

Quality assurance and teacher-trainer competence development in the Hungarian formal VET



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PEER LEARNING - Key competences in lifelong learning
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Features of QA in VET in Hungary

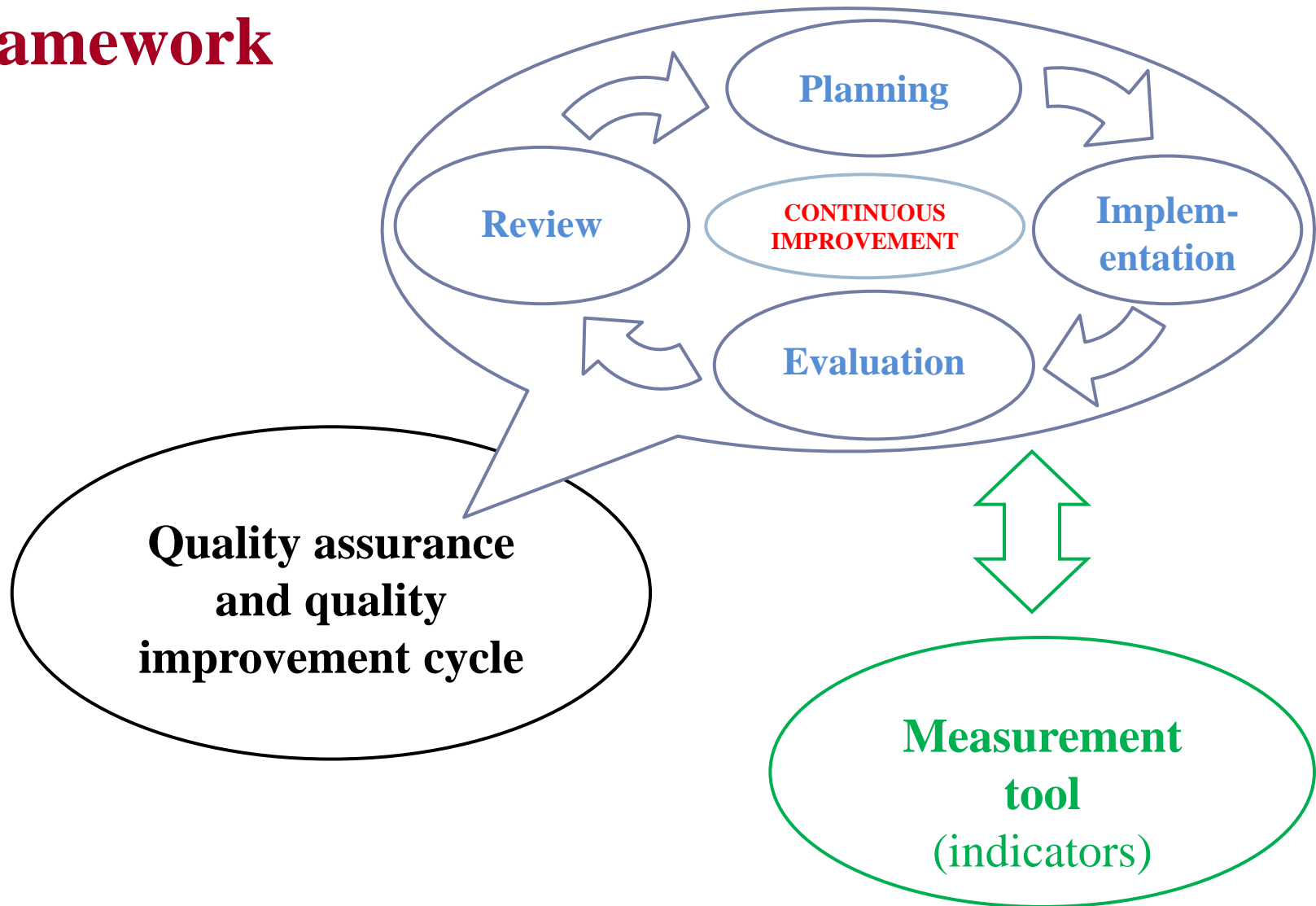
- Quality assurance and quality improvement of education and training has been stipulated by law.
- Self-evaluation and self-evaluation based quality improvement have been in the heart of all institution-level quality management activities.
- A series of development projects were introduced resulting in a number of innovative models and tools.
- The approaches, methods and tools were developed with regard to the specific nature of (vocational) education and training.
- Striving for organisational Excellence.
- Extensive external professional support provided to quality management and self-assessment.
- European dimension, European conformity.

Scope of the EQAVET Framework

The EQAVET Framework

1. is used in national quality assurance systems, for both initial and continuing vocational education and training;
2. covers vocational education and training
 - ▶ in all learning environments (such as school-based provision and work-based learning, including apprenticeship schemes)
 - ▶ in all learning types (digital, face-to-face or blended),
 - ▶ delivered by both public and private providers.

Elements of the EQAVET Framework



PLANNING

Quality criteria	Indicative descriptors at VET-system level	Indicative descriptors at VET-provider level
<p><i>Planning reflects a strategic vision shared by the relevant stakeholders and includes explicit goals/objectives, actions and indicators.</i></p>	<ul style="list-style-type: none"> • Goals/objectives of VET are described for the medium and long terms, and linked to European and Sustainable Development Goals taking into account environmental sustainability considerations. • Social partners and all other relevant stakeholders participate in setting VET goals and objectives at the different levels. • Targets are established and monitored through specific indicators (success criteria). • Mechanisms and procedures have been established to identify the training needs of the labour market and society. • An information policy is devised to ensure optimum disclosure of quality results/outcomes subject to national/regional data protection requirements. 	<ul style="list-style-type: none"> • 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. • Ongoing consultation with social partners and all other relevant stakeholders takes place to identify specific local/individual needs. • Responsibilities in quality management and development have been explicitly allocated. • There is an early involvement of staff in planning, including with regard to quality development. • Providers plan cooperative initiatives with relevant stakeholders. • VET providers have an explicit and transparent quality assurance system in place.

EXAMPLES of EQAVET indicative descriptors related to competence development (provider level)

- Strong focus on **learning outcome based approach**.
- The **strategic plan for staff competence development** specifies the need for training for teachers and trainers.
- **Staff undertake regular training** and develop cooperation with relevant external stakeholders to support capacity building and quality improvement, and to enhance performance.
- Self-evaluation covers the evaluation of digital readiness and environmental sustainability of VET institutions (**digital skills /SELFIE/ and green skills**) as well as **staff performance**.

Levels of QUALITY in an education – training institution



Quality of services provided
(quality of education, teaching,
training).

Quality of processes.

Quality of persons.

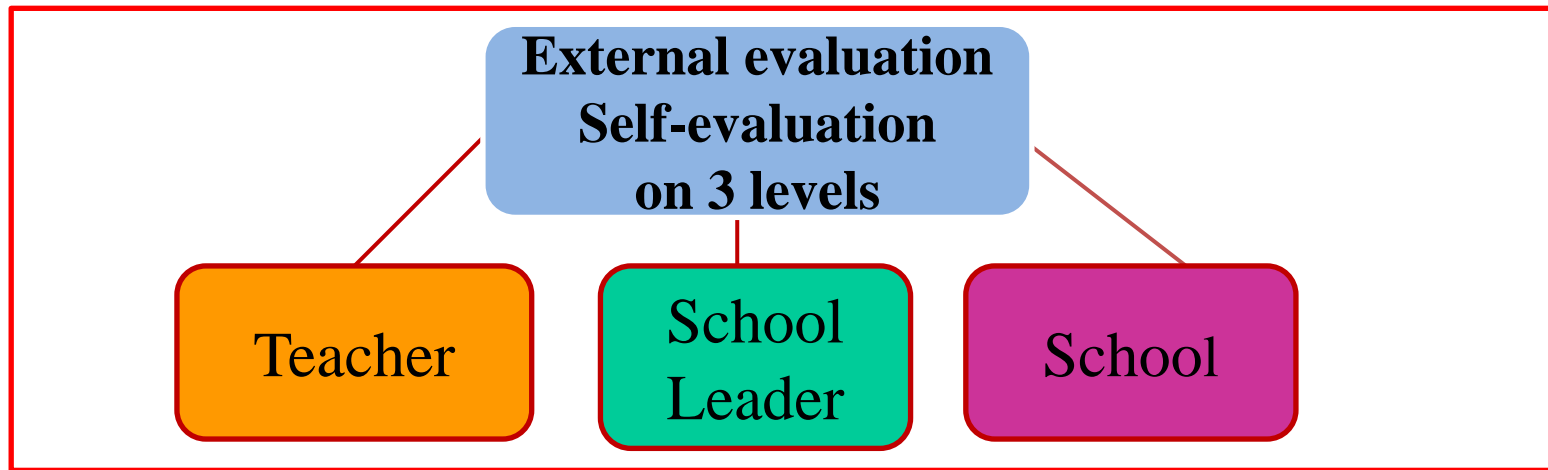
Quality of the
organisation.

Renewed evaluation framework of the renewed general education (2011-)

Pedagogical professional inspection (external evaluation)	EXTERNAL evaluation of teachers, school leaders and schools against quality requirements defined by the school. (2013-)
Self-evaluation	INTERNAL evaluation of teachers, school leaders and schools against quality requirements defined by the school. (2015-)

Within this evaluation framework evaluation:

- is carried out on 3 levels and
- examines the same areas at each of the 3 levels.



Areas of school's external evaluation and self-evaluation

7 areas:

1. Educational processes.
2. Students' personal(ity) and social development.
3. Results achieved.
4. Institutional knowledge sharing, communication and professional relations.
5. School partnerships, networking.
6. School resources and climate.
7. Achievement of the objectives of the National Core Curriculum and those of the School Pedagogical Programme.

Areas of teacher's external evaluation and self-evaluation

The most important areas of teacher's work, the **8 competences** required to education and teaching:

1. Professionalism in pedagogical methods.
2. Planning of educational processes, implementation and connected self-reflection.
3. Supporting learning processes.
4. Development of students' personality; special needs, treatment of students with various behaviour and learning difficulties.
5. Supporting the formation of learning groups, equal opportunities and treatment, openness to social and cultural diversity, integration.
6. Evaluation of educational processes and students' personal developments.
7. Communication, cooperation and problem solving.
8. Commitment and taking responsibility for continuous professional development.

Areas of school leader's external evaluation and self-evaluation

5 special fields of leadership competences
(Central5 Competency Framework):

1. Leading and managing teaching and learning.
2. Leading and managing change.
3. Leading and managing self.
4. Leading and managing others.
5. Leading and managing the institution.

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 (2018)
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 external and 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
- 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 graduated students
- placement rate of VET school students 6-12 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, skills demonstrations, conferences organised
- (altogether 23 indicators)

Output of external evaluation and self-evaluation

1. A comprehensive, systematic and regular **review of the school's and individual's (teacher, school leader) competences, activities and results achieved** referenced against a predefined set of criteria.
2. Identification of the areas that are outstanding (**strengths**) and that need improvement (**areas for improvement**).
3. Planning and implementing **improvement actions**.
 - Individual self-improvement plans (teachers, school leaders).
 - School action plan.



New VET legislative context 2019-2020

1. VET 4.0 Strategy (March 2019)
2. New Act LXXX on VET (November 2019)
3. Implementing Government Decree 12/2020 (February 2020)



Design, implementation and operation of a uniform quality management system in VET institutions that is

- based on self-evaluation,
- accompanied by an external evaluation system, and
- aligned with and based on the **European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET)**.

Institutional quality management system (QMS)

QUALITY POLICY

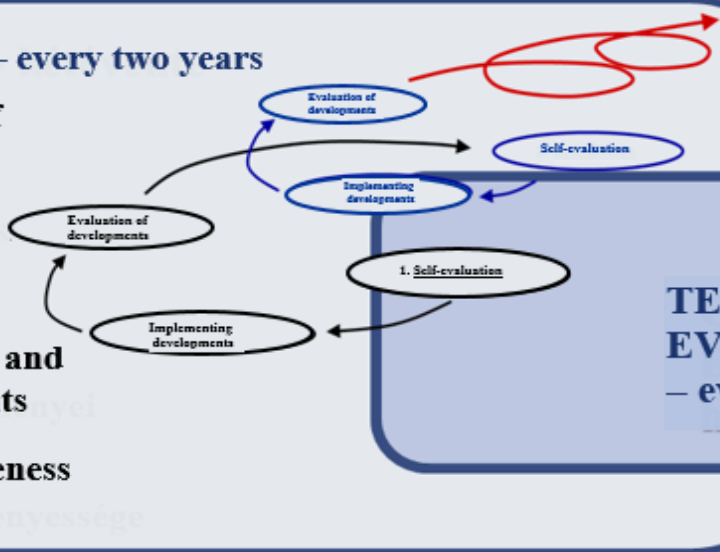
Mission, vision, strategy, quality objectives

Organisational framework and operation of the QMS

It regulates processes in the areas of leadership and management, education-teaching-training, support functions and providing resources.

SELF-EVALUATION – every two years

- Strategy, achievement of quality objectives
- Regulated processes
- Indicators – every year
- Results of partner needs and satisfaction measurements
- Action plan and effectiveness of its implementation



TEACHER-TRAINER EVALUATION – every three years

EXTERNAL EVALUATION – every four years

Centre for Innovative Training Support (IKK)

- Evaluation of the VET institution
- Evaluation of the work of the head (director) of the VET institution

IMPROVEMENTS

EQAVET-based teacher-trainer evaluation

- Teachers – trainers are evaluated **by the head of the institution every 3 years** based on the methodology proposed by the minister responsible for VET and adapted to the particular VET institution.
- Teacher-trainer evaluation is linked with the **wage system**.
- The uniform criteria of teacher-trainer evaluation have been developed in consideration of the **EQAVET Framework** and the **Hay system** (job evaluation method).
- **Ten evaluation areas** (1- 3. job evaluation; 4-10. evaluation of professional competences)
 - are broken down into **evaluation criteria**,
 - **explanatory notes** to help understanding the given evaluation criterion.
- Teacher-trainer performance and competences are evaluated by **awarding 1–6 points for the whole evaluation area**.

Evaluation areas of teacher-trainer performance

Evaluation of the given job	Evaluation of the professional competences and performance of teachers and trainers
1. Qualification – vocational qualification, specialisation	4. Professionalism (professional competences, skills, capability)
2. Professional experience	5. Use of VET-specific, relevant and up-to-date methods
3. Labour market value	6. Pedagogical planning
	7. Pedagogical assessment and evaluation
	8. Cooperation with other teachers and trainers, parents and partners in dual training
	9. Activities in support of personality development, team leadership and management, student learning
	10. Innovation activity and professional commitment

EQAVET-based teacher-trainer evaluation

	Evaluation area	Evaluation criterion	Explanation
5.	Use of VET-specific, relevant and up-to-date methods	Applies practice-oriented, activity-centred, learning outcome (LO) based methods.	In the teaching-learning activity applies the up-to-date methods, the cooperative methodology, the digital learning, the self-learning, the project method. Develops the "soft skills" like problem solving, creativity, cooperation etc. To achieve the expected LOs consciously selects the efficient methods.
		Applies digital tools and methods.	
		Applies methods and ways of work tailored to the individual needs of learners and learner groups (e.g. differentiated teaching).	
		Applies ways of work which are relevant to the VET content.	

Thank you for your attention!

Katalin