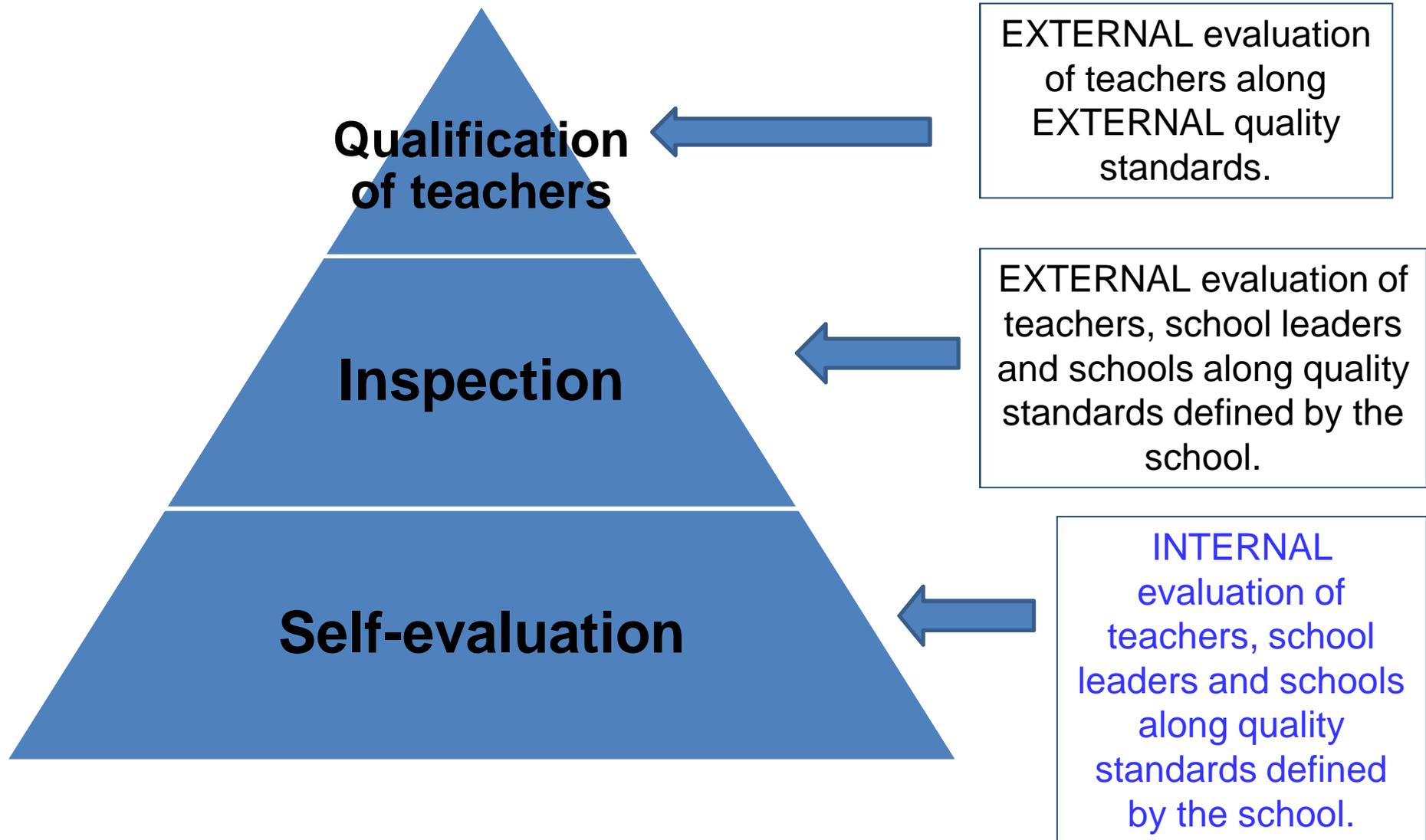
Cooperation with other national networks - co-networks

- 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.

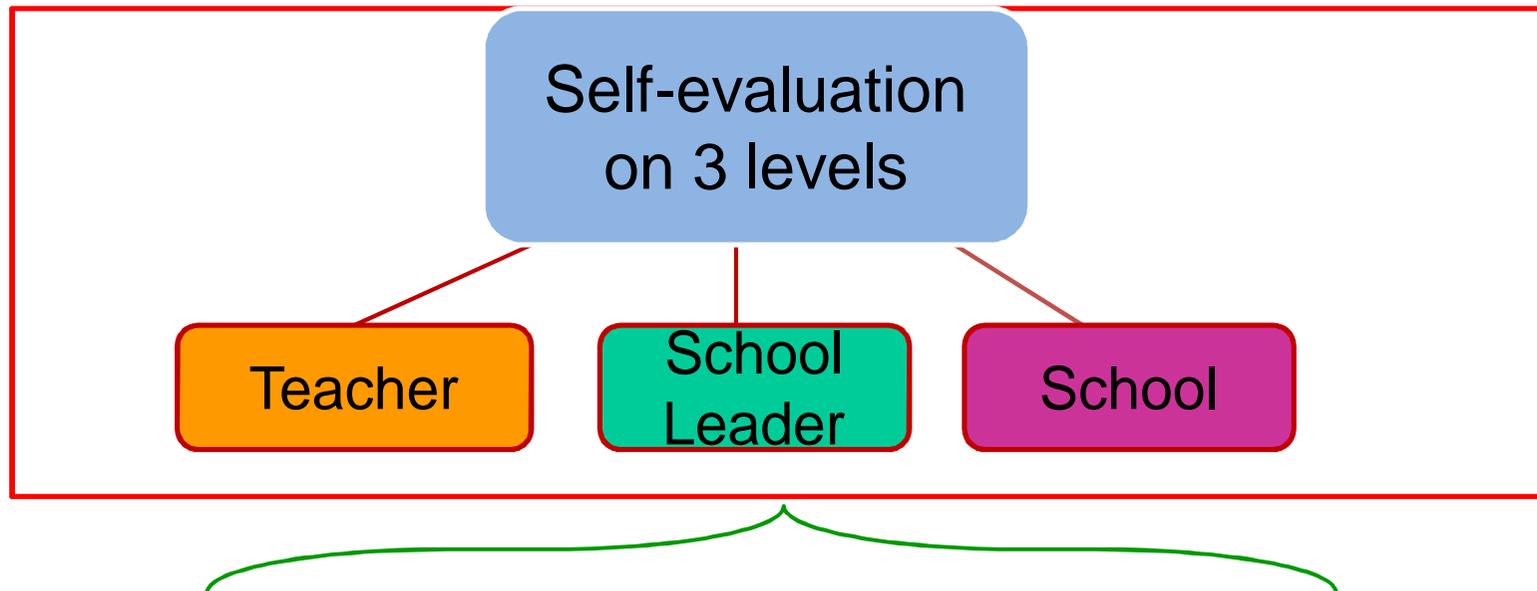
Features of QA in E&T in Hungary

- 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 -)



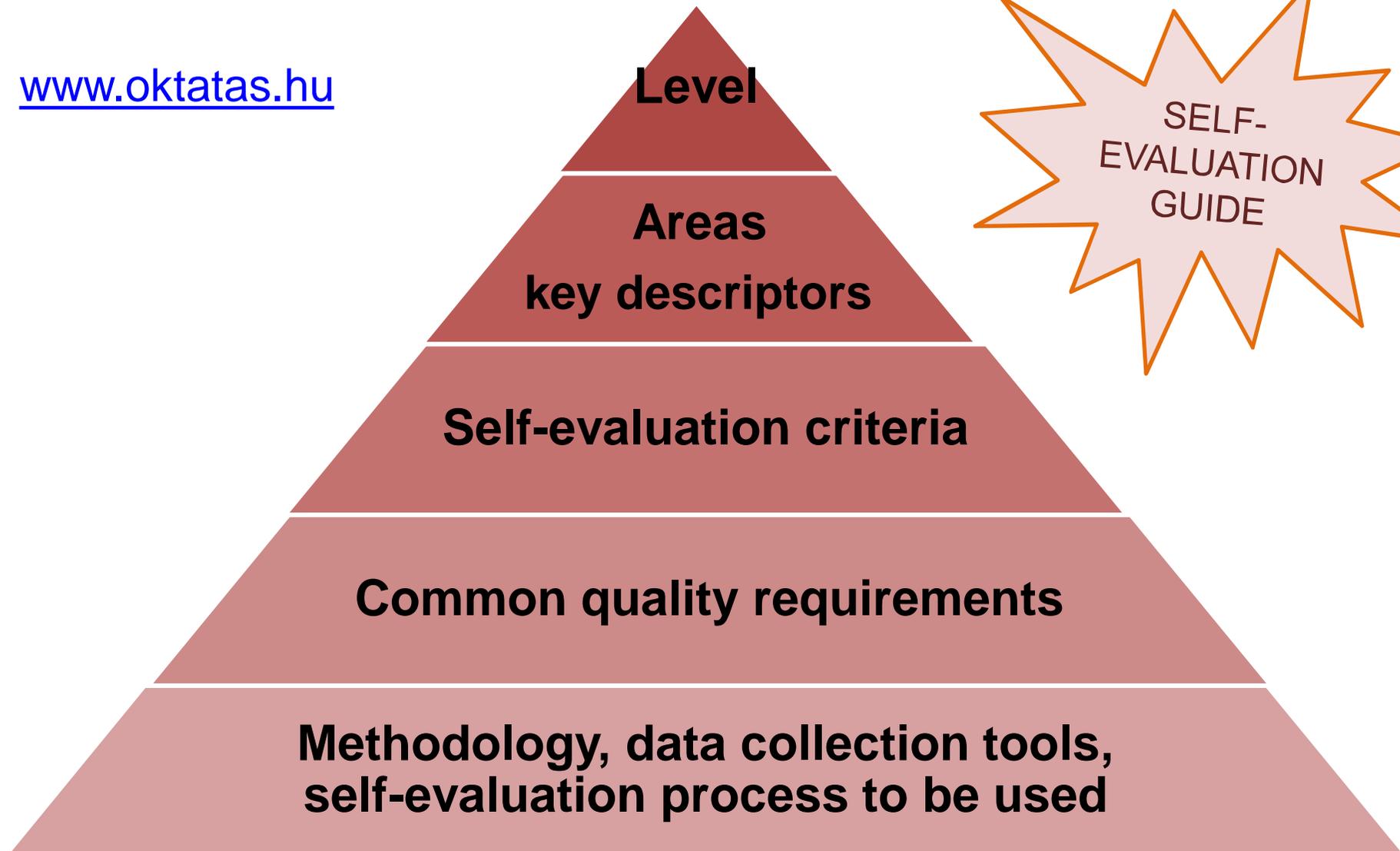
Features of the new self-evaluation system



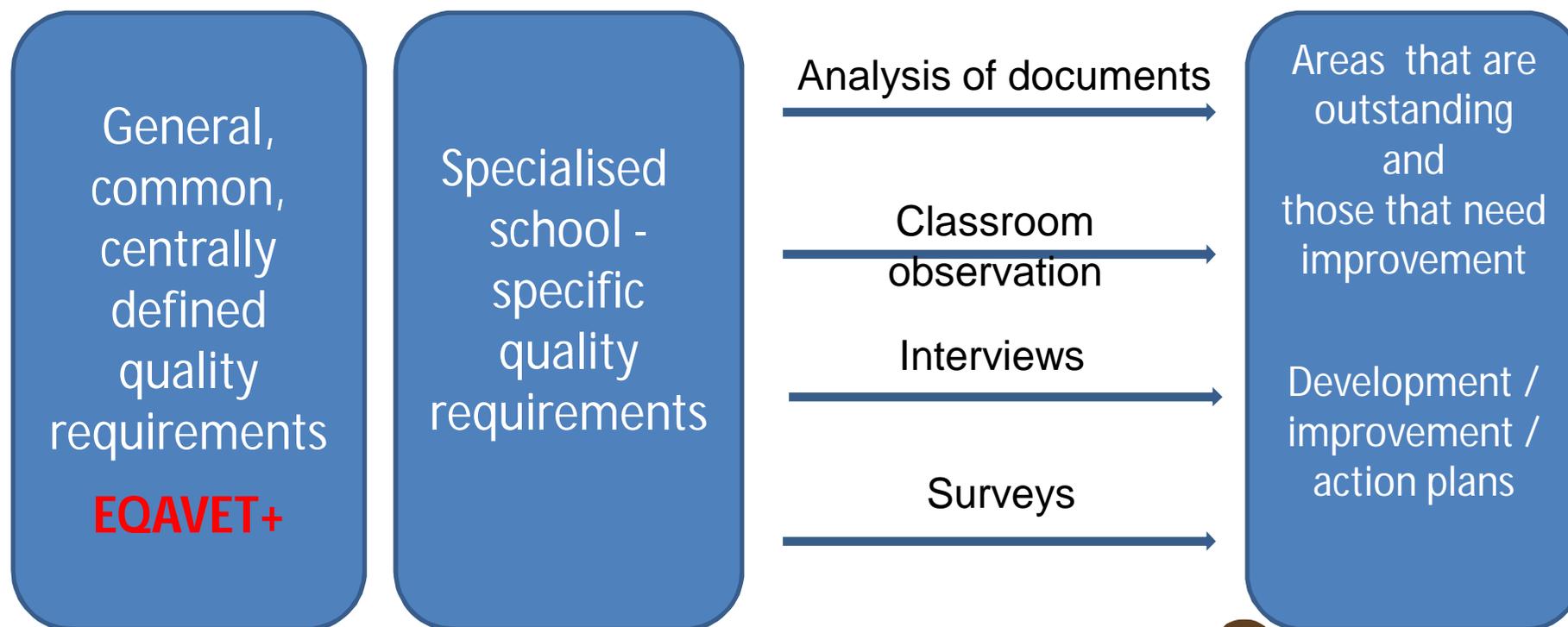
- General standards of self-evaluation are centrally defined, uniform, publicly accessible, and identical with those of external evaluation (inspection).
- Focus of self-evaluation: teaching and learning, quality (improvement) of pedagogical – professional work in schools.
- Basis of self-evaluation: 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

www.oktatas.hu



Process of self-evaluation



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

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

Area	Self-evaluation criteria	Common quality requirements EQAVET+ indicative descriptors added
2. Leading and managing change	How does the school leader identify those areas that need improvement?	<ul style="list-style-type: none"> • Applies procedures for regular monitoring and evaluating the attainment of the goals, objectives set. • Regularly identifies/defines strengths and weaknesses (areas for development/improvement) of the school using the outcomes of both self-evaluation and external evaluation.
	How does the school leader create an environment which is open to change and to others?	<ul style="list-style-type: none"> • Together with all relevant stakeholders, takes part in the process of analysing local needs regarding VET and responds to the needs identified. • 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). • Is open to and encourages innovations and developments aiming at increasing the efficiency of teaching and learning. • Plans, implements and evaluates effectively the change process, makes use of the results „produced” by the quality assurance system.

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 level(s))
- number of professional events, demonstrations, conferences organised



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EQAVET National Reference Point Hungary

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



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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

EQAVET+ indicative descriptors	Interpretation of the indicative descriptors (at VET provider level)
1. PLANNING	
<p>European, national and regional VET policy goals/objectives are reflected in the local targets set by the VET providers.</p> <p>Explicit goals/objectives and targets are set and monitored, and programmes are designed to meet them.</p> <p>Responsibilities in quality management and development have been explicitly allocated.</p>	<p><i>Explanatory notes to each indicative descriptor.</i></p>



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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 ¹⁶



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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.



EQAVET National Reference Point Hungary

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!

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Questions

