

# Self-assessment in VET schools in Hungary



**Katalin Molnár-Stadler**

*senior expert on quality assurance and self-assessment in education and  
training*

*member of the EQAVET Network's Steering Committee*

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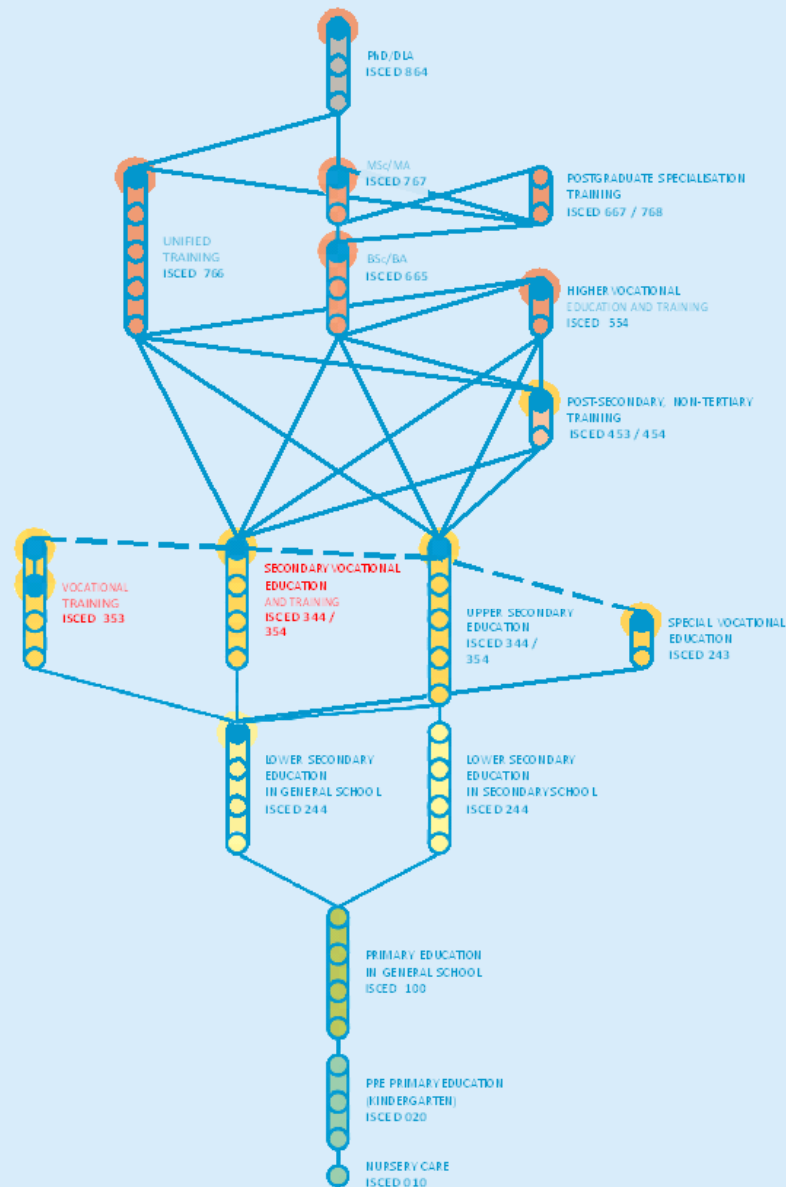
# Main points

- **Some information on the Hungarian context.**
- **The history in brief - how self-assessment (SA) got started in the VET schools?**
- **The model / criteria used.**
- **The alignment of the already existing VET QA / SA system with EQAVET.**
- **How is self-assessment carried out? Process, approach used.**
- **How are the results of self-assessment used for improvements?**
- **(Some of the) benefits and lessons learned.**

## Vocational Training ISCED 353

3 year programmes of general education and VET, with high proportion of practical training (dual model)

## Formal education and training in Hungary



ISCED 2011

● LOWER SECONDARY EDUCATIONAL ATTAINMENT

● UPPER SECONDARY EDUCATIONAL ATTAINMENT

● HIGHER EDUCATIONAL ATTAINMENT

## Secondary vocational education and training ISCED 344 / 354

4 year programmes providing VET parallel to general education

- Prepares for secondary school leaving examination (no NQR qualification).
- Offers vocational post-secondary non-tertiary programmes (ISCED 4 C).

# Specific features of QA in E&T in Hungary

- Quality assurance and quality improvement of education and training has been **stipulated by law**.
- **Self-assessment and self-assessment based quality improvement** have been in the heart of all institution-level quality management activities.
- **A series of pilot 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 education and training**.
- Striving for **organisational Excellence**.
- Extensive **external professional support** provided to quality management and self-assessment.
- **European dimension**, European conformity.

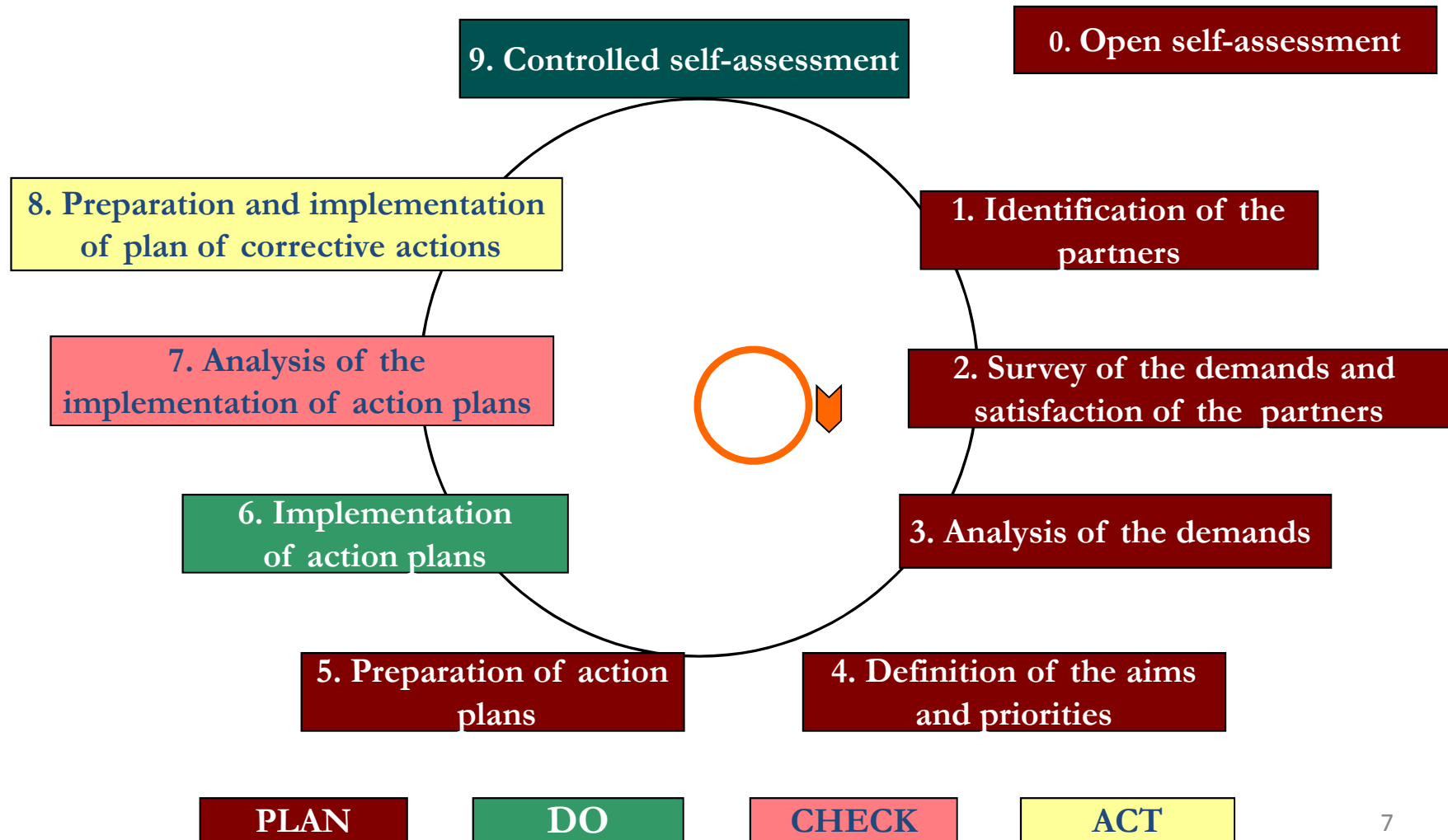
# Innovative tools for self-assessment based quality improvement in the Hungarian VET sector (1)

- Self-assessment against the VET specific EFQM Model 1995 - 1999
- COMENIUS 2000 Quality Improvement Program for Public Education 2000 - 2004
  - QM models for implementation of I. a Partner-focused operation and II. a Total Quality Management System
- Hungarian Public Education Quality Award 2002 - 2008
  - Self-assessment model applicable to all types of public education institutions (including vocational schools)
- Accreditation System for Adult VET Providers 2002 - 2011
  - Self-assessment system      training improvement plan

# Innovative tools for self-assessment based quality improvement in the Hungarian VET sector (2)

- Institutional Quality Management Programme 2004 - 2011
  - quality improvement system
  - period and methods of self-assessment
- Development Program for Vocational Training Schools  
Phase I: 2003 - 2006, Phase II: 2006 - 2009
  - Self-assessment Model for Vocational Schools (SZÖM)
- NHDP SDOP 2.2.1. “Improving the quality and content of training” 2009 - 2011
  - Common VET Self-assessment Model (ESZÖM) – criteria in line with *EQAVET*

# COMENIUS 2000 Quality Improvement Program for Public Education 2000 – 2004



# Development Program for Vocational Training Schools 2003 – 2009

## Content of the Program

- Reintegration of disadvantaged pupils
- Renewal of pre-vocational training
- Renewal of general knowledge education
- Methodological developments in vocational grades
- **Quality assurance, self-assessment based quality improvement, institutional development**
  - Self-assessment Model for Vocational Schools (SZÖM)
  - Benchmarking database



# The Common Quality Management Framework for VET (ESZMK) 2009 – 2011

**Quality policy**



**Quality Management System**

**Process control,  
description of  
common  
processes**

**Surveying  
partners' needs  
and satisfaction**

**Indicator  
system**

**Common Self-  
assessment  
Model for  
VET**

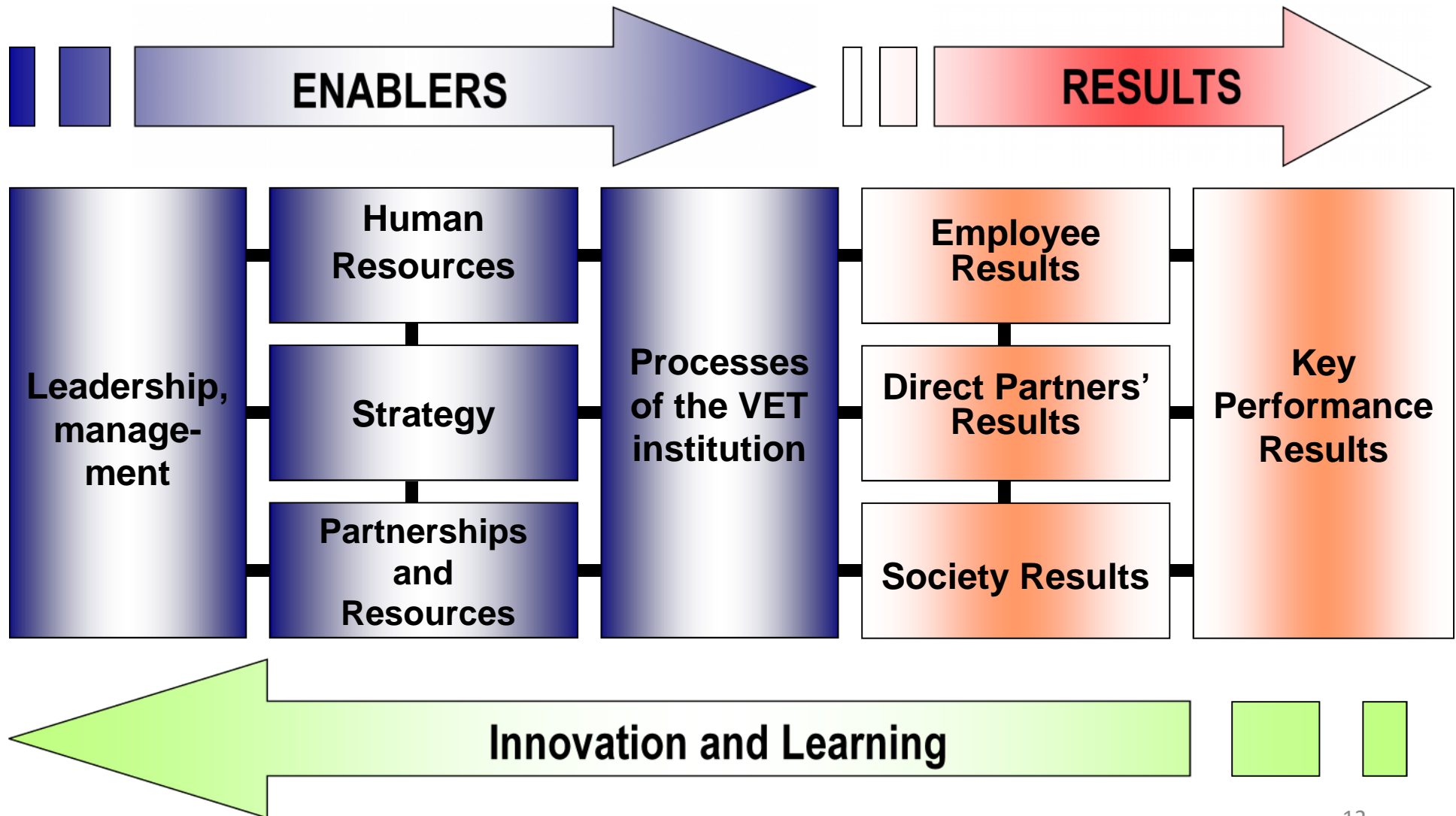
# The structure of the EQAVET Institutional Model

EQAVET indicative descriptors	Interpretation of the indicative descriptors (at VET provider level)
<b>1. PLANNING</b>	
<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.</p>	<p><b><i>Explanatory notes to the indicative descriptors with possible examples.</i></b></p>
<p>Responsibilities in quality management and development have been explicitly allocated.</p>	

# Common set of VET indicators

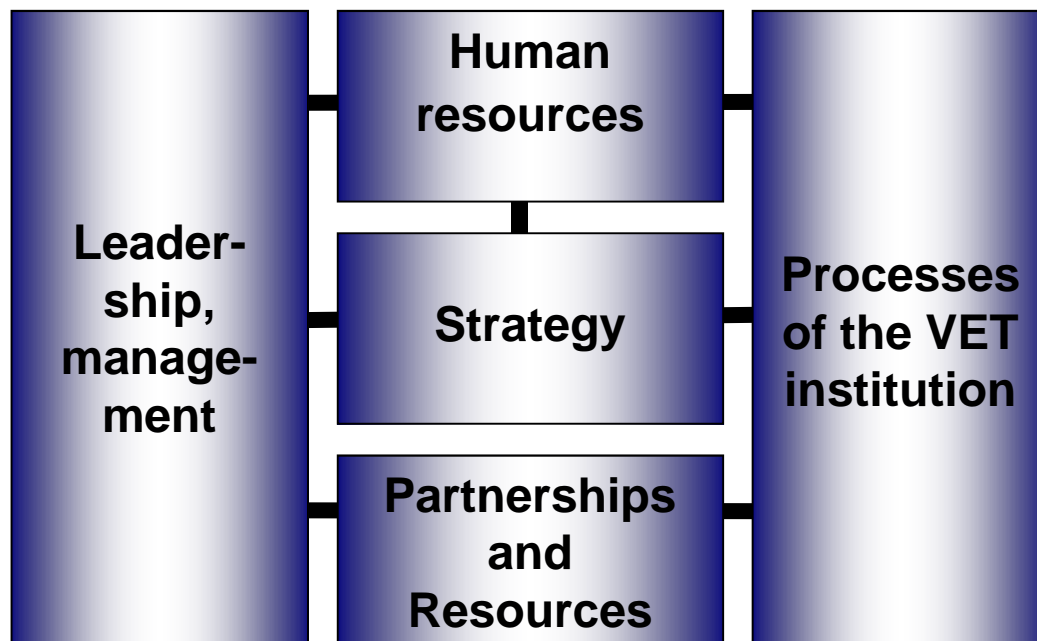
- **The indicators are grouped in three groups:**
  - **Key indicators that are mandatory to measure and present in the self-assessment document. They include the relevant **EQAVET indicators**.**
  - **Benchmarking indicators that are recommended to measure.**
  - **Special institutional indicators and indicators related to improvements.**
- **Common definition and calculation of indicators Interpretation and Calculation Guide to the indicators was elaborated.**

# The Common VET Self-assessment Model (ESZÖM)



# ENABLERS category of criteria

## ENABLERS



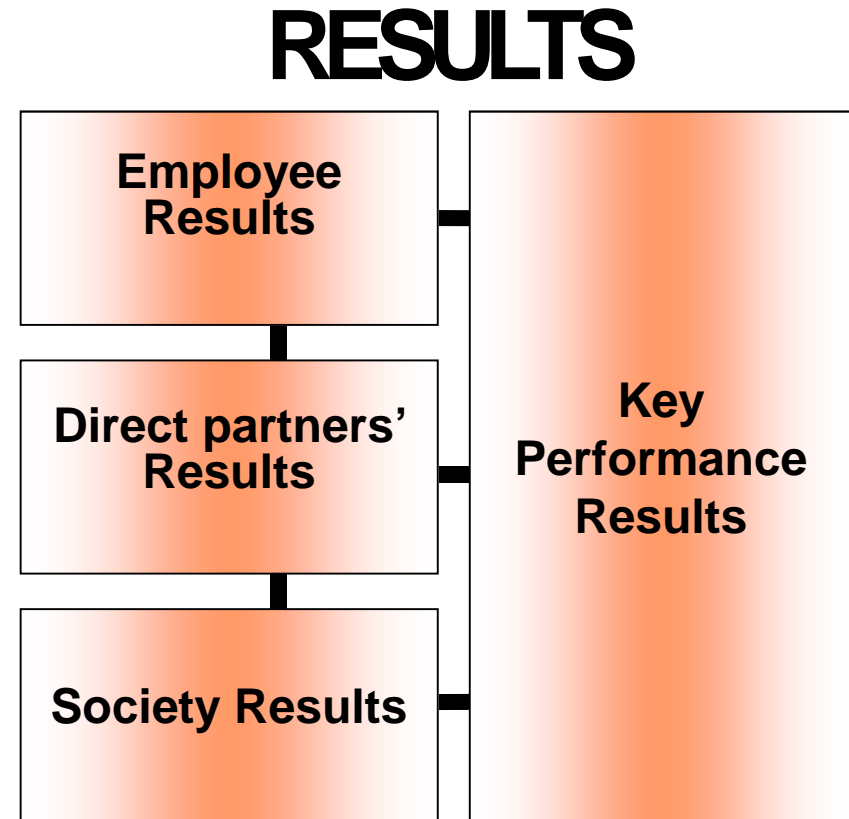
**Enablers** mean the totality of all the approaches, practices, **methods** applied by the institution for achieving its goals.

The Enablers criteria investigate, assess **“WHAT and HOW** does the institution?”.

# RESULTS category of criteria

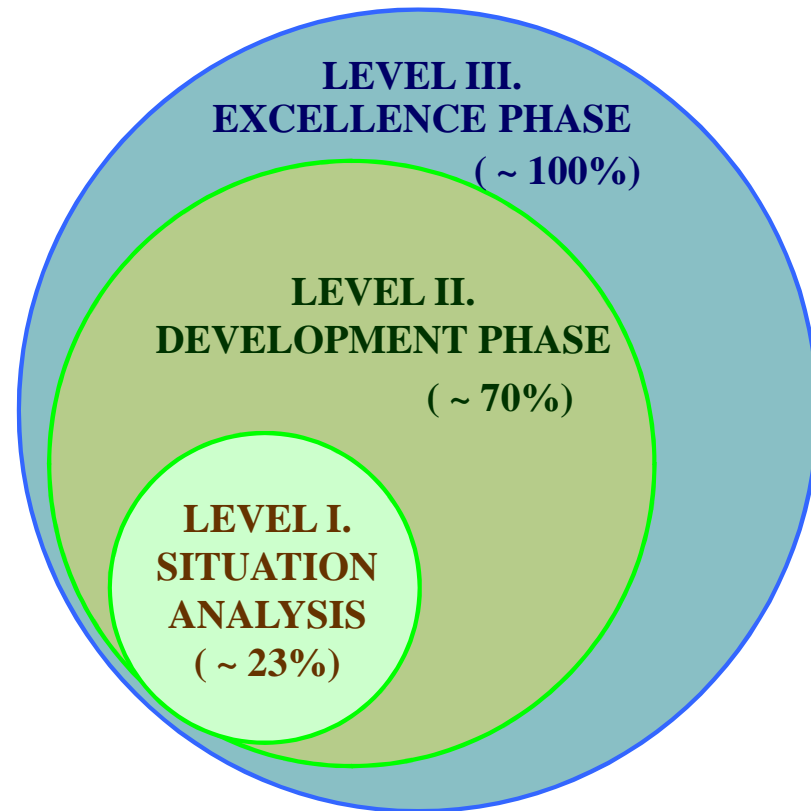
**Results** mean all the performance measures / indicators which take into account the results achieved in relation to all the stakeholders affected by the operation of the institution.

The Results criteria investigate, assess „**WHAT** has the **institution achieved?**” and to what extent are these results caused by the Enablers?



# Levels of implementation of the Common Self-assessment Model for VET (ESZÖM)

- All three levels are based on the same model.
- The three levels mean three different levels / scope of requirements.
- Each level has its own self-assessment tool / model.



## Scope of the individual levels

<b>1. Leadership, management</b>	0%	60%	100%
<b>2. Strategy</b>	0%	100%	100%
<b>3. Human resources</b>	0%	60%	100%
<b>4. Partnerships and resources</b>	0%	25%	100%
<b>5. Processes</b>	0%	80%	100%
<b>6. Direct partners' results</b>	100%	100%	100%
<b>7. Employees results</b>	100%	100%	100%
<b>8. Society results</b>	100%	100%	100%
<b>9. Key performance results</b>	100%	100%	100%
<b>In total:</b>	<b>23%</b>	<b>70%</b>	<b>100%</b>



# **How is self-assessment carried out?**

- **What is self-assessment?**
- **Who is involved in self-assessment?**
- **What is the general process of self-assessment?**
- **How are the results of self-assessment used for improvements?**

# What is self-assessment?

**Self-assessment is a**

- **comprehensive**
- **systematic,**
- **regular**

**review of the VET institution's activities and results referenced against a preselected set of criteria / model.**

**Self-assessment allows the institution to identify clearly**

- **its strengths** and
- **the areas in which improvement can be made / is necessary.**

# Specific features of the self-assessment approach

- **Is complex.**
- **Integrates the internal evaluations.**
- **Enables**
  - **to evaluate the effectiveness of activities and methods.**
  - **to analyse development of the results over a certain period of time (analysis of trends).**
  - **to compare the institution's performance with other institutions, organisations (benchmarking).**



# Comparing self-assessment methods

	<b>Questionnaire-based</b>	<b>Workshop</b>	<b>Award type</b>
<b>Definition of strengths and areas for improvement</b>	<b>No</b>	<b>Yes</b>	<b>Yes</b>
<b>Accuracy</b>	<b>Low</b>	<b>Average</b>	<b>High</b>
<b>Need for (knowing) a model</b>	<b>No</b>	<b>Partly</b>	<b>Fully</b>
<b>Need for training (self-evaluators, assessors)</b>	<b>No</b>	<b>Partly</b>	<b>Needed</b>
<b>Future utilization</b>	<b>Limited</b>	<b>Appropriate</b>	<b>Very useful</b>

# Who is involved in self-assessment?

- **Management**
- **Staff**
  - **teaching staff**
  - **other staff**
- **Learners**
  - **current**
  - **graduated**
- **Parents**
- **School owner**
- **Practical training sites**
- *Employers*

# **General process of self-assessment**

**Phase I – Preparations for and planning the self-assessment process**

**Phase II – Conducting self-assessment**

- identifying strengths and areas for improvement

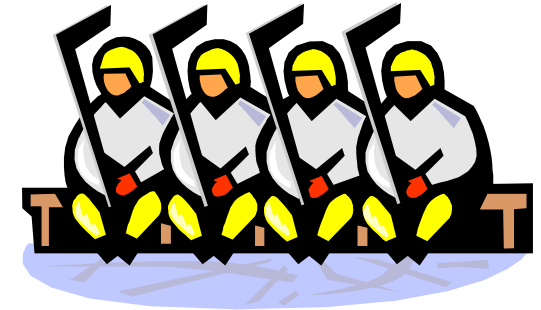
**Phase III – Follow up**

- planning and implementing improvement actions

# **Phase I – Preparations for and planning the self-assessment process**

- 1. Decision about conducting self-assessment information to staff.**
- 2. Appointing staff members coordinating and conducting the self-assessment exercise (Self-assessment team).**
- 3. Designing and planning the self-assessment exercise, process.**
- 4. Training of the Self-assessment team.**

## Main tasks of the SA team



- **To organise, coordinate and conduct the self-assessment exercise (with the involvement of the staff).**
- **To analyse and evaluate the evidences – data, facts etc. – collected.**
- **To identify strengths and areas for improvement.**
- **To make proposals for the improvement actions to be implemented.**
- **To coordinate the elaboration of action plans and the implementation of the improvement actions.**



# Phase II – Conducting self-assessment

## 1. Collecting the data – Enablers and Results.

As part of this process:

- Conducting *partner surveys*: collecting feedback from the relevant internal and external stakeholders.
- Collecting *indicators and key performance results*.
- Collecting *information* through the *career tracking* system.

*Questions to be answered* before starting data collection:

- What kind of data do we need?
- What are the sources to collect these data from?
- How do we share the tasks / areas of data collection?
- Whom to involve from the (teaching) staff?



# Typical sources of data collection

## Document analysis

- Organisational and operational rules, procedures, Pedagogical Program, Institutional QM Program, Quality Manual, other internal regulatory documents.
- Data from the internal measurement system.
- School statistics, reports.

## Questionnaire-based surveys

- Partner satisfaction surveys
  - Direct partners (parents, students, staff, practical training sites etc.).
  - Indirect partners.

## Interviews



- Processes, process owners
  - Managers.
  - Leaders of the teaching teams.
  - Those resp. for partner relations.

**+ Data, results of other institutions  
(benchmarking database)**

## **Phase II – Conducting self-assessment**

- 2. Organising, summarising, processing, analysing the collected data.**
- 3. Elaborating the Self-assessment Document.**
- 4. Evaluating of the Self-assessment Document – identifying strengths and areas for improvement  
Evaluation Book.**
- 5. Presenting the results of self-assessment.**
- 6. Reviewing the self-assessment process.**
  - Collecting and evaluating the experiences corrections, written procedure.**



# Evaluation Book

<b><u>Number and Title of Criterion:</u></b>		
Strengths:	Identification in the model:	Facts justifying the strengths:
1. 2. 3.	1. 2. 3.	1. 2. 3.
Areas for improvement:	Identification in the model:	Facts justifying the areas for improvement:
1. 2. 3.	1. 2. 3.	1. 2. 3.
Remarks (ideas, statements helping the analysis, evaluation):		

# Extract from the Evaluation book



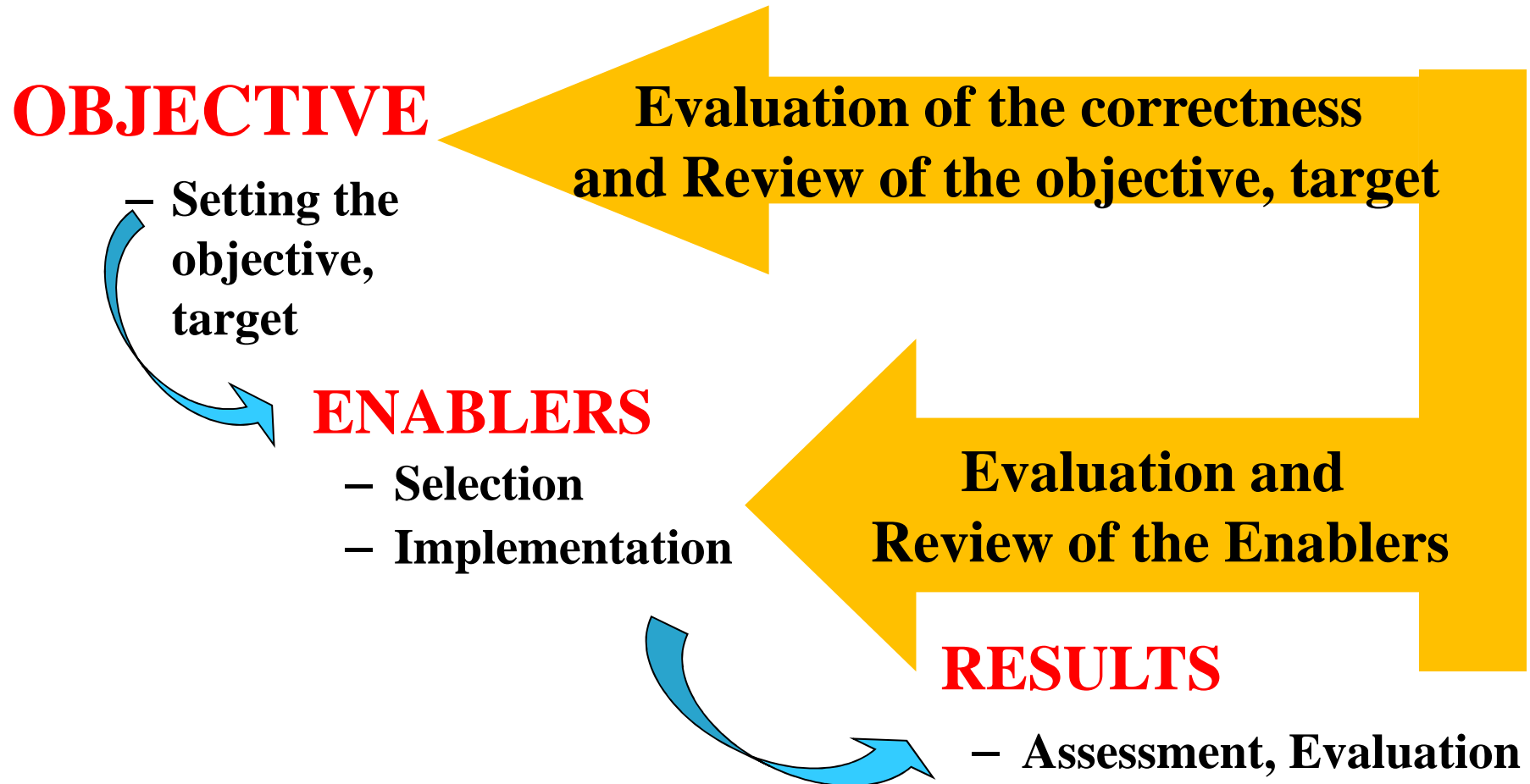
<b><u>Number and Title of Criterion: 2. STRATEGY</u></b>	
<b>Strengths:</b>	<b>Facts justifying the strengths</b>
<p>1.The institution collects data from external sources for elaborating its long-term plans, for the sake of well-established, fact-based decisions they summarise and analyse these data.</p> <p>2.The institution collects data from internal sources for elaborating its long-term plans, for the sake of well-established, fact-based decisions they summarise and analyse these data.</p>	<p>1.2.a.1</p> <p>2.2.a.2</p>

<b>Areas for improvement (AFI):</b>	<b>Facts justifying the AFIs:</b>
<ol style="list-style-type: none"> <li>1. Steps of incorporating the goals laid down in the Pedagogical Program (PP) into the local curricula should be defined.</li> <li>2. More emphasis should be put in the objectives and curricula of the vocational training on acquiring the key competences required by the labour market.</li> <li>3. Checking the awareness of the teaching staff about the PP and its conscious, systematic use by them.</li> </ol>	<p>1.2.b.3</p> <p>2.2.b.6</p> <p>3.2.c.5; 7.b.3.c</p>
<b>Comments (other ideas and statements assisting analysis)</b>	
<p><b>1.To strengths:</b> <b>2.a</b> is investigating how the institution collects the data necessary for the elaboration or amendment of the strategic documents both from external and internal sources.</p> <p><b>2.To AFI-s:</b> <b>2.b</b> is investigating how the long-term plans of the institution will be elaborated and reviewed. <b>2.c</b> is investigating how the PP and the other long-term plans will be made known among the staff, and how they will be deployed into annual plans through the system of key processes. (<i>Whether we have the right interpretation of 2.c.3: work plan ?=? deploying the tasks for each key process?</i>)</p>	

## **Phase III – Follow up**

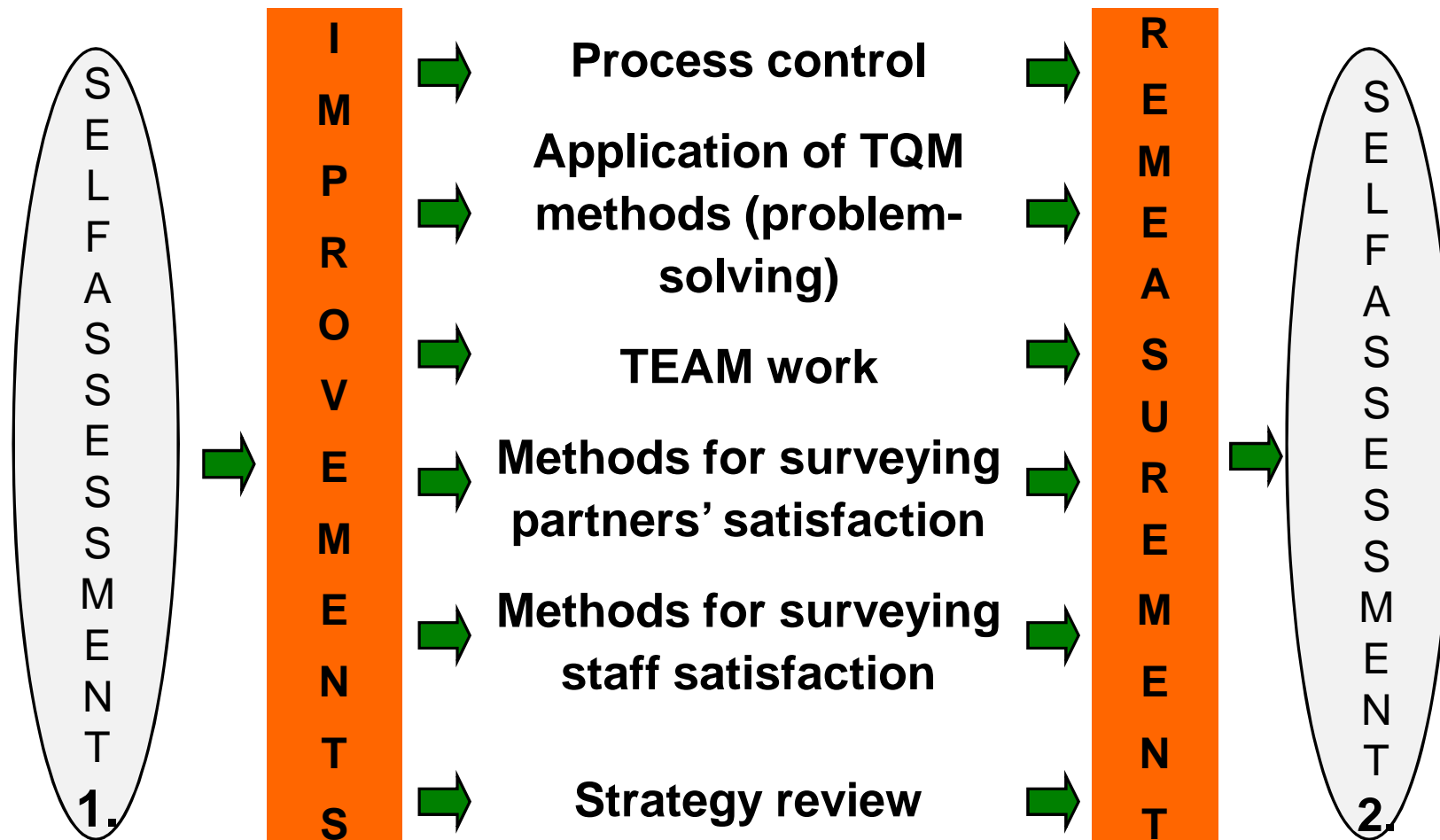
- 1. After summarising and prioritising, selection of 3-6 areas for improvement to act on.**
- 2. Cause – effect analysis.**
- 3. Defining improvement objectives / targets.**
- 4. Planning improvement actions (action plan).**
- 5. Implementing improvement actions.**
  - Long-term (4-5 years); Middle-term (2-3 years);  
Short term (several months, up to 1 year)**
- 6. Evaluating the implementation of improvement actions.**

# Feedback loops





# Improving the capabilities of the institution through self-assessment



**Objective of the improvement action:** *Teaching to learn by using methods which promote the activity of the students.*

**Target:** *To increase the satisfaction of the parents and students by 5% each with the support provided to learning. To increase by 5% the number of teachers using each of the new methods.*

**How to measure the attainment of the target set?:** *Questionnaire-based survey.*

**Project leader:** *Quality manager.*

**Start:** *2014.04.15.*

**End:** *2014.11.30.*



### Improvement action plan

#### Methodology of learning – to teach the students how to learn

Task / Activity	Person responsible for the task	Participants, contributors	Method	Resources	Deadline	Date of checking / Milestone	Expected result

# Improvement objectives defined on the basis of self-assessment



*Especially important objectives for the efficiency of the school – improvement plans elaborated:*

1. Review of the regulation of the evaluation of students (assessment of key competences, oral evaluation etc.).
2. Providing opportunity for the world of work (enterprises) to influence the content of teaching and training more effectively.
3. Emphasizing some elements of the institutional planning, with the aim to provide better coherence between the goals, the local curricula and the lesson plans.

*A2. Action plan for improving the cooperation between the school and the practical training site.*



### **Tangible results of improvements:**

- Half yearly discussions with the leaders of the practical training sites and also with persons responsible for students.
- Providing detailed written information on the current tasks and changes to the practical training sites on a half-year basis.
- Operation of an on-line student evaluation system through the website of the school.
- Appointing a person of the school staff whose task is to visit the students at the practical training sites on regular basis.
- Surveying the needs and satisfaction of the practical training sites on an annual basis.

## **Some benefits of self-assessment ...**

- **SA as a tool for continuous quality improvement, for institutional development and also **for professional (pedagogical) development.****
- **Regular, comprehensive assessment and evaluation. ⇒**
- **Improving the self-learning ability of the institution.**
- **Compares to own performance, targets. Evaluates the progress in the achievement of goals set.**
- **Evidence-based goal setting, improvement objectives and targets, headmaster's program.**
- **Development of the organisational / quality culture.**
- **Better perception of the institution by partners.**
- **....**

## **Some lessons learned...**

- **Commitment, support and active participation of the headmaster and the school management.**
- **Ensure ownership of the SA results and the improvement actions within the organisation.**
- **Involve and inform the relevant (internal and external) stakeholders.**
- **Train the management and staff in SA.**
- **Integrate SA and quality improvement into the work plan of the academic year.**
- **SA to reach all levels including the classroom level and the learners.**
- **Use the results of SA, establish feedback loops. Present improvements, tangible results on short term.**
- **...**

**Thank you for your attention!**

**[katalin.stadler@t-online.hu](mailto:katalin.stadler@t-online.hu)**

# Questions

