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European Quality Assurance  
in Vocational Education and Training

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



# Self-assessment approaches in the Hungarian VET sector

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

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- SA 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 (KMD) 2002 - 2008
  - SA model applicable to all types of public education institutions (including vocational schools)
- Accreditation System for Adult VET Providers 2002
  - Self-assessment system → training improvement plan

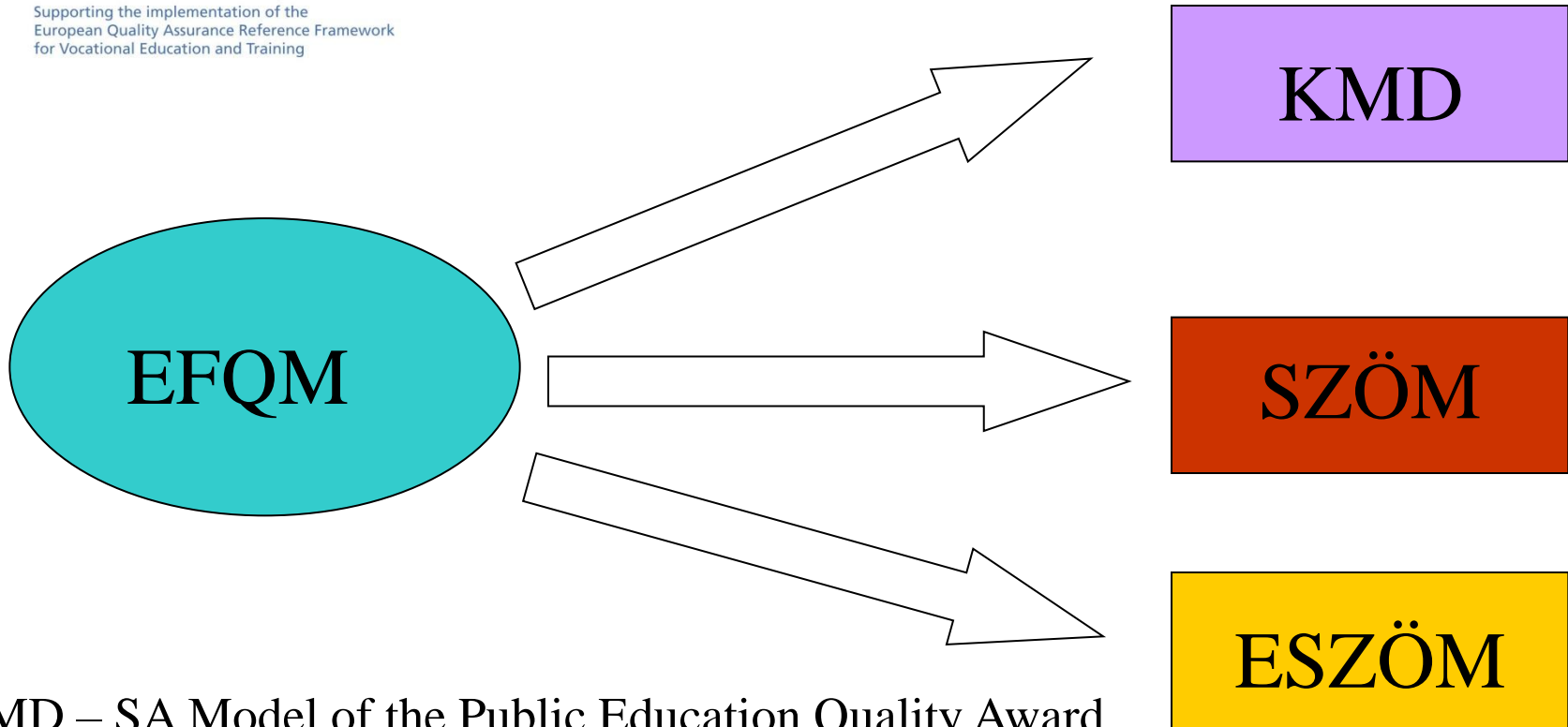


# Innovative tools for self-assessment based quality improvement in the Hungarian VET sector (2)

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- Institutional Quality Management Programme (IMIP) 2004
  - 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) – criteria in line with *CQAF*
- NHDP SDOP 2.2.1. “Improving the quality and the content of training” 2009-2011
  - Common VET Self-assessment Model (ESZÖM) – criteria in line with *EQAVET*

# Self-assessment models



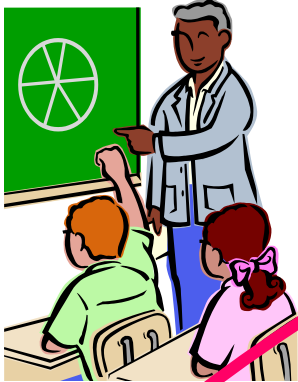
KMD – SA Model of the Public Education Quality Award

SZÖM – Self-assessment Model for Vocational Schools

ESZÖM – Common VET Self-assessment Model

EFQM – European Foundation of Quality Management

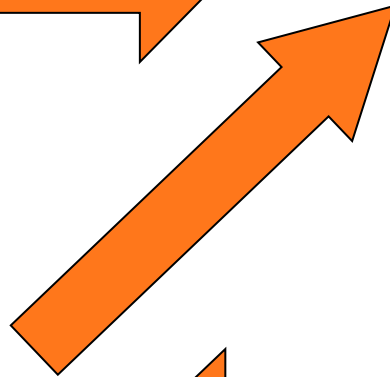
# Levels of QUALITY in an education – training institution



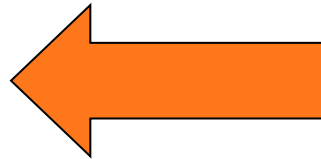
Quality of processes.



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



Quality of persons.



**Quality of the  
organisation.**

# Definition of 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.**

**The self-assessment process allows the institution to  
identify clearly its strengths and the areas in which  
improvement can be made / is necessary.**

# Self-assessment system

- **What is the aim / purpose of self-assessment?**
- **What is the scope / content of self-assessment?**
- **What kind of evaluation criteria and indicators are used?**
- **What is the process / procedure of self-assessment?**
- **What are the methods and tools used in the SA process?**
- **How are the information, data necessary for SA collected?**
- **How are the results of self-assessment used and the improvement actions defined?**
- **How are the improvement actions evaluated, and systematic feedback ensured?**



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# The Common Quality Management Framework for VET (ESZMK)

- **Is applicable to all levels and types of VET.**
- **Is in-line with the EQAVET principles and criteria (indicative descriptors and indicators).**
- **Is a common toolkit  $\Rightarrow$  base for comparison.**
- **Provides a common base in quality management of VET.**
- **Takes into account and manages the special features of the institutions.**
- **Supports the institution-wide evaluations and the improvements.**



# The main elements of ESZMK

**Quality policy**



**Quality Management System**

**Process control,  
description of  
common  
processes**

**Surveying  
partners' needs  
and satisfaction**

**Indicator  
system**

**Common Self-  
assessment  
Model for  
VET**



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# The Common VET Self-assessment Model (ESZÖM)

- **Is a complex tool for conducting self-assessment and identifying improvement opportunities within the VET institutions.**
- **Takes the specific features of the VET institutions (IVET, CVET, adult training) into consideration.**
- **Focuses on the education-teaching-training activity of the VET institution throughout the entire SA process.**
- **Helps institutions to meet both the legal and EU requirements as the model is compatible with [EQAVET](#).**
- **The model is fully compatible with the self-assessment models used in other sectors of education.**

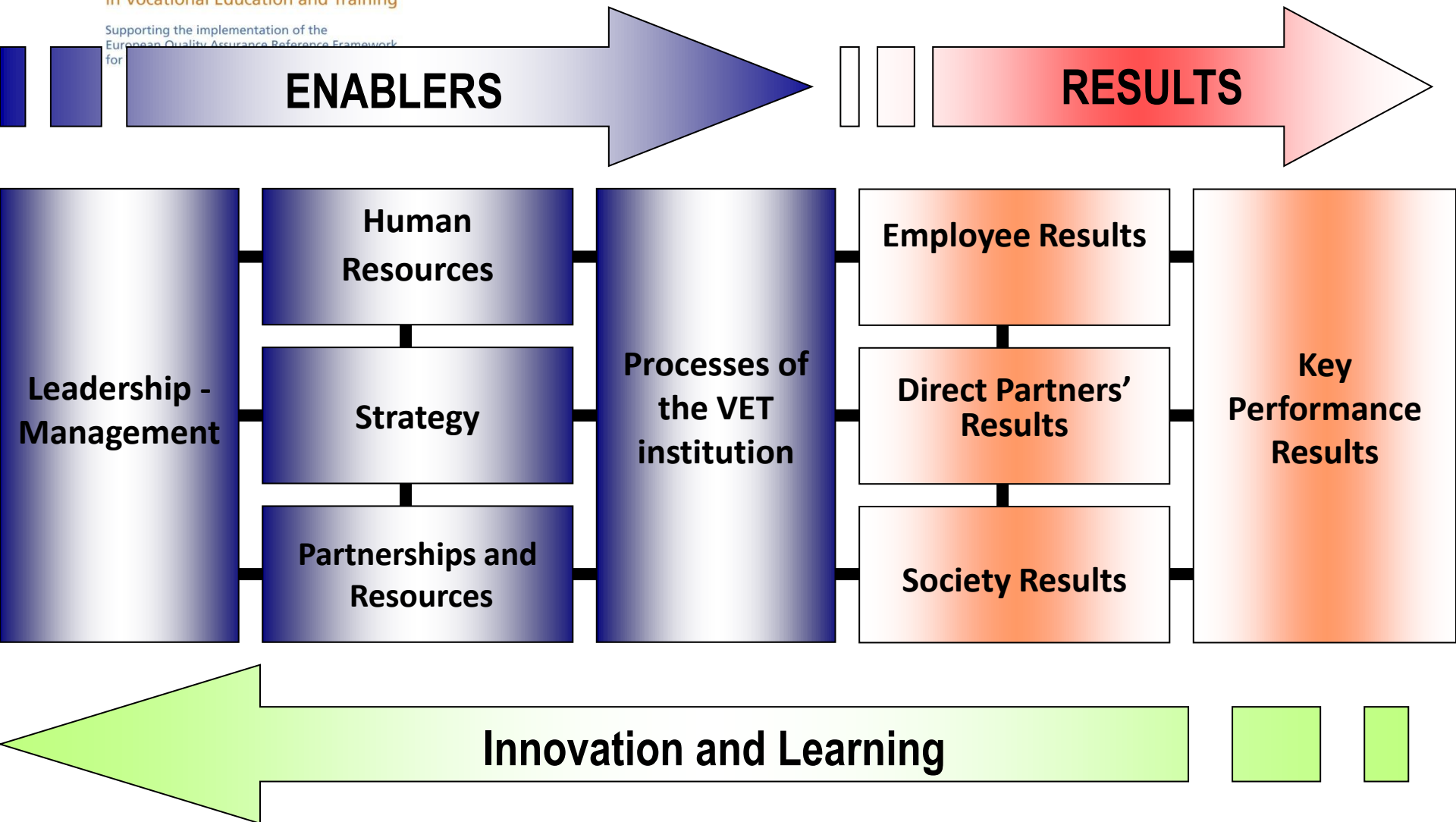


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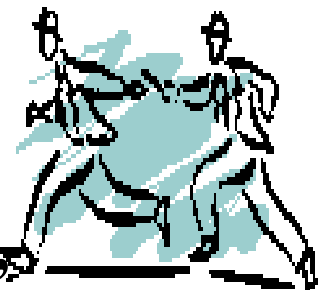
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# The Common VET Self-assessment Model (ESZÖM)



# Common set of VET indicators

- **Key indicators (K)** that are mandatory to measure and present in the self-assessment document / report, and to upload into the IT database.
- **Benchmarking (B)** indicators that are recommended to measure.
- They include also the EQAVET indicators.
- Regarding the key and benchmarking indicators,  the institutions receive also comparatory (benchmarking) data.
- The institutions develop and operate their indicator systems based on these indicators which also include special institutional indicators and indicators related to improvements.

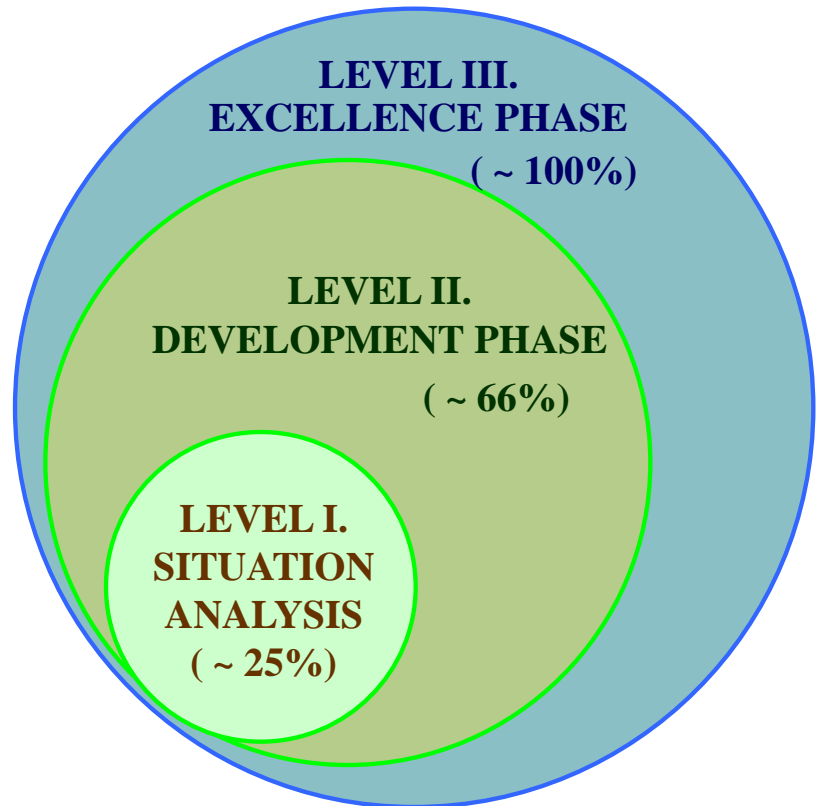


# Levels of implementation of the Common Self-assessment Model for VET (ESZÖM)

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



# Scope of the individual levels

<p>European Quality Assurance in Vocational Education and Training</p> <p>Supporting the implementation of the European Quality Assurance Reference Framework for Vocational Education and Training</p> <p><b>Criteria</b></p>	<b>Level I</b>	<b>Level II</b>	<b>Level III</b>
<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, 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>25%</b>	<b>66%</b>	<b>100%</b>

# ENABLERS (ESZÖM levels I – III)

<b>Criteria</b>	<b>Level I</b>	<b>Level II</b>	<b>Level III</b>
<b>1. Leadership - Management</b>	<b>0</b>	<b>3</b> <b>(1a, 1b, 1d)</b>	<b>5</b> <b>(+ 1c, 1e)</b>
<b>2. Strategy</b>	<b>0</b>	<b>3</b> <b>(2a, 2b, 2c)</b>	<b>3</b> <b>(2a, 2b, 2c)</b>
<b>3. Human resources</b>	<b>0</b>	<b>3</b> <b>(3a, 3b, 3e)</b>	<b>5</b> <b>(+ 3c, 3d)</b>
<b>4. Partnerships, resources</b>	<b>0</b>	<b>1</b> <b>(4a)</b>	<b>4</b> <b>(+ 4b, 4c, 4d)</b>
<b>5. Processes</b>	<b>0</b>	<b>4</b> <b>(5b, 5c, 5d, 5e)</b>	<b>5</b> <b>(+ 5a)</b>

# Methods of self-assessment

- Questionnaire based method
- „Workshop" method
- „Pro-forma" method
- Software method
- Matrix method
- Partner method
- Award type self-assessment





# Comparing self-assessment methods

<p>Supporting the implementation of the European Quality Assurance Reference Framework for Vocational Education and Training</p>	<p><b>Questionnaire -based (Software)</b></p>	<p><b>Workshop („Pro-forma“)</b></p>	<p><b>Award type (Partner)</b></p>
<p><b>Definition of strengths and areas for improvement</b></p>	<p><b>No</b></p>	<p><b>Yes</b></p>	<p><b>Yes</b></p>
<p><b>Accuracy</b></p>	<p><b>Low</b></p>	<p><b>Average</b></p>	<p><b>High</b></p>
<p><b>Need for (knowing) a model</b></p>	<p><b>No</b></p>	<p><b>Partly</b></p>	<p><b>Fully</b></p>
<p><b>Need for assessor training</b></p>	<p><b>No</b></p>	<p><b>Partly</b></p>	<p><b>Needed</b></p>
<p><b>Future utilization</b></p>	<p><b>Limited</b></p>	<p><b>Appropriate</b></p>	<p><b>Very useful</b></p>

# 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

# The trio of Objective / Target – Enabler – Result

## OBJECTIVE

Setting the  
target

Evaluation of the  
appropriateness of the target

## ENABLER

- Selection
- Implementation
- Deployment

Evaluation and  
Review of the Enablers

## RESULT

- Assessment, Evaluation

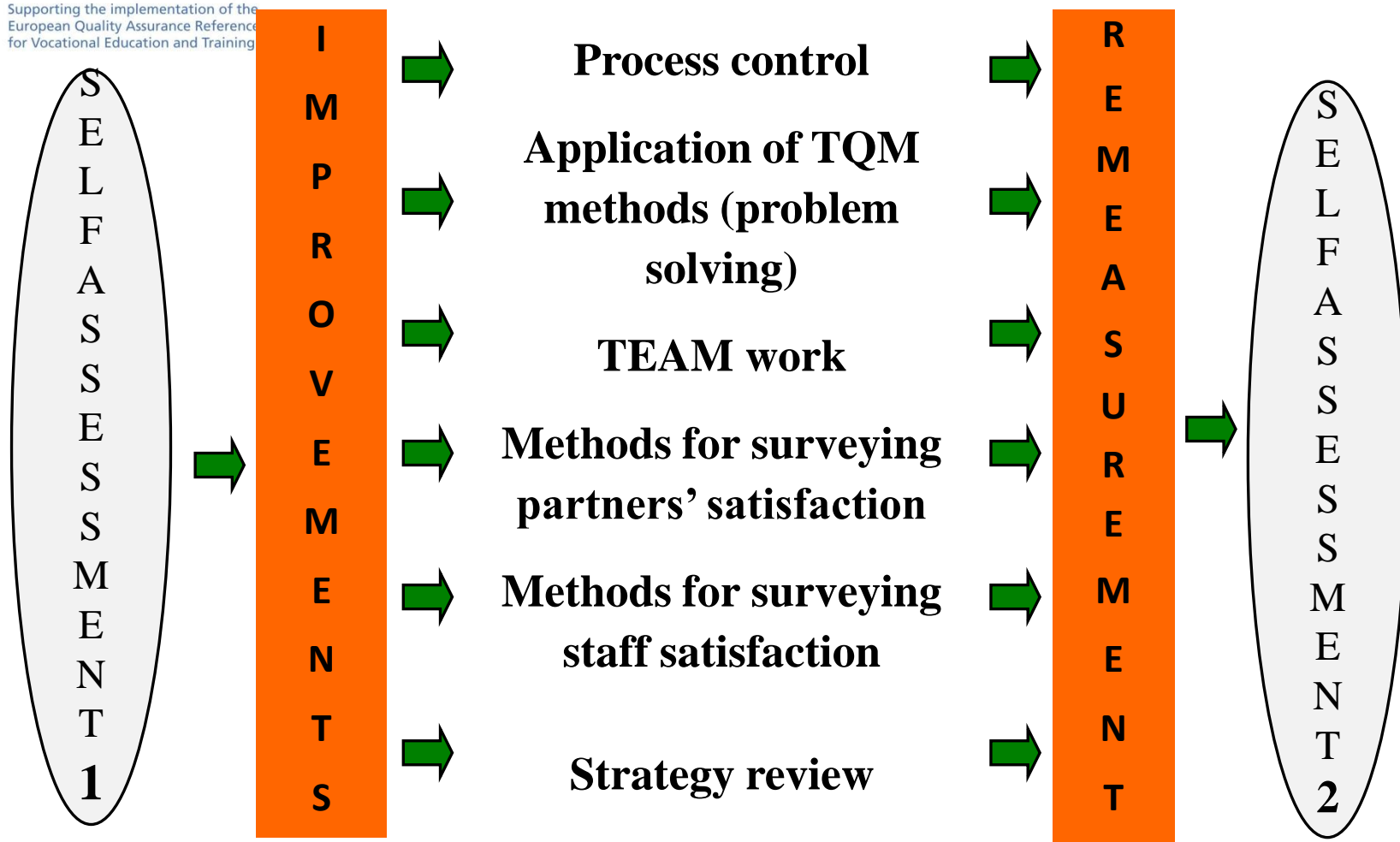


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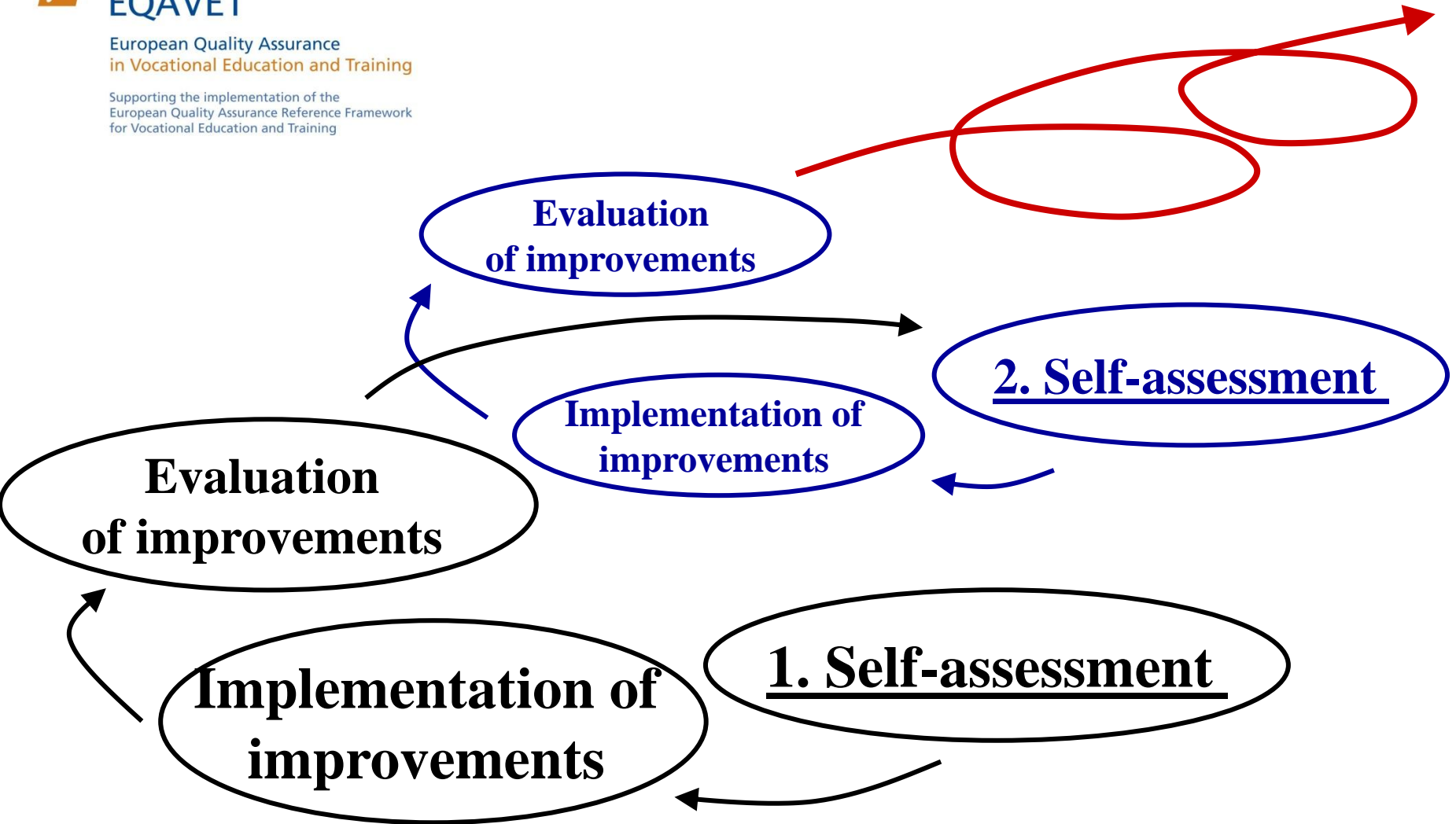
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# Improving the capabilities of the institution through self-assessment



# Development spiral of self-assessment



# External support to self-assessment

- Quality Improvement Team
- VET specific, 3-phase self-assessment model
- Self-assessment methodology
- Methodological guidance materials
- Implementation Guide
- Training courses (for teachers, trainers)
- Consultancy, mentoring, expert support
- External evaluation of SA reports
- Benchmarking database
- Quality Award scheme
- School networks for promoting sharing, mutual learning, exchanging, benchmarking
- One-week study tours to EU countries



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# Thank you for attention!

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# Questions

