



European Quality Assurance
in Vocational Education and Training

Supporting the implementation of the
European Quality Assurance Reference Framework
for Vocational Education and Training

Surveying stakeholders' needs and satisfaction in BÉKSZI

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School introduction

- BÉKSZI – Békéscsaba Central Vocational School and Student Dormitory
- Founded in 2007 with integration of formerly independent vocational secondary schools





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Békéscsaba I. Regional Integrated Vocational Training Centre

Békéscsaba Central Vocational School and Student Dormitory

(host institution)

**Mechanical and Computer
Secondary Vocational School**

(sending institution)

**Kemény Gábor Logistics and Transport
Secondary Vocational School**

(sending institution)

Békéscsaba Central Vocational School and Student Dormitory

**Trefort Ágoston
Technical
Department**

**József Attila
Dormitory**

**Zwack József
Trade and
Catering
Department**

**Kós Károly
Building, Timber
Industry
and Service
Department**

School introduction

Training areas:

- Vocational secondary school training
- Technical trade school training
- Adult education
- Adult training



History of quality improvement

- **COMENIUS 2000 Institutional Model I** – Partner-focused operation – 2000-2004
- **Development Program for Vocational Training Schools** – Self-assessment based on the VET Self-assessment Model – 2003-2009
- Public Education Act – Local Government Quality Management Programme – **Institutional Quality Management Programme** – 2004
- External assessment – **New Institutional Quality Management** – 2013

Self-assessment practice (1)

- **Comprehensive**, institution-wide self-assessment (Enablers and Results)
- **Partner surveys** – Planned, systematic activity:
 - **Interim report** in January
 - **Annual report** in June
- Regulated: **Quality Management Manual** (quality policy, quality goals, procedures, criteria and indicators)

Criteria of reports

- Achievement of strategic and short-term goals
- Human resources
- Material conditions
- Assessment of the teaching activities (results, fostering / managing talented students, closing up ...)
- Practical training
- Education
- Adult education and training
- Dormitory education
- **Report of the Quality Management Team**
- Financial management

Self-assessment practice (2)

Quality Management Team:

1. Management of the self-assessment process
2. Preparation of reports
 - **career tracking** (since 2010) → Interim report
 - **measurement of the need and satisfaction of partners** (since 2003) and
 - **assessment of the school's PISA and National Competence Assessment results** (since 2005) → Annual report

Career tracking

- Since 2010
- Headmasters of the graduating classes collect the following information from old students by phone
 - What qualifications he/she has gained?
 - Does he/she attend further education? If yes, where and in what type of school?
 - Does he/she work? (in his/her profession or not)
 - Is he/she unemployed?
- After the end of the final study year – August-September
- Effectiveness: 82 % response rate



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Measurement of the needs and satisfaction of partners

- Since 2003
- Partners: our direct partners: students, parents, teaching and non-teaching staff
- Every two years (students and parents in one year, and staff in another year)
- Method: Questionnaire-based survey

Questionnaire for Students

Example

Main points:

- Availability of institutional documents
- Handling of problems, providing assistance
- Quality of teaching and education
- Supporting of students with learning difficulties
- Fostering talented students
- School equipment, tools and applications
- Extra-curricular activities, free time programs
- Student canteens

Questionnaire for Parents

Example

Main points:

- Availability of institutional documents
- Relationships with parents, handling of problems
- Quality of teaching and education
- Supporting students with learning difficulties
- Fostering talented students
- School equipment, tools and applications



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Questionnaire for Teaching staff

Example

Main points:

- Availability of institutional documents
- School equipment, tools and applications
- Information flow and cooperation inside the institution and with the partners (e.g. parents, chamber)
- Methodology, quality of professional work
- Forms of control and appreciation
- Handling of conflict
- Work sharing



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Questionnaire for Non-teaching staff

Example

Main points:

- Availability of institutional documents
- School equipment, work conditions
- Information flow and cooperation inside the institution
- Forms of control and appreciation
- Work sharing

Use of results

- Summary of results → evaluation (Power Point)
- Informing teaching staff (on the regular meetings)
- Attached to the interim/annual report
- Taking into account the results at the next study year enrollment
- Appropriate action(s) in the areas for improvement integrated into the next year's work plan

Examples for using the results of partner surveys

- Result: Low employee appreciation
- Action: Awards:
 - "Employee of the Year"
 - „Trefort/Zwack ring“
- Result: Need for more extra-curricular activities with more informal conversations
- Action: Starting self-knowledge lessons



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Thank you for attention!