



EXAMINATION RESULTS AND QUALITY IMPROVEMENT IN SLOVENIAN IVET

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Before starting...



- Vocational education in Slovenia is an integral part of upper-secondary education
 - ▣ with a common institutional framework
- National exams in elementary (in grades 3, 6, 9) and upper-secondary education
 - ▣ As part of the monitoring system
 - ▣ As part of the quality assurance system
 - ▣ As a guarantee of equity in transition to higher levels (no entrance exams)

2 tips of IVET curricula in Slovenia

□ Vocational programmes (3 years)

▣ Final examination with 2 exams

- Slovenian language
- Demonstration of a work assignments

Assessment tasks in
guidelines – **examination
center**
Assessment – **school**

□ Technical programmes (4 years)

▣ Vocational matura with 4 exams

- Slovenian language
- Mathematics or English language
- Vocational theoretical exam
- Demonstration of work assignments

Assessment tasks – **school**
Assessment – **school**

Pilot for 2 programmes:
Assessment tasks and
guidelines – **examination
center**
Assessment – **school**

Examination requirements in competence based IVET (from 2004)

- Occupational standards express the expectations of employers
- Output oriented framework curricula
- Examination requirements for each exam:
 - ▣ Broader examination goals
 - ▣ Composition of the exam and assessment areas
 - ▣ Competences, knowledge and skills to be assessed
 - ▣ Assessment criteria
 - ▣ Example of assessment tasks

Institutions involved

Chambers:

- participation in the national structure,
- appointment of employers

Schools:

- preparing assessment tasks,
- implementing examinations,
- assessment,
- awarding certificates

National Examination Institute (RIC):

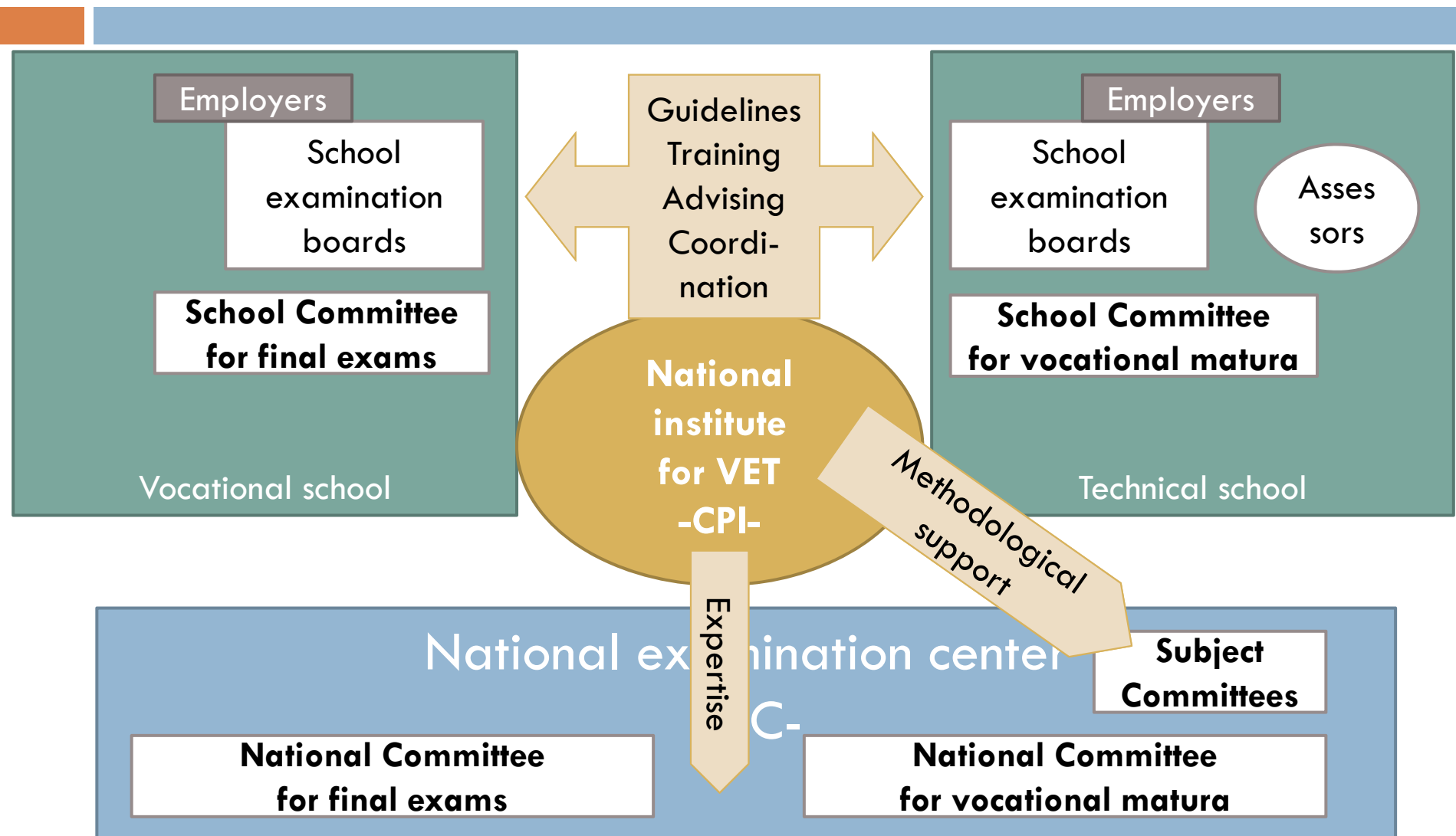
- coordination of national structure,
- preparation of assessment tasks and guidelines,
- information training,
- data collection,
- monitoring, reports

National Institute for VET (CPI):

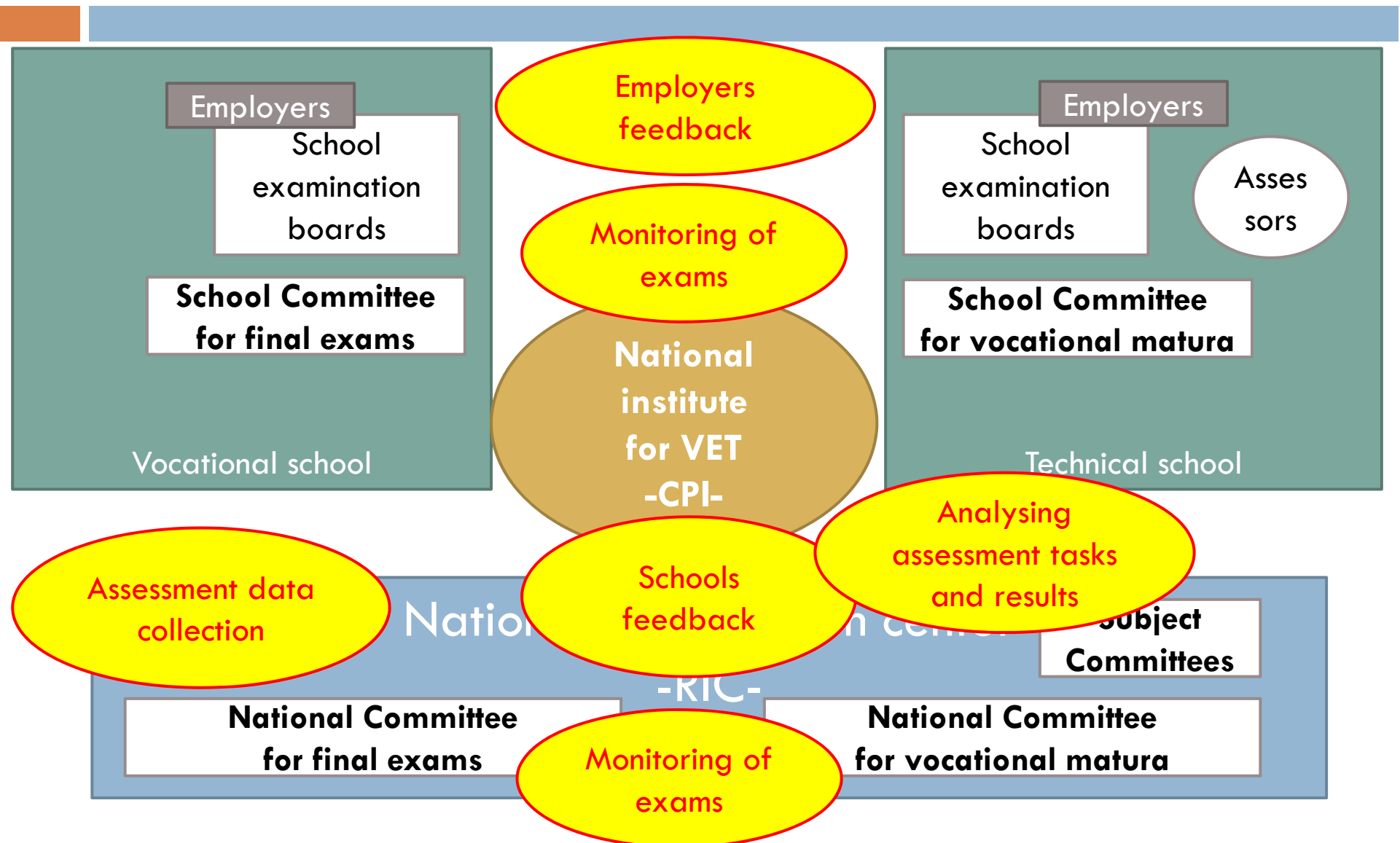
- curricula and examination requirements,
- guidelines for schools,
- development work (also with schools)
- training,
- monitoring

Ministry of education: regulations, training

The role of CPI and RIC in the structure



Monitoring, analysing, data collection



Monitoring areas

- **Monitoring** (direct observations and questionnaires):
 - Organisational arrangements (implementation of regulations) – RIC and CPI
 - Accomplishment of prescribed standards (tasks analysis...) – CPI
- **Feedback of schools**
 - How they managed the whole process (challenging points...)
 - Assessment of the support of RIC and CPI (information, instructions, trainings...)
 - How they used data and monitoring results (self-evaluation, improvements...)
- **Feedback of employers**
 - Organisation of exams
 - Adequacy of tasks
 - General opinion about the knowledge of students

Monitoring areas II



- **Collection of assessment results (by RIC)**
 - Number of points of each exam
 - In preparation: number of points of each task
- **Analysis of tasks and assessment results done by Subjects committees**
- **Report of institutions involved**
- **Common public report every year prepared by RIC and presented to all social partners**

Improvements at the system level by using monitoring results and data

□ **National committees:**

- review of examination requirements (done by CPI)
 - Based on the monitoring results very year requirements for few exams are renewed
 - Everything have to be fixed 2 years before exams (in 2015 for exams in 2017)

□ **Subject committees:**

- preparation of examination tasks and guidelines for assessment
- moderation of guidelines for assessment

□ **CPI:**

- preparing guidelines for schools,
- trainings, advisory work for schools,
- development work with schools
- coordination of schools networks in preparation of assessment tasks

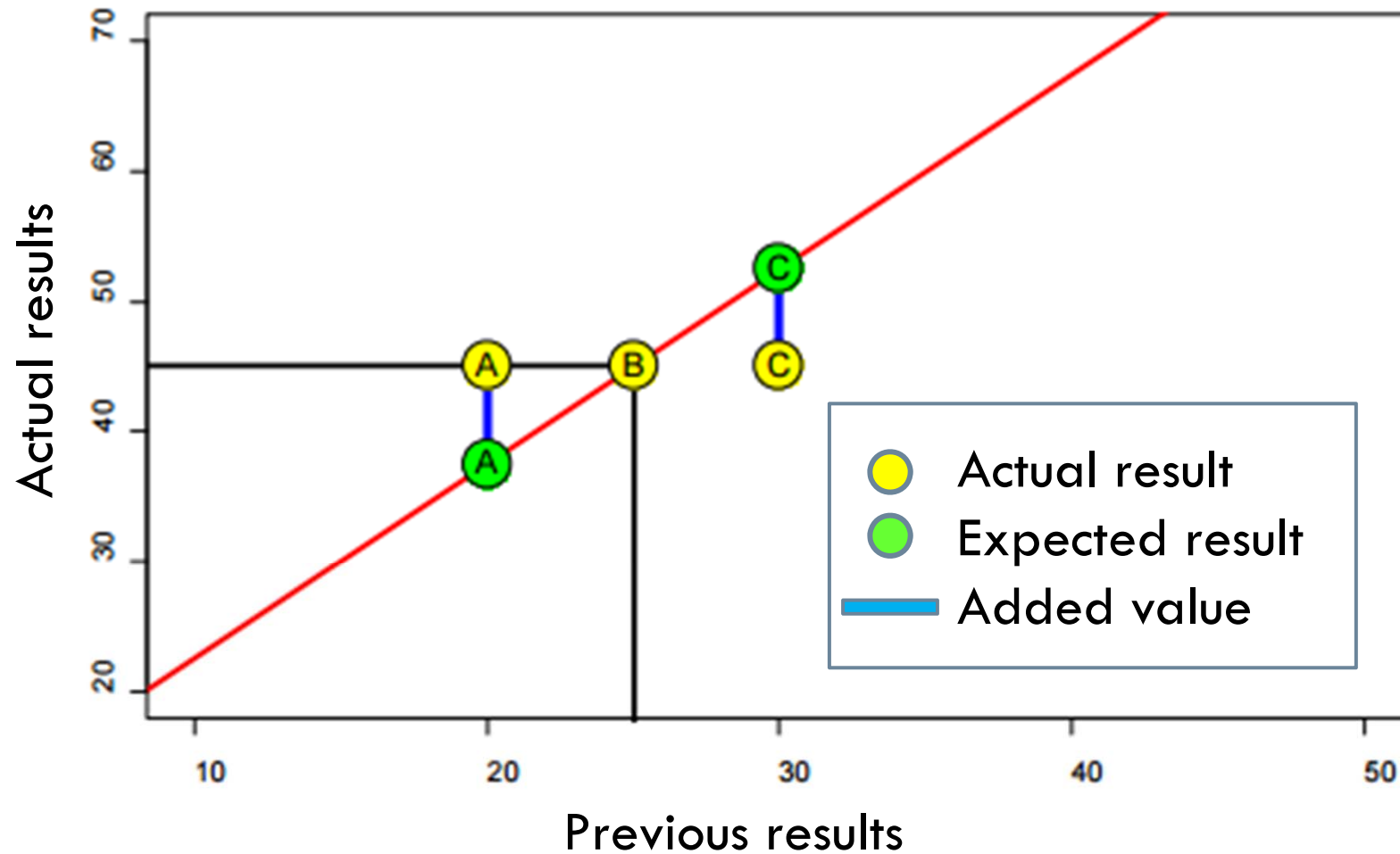
□ **RIC:**

- review of examination procedures
- supporting schools in analysing assessment results

Instrument for analysing the examination results

- Prepared by RIC to **support the self-assessment processes in schools**
- **Schools analyse** their results by comparing the results
 - ▣ by different departments in the school
 - ▣ with general results in Slovenia
 - ▣ with the programmes in the same sector
 - ▣ marks of the internal assessment and results of final examinations
- **Schools can see**
 - ▣ trends (using data from 2002)
 - ▣ „added value“: actual results of individual students in comparison with expected results (expectation is based on the results in previous national exam – in the 9th grade)

„Added value“ graph



Thank you for your attention!

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