



**CEDEFOP**

European Centre for the Development  
of Vocational Training



Expert Workshop on '*Quality Assurance of Certification in Initial VET*'

**Evaluation and monitoring of the  
certification process in a VET provider  
in Hungary**

**26-27 March 2015, Thessaloniki, Cedefop**

## Hungarian context

- Since 2007 VET qualifications / training programs are modularised and competence / learning outcome (LO) based.
- Vocational and examination requirements (VER) are defined centrally for each of the qualifications in the NQR.
- The characteristics profile of VER defines the required 1. vocational competences (as vocational knowledge and vocational skills) and 2. other (personal, methodological and social) competences.
- Qualifications are awarded based on final assessment (oral, written and practical activities) conducted during the vocational (final qualification) exam.
- VET schools act as exam organisers.

# Ferenc Hansági Vocational School for Catering and Tourism (Szeged, Hungary)



- Started its operation in 1991.
- Is owned and maintained by the Ferenc Hansági Education & Training Foundation.
- 366 students and 30 teachers.
- Training types:
  - catching-up classes,
  - **vocational school (cook, waiter, pastry cook),**
  - secondary vocational school (catering and tourism),
  - accredited higher vocational courses (catering manager),
  - secondary school for adults (evening classes).







# Quality development at the Ferenc Hansági Vocational School for Catering and Tourism



## Milestones of the school's quality journey:

- Surveying partners' needs and satisfaction (since 2000).
- Institution-wide self-assessment (since 2002).
- Career tracking system of graduates (since 2002).
- Process-oriented approach: definition and description of key education-teaching-training processes (2004).
- European Peer Review methodology (2007).
- Common Quality Management Framework for VET (ESZMK, since 2011).

## Recognition:

- Quality Award for Public Education (2005).



# The trio of Objective / Target – Method – Result

## OBJECTIVE

- Setting the target

**Review** of the target → change

## METHOD

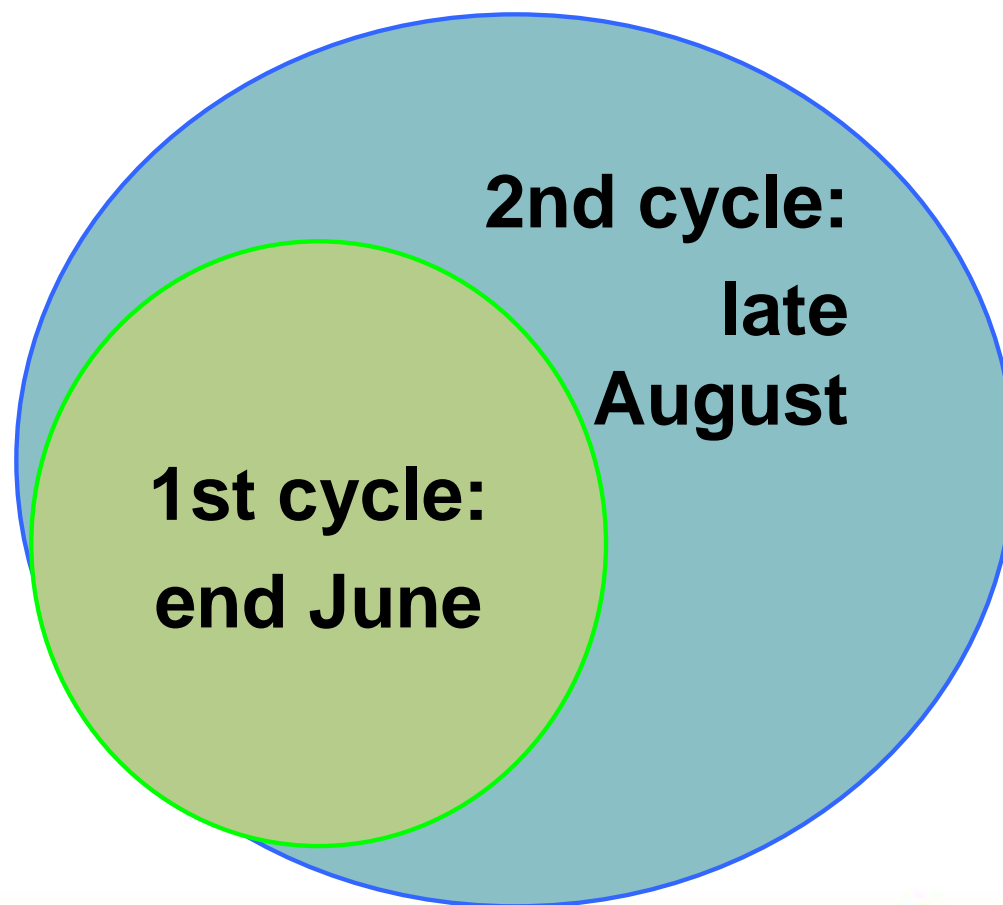
- Selection
- Implementation
- Deployment

**Review** of the method  
→ improvement

## RESULT

- **Assessment, Evaluation**

# **Evaluation by using the “Double cycle internal exam evaluation mechanism” (1)**



## Evaluation by using the “Double cycle internal exam evaluation mechanism”(2)

- **1st cycle**: end June, 2-3 weeks after the examination period. Connected to the school year evaluation, the **first impressions, experiences** of those involved in the examination process, and also the **first (numerical) results** are discussed and evaluated.

Example of an improvement action launched based on the evaluations:

- Aligning the evaluation methods, criteria and tools used for the practical tasks in the vocational exams with those used during the practical training in the school workshops and using the same evaluation sheets in both cases.



## Evaluation by using the “Double cycle internal exam evaluation mechanism”(3)

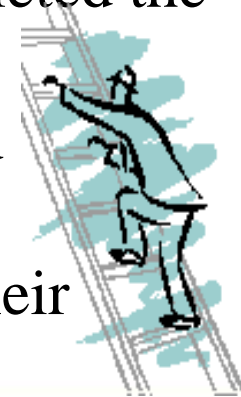
- **2nd cycle:** late August, **comprehensive review** of the school's performance **in the light of the results and indicators**.  $\Rightarrow$  Using the results and experiences of the content-related evaluation of the exams in the **pedagogical planning process** of the new school year with the aim to **adjust training measures and exam preparatory activities**.

### Some examples:

- putting together the syllabi in a flexible way, defining the topics for the project work, providing appropriate classrooms for practising the practical tasks, dividing students into groups according to the (practical) examination requirements.

## Monitoring by using VET specific indicator system

- Indicators used in the context of vocational exams:
  - ratio of students who applied for and completed the exam successfully, per vocation,
  - proportion of the successfully completed exams, per vocations,
  - ratio of the enrolled students and in due time successfully graduated students, per vocation,
  - examination results,
  - ratio of students with special education needs who completed the exam successfully,
  - number of students finding jobs, in the ratio of graduated VET school students,
  - ratio of VET school students finding jobs according to their qualifications.



## Some examples of using indicators

In the context of vocational exams indicators are used for

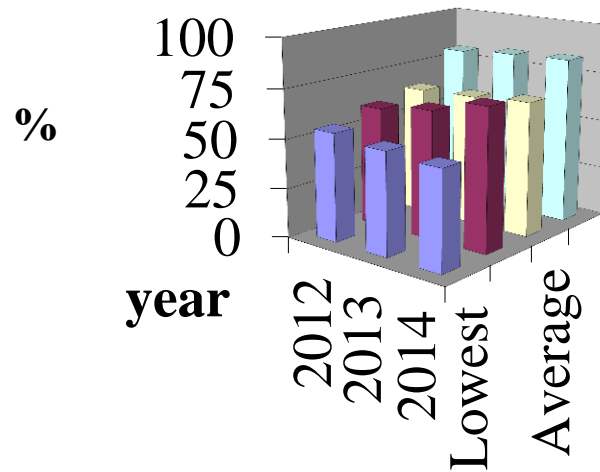
- reviewing the examination process,
- reviewing the content of the practical exam,
- introducing changes in the teaching-learning-training process and methods (cause and effect analysis),
- benchmarking exercise with other VET schools of similar profile,
- planning the education and training work for the next semester or year,
- identifying improvement opportunities.



## Some examples of using self-assessment results

- Based on the self-assessment results, in the context of the vocational exams the school has launched improvement actions aiming at
  - **engaging the representatives of the world of work** (enterprises) to influence the content of teaching and training more effectively.
  - improving the **cooperation and the communication** between the vocational subject teachers and trainers of the school as well as the tutors at the practical training sites (e.g. in the field of aligning the content of training) and their involvement in the implementation of the joint educational and training work.
  - elaborating and defining **evaluation criteria and methods for vocational practice** carried out in the school workshops and at external practical training sites.

# Satisfaction of VET school trainers with the availability of tutors at the external training sites



	2012	2013	2014
Lowest	55	52	50
Own	61	65	72
Average	65	66	68
Highest	81	83	84





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**Thank you for your  
attention!**

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