# OpenQAsS

## **Open** Source **Q**uality **As**surance **S**ystem for Vocational Education

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ERASMUS+ Strategic Partnership

2014-2017

# Teacher's questionnaire

**Needs-analysis**

iTStudy Hungary Ltd.

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# Table of Content

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## Survey on requirements and needs of stakeholders for a VET Quality Assurance system

The primary aim of the survey is a needs assesment which provides clues to build a quality assurance toolkit within the frames of the **OpenQAsS** project. Moreover it provides insight into the present situation of vocational education in the countries and into competences in and attitudes for quality assurance systems of its workers as well. It provides a comprehensive picture of the expectations and requirements towards an IKT toolkit in this field.

The online questionnare focuses on VET teachers, as the key players of quality assurance. In its structure first come some questions regarding the personal and vocational background, than some on the working environment. The next section highlights the IT infrastructure and skills, simultaneously assesing the usage and utility of them. With the same thorougness are the quality assurance experiences, skills and attitudes questioned next. After all these come the most exciting and important questions regarding the expectations and requirements towards the toolkit. According to the openness/opening beyond borders the last part contains questions on the **EQAVET** framework and it's daily usage**.** Finally the survey ends by mapping the willingness to participate in the planned **IQAM** (**I**ntstitutional **Q**uality **A**ssurance **M**anager) course within the **OpenQAsS** project.

## Summary

The two-thirds of the **102** Hungarian *respondent*s of the online survey are **over 45 years old** and 57% of them are female. Most of them working as **teacher (63)**, almost three-quarters of them teach human and/or science subjects on average with 20,7 years teaching experience. Every respondent uses computer daily, and **just 7 are not involved in any kind of quality assurance activities**.

In terms of their *working environment* most of them work in (I or C)VET of state schools (84%), and mostly of them have on average 500-700 pupils and 50 fellows. Average of Student-per-Teacher Ratio (STR) is 10,5 is in line with the Hungarian average (around 11[1]).

Enquiry of IT infrastructure and skills shows that internet access is available at each of their institutes, although outside of the classrooms mainly. Among the available internet facilities stands out the **school's website (91%)** and the **e-mail (89%)**. The recent survey indicates that there are on average 10 students and 2 teachers per computer at the institutions, which is much worse than the 2011-12 years' European Union survey, including 4 students per computer on average[2]. (Other online communicating devices - such as tablets, smartphones, smartwatches – were not assesed in the present survey.) In three-quarters of the institutes the IT background is handled by a dedicated system administrator. About **nine-tenths** of respondents **are connected to the Internet every day**, both from home and from working place. The direction of their communication are colleagues, friends and students, while there is almost no contact with the parents of their students. The most

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[1] Source: http://index.hu/belfold/2016/02/05/oecd_oktatasi_adatok_a_kormanyinforol_mirol_beszelt_lazar_janos/ - 09. 05. 2016.

[2] Source: https://ec.europa.eu/digital-single-market/sites/digital-agenda/files/KK-31-13-401-EN-N.pdf - 27.07. 2016. See *Fig. 1.1d: Students per computer* on page 35.

popular channels are **email** and **community sites**, school's network is used only by one-fifth of them daily manly with locally available persons (students, colleagues), forum usage exists just barely. They support their daily work with **internet browser (62%)**, and also worth to mention is Facebook, Wikipedia, and softwares to create pretentations, graphs and tables, which are used on a weekly bases.

According to the quality assurance experiences over half of the respondents consider useful to take part in this kind of activities, therefore they play an active role in the centrally or self developed systems. Broken down by activities most of them participate in **filling of online self-assessment questionnares**, discussion on the school's self-evaluation report, and determining and evaluating school performance indicators. Regarding the more narrowly defined quality assurance activities the **determining of the schools quality goals and strategy, the usage of quality assurance indicators**, and **participating in meetings on quality assurance issues** can be highlighted. Unfortunately their work is hold back by **overload**, and **preparation for too formal and often stressful external audits**. Moreover **two-third of them are not convinced by the usefulness of a quality assurance system**. However a **well managed** quality assurance **system** is able to **improve the reputation of the school**, promotes further professional development of staff and has a positive effect on the quality of teaching/learning. Most commonly used methods from the quality assurance toolkit are the **brainstorming** and the **PDCA-cycle**. (Force field analysis is unknown to almost half of the respondents.) Fot these methods only a minimal number of them uses any software, if they do, that is the Microsoft Project[3].

In the field of requirements of the planned quality assurance toolkit is a good starting point that the most prominent quality assurance approache is the **self-assessment** in most of the institutes of the respondents, merely quarters of them is more pronounced the orientation of possible external audit by a third-party, while one third to both of them. The three-quarters of the respondents **consider it important that the Quality Assurance System supports uploading evidence (documents, reports, etc.) to justify each assessment item**. The most helpful support for them can be the **measurement of student's and teacher's satisfaction**, as well as the **daily work organisation**. They accordingly deem the followings to be ineliglibe for helpful support: appointment of managers or other relevant positions; induction of new staff; reception/welcoming of students and professional development and motivation of staff. The **measurement of student's and teacher's satisfaction; planning of learning activities and feedbacks to the teachers** can see as the most important activities. , a Google survey[4], a Microsoft Excel[5] and are worth mentioning during their quality assurance work, which are used by creating/evaluating interviews and questionnares; using own tables. **Proper competency and skill; effective time-management and setting precise targets and tasks** provide them additional help.

The vast majority of respondents have not heard yet from **EQAVET**, or if have heard, not know it. Only 2% are implementing it in their day-to-day working life. **Half of the respondents are open to participate in the planned IQAM course.**

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[3] Microsoft, Microsoft Excel are either registered trademarks or trademarks of Microsoft Corporation in the United States and/or other countries.

[4] © 2015 Google Inc. All rights reserved. Google and the Google Logo are registered trademarks of Google Inc.

[5] Microsoft, Microsoft Excel are either registered trademarks or trademarks of Microsoft Corporation in the United States and/or other countries.

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# Section 1: Respondents data

## Country

Hungary

**Evaluation:** There were **102** respondents from Hungary.

## Age

Average age: **49** years, deviation: 9,6.
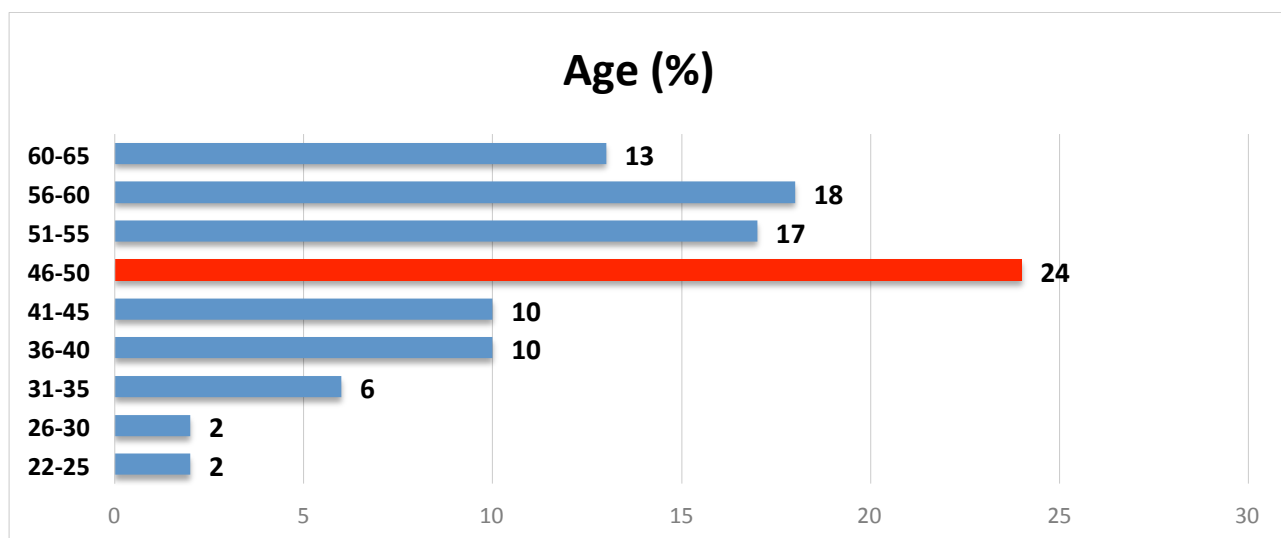


| Age | X of 102 | % |
|-----|----------|---|
| 22-25 | 2 | 2 |
| 26-30 | 2 | 2 |
| 31-35 | 6 | 6 |
| 36-40 | 10 | 10 |
| 41-45 | 10 | 10 |
| 46-50 | 24 | 24 |
| 51-55 | 17 | 17 |
| 56-60 | 18 | 18 |
| 60-65 | 13 | 13 |
| | 102 | 100 |

**Evaluation:** More than two-thirds of the respondents are **above 45 years**.

## Gender

**Gender (%)**



- Female
- Male

**43%**

**57%**
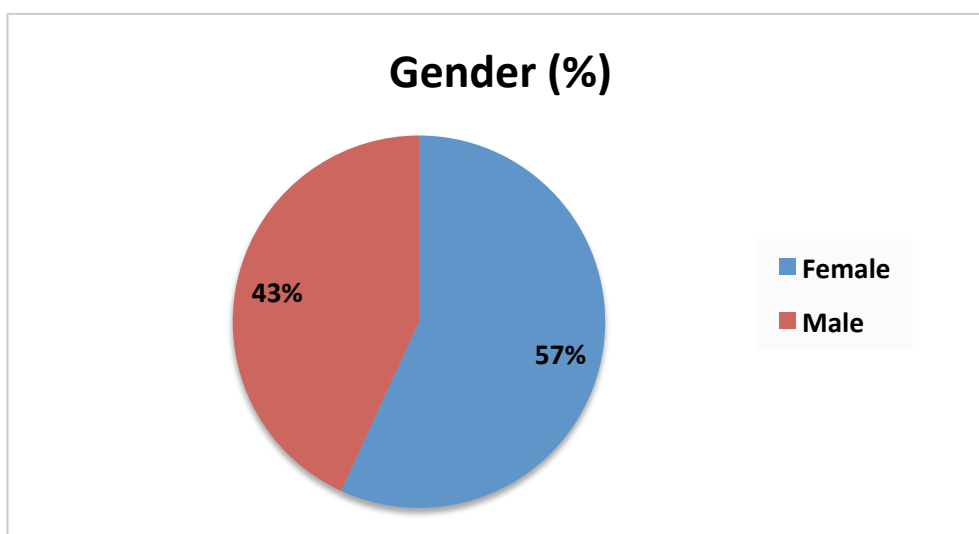
| Gender | X of 102 | % |
|---|---|---|
| Female | 58 | 57 |
| Male | 44 | 43 |
|  | 102 | 100 |

**Evaluation:** More than half of the respondents are **female**.

## Teaching experience

**Teaching experience**



Manager **8**

Principal **30**

Student teacher **1**
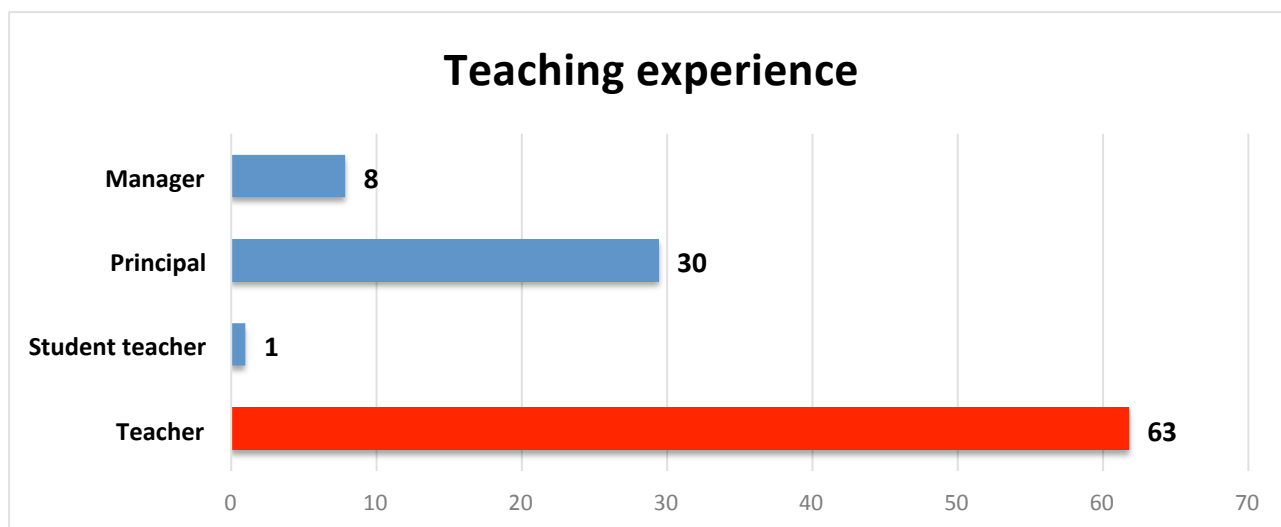
Teacher **63**

| Teaching experience | X of 102 |
|---|---|
| Manager | 8 |
| Principal | 30 |
| Student teacher | 1 |
| Teacher | 63 |
|  | 102 |

**Evaluation: 63 teachers**, 30 principals, 8 managers and 1 student teacher are filling out the survey.

## Total years of teaching experience

Average: **20,7** years, deviation: 10,6 years.

| Total years of teaching experience. | |
|---|---|
| Average | 20.7 |

**Evaluation:** The huge number of average teaching experience is in accordance with the 49 years average age of respondents.

## What do you teach?
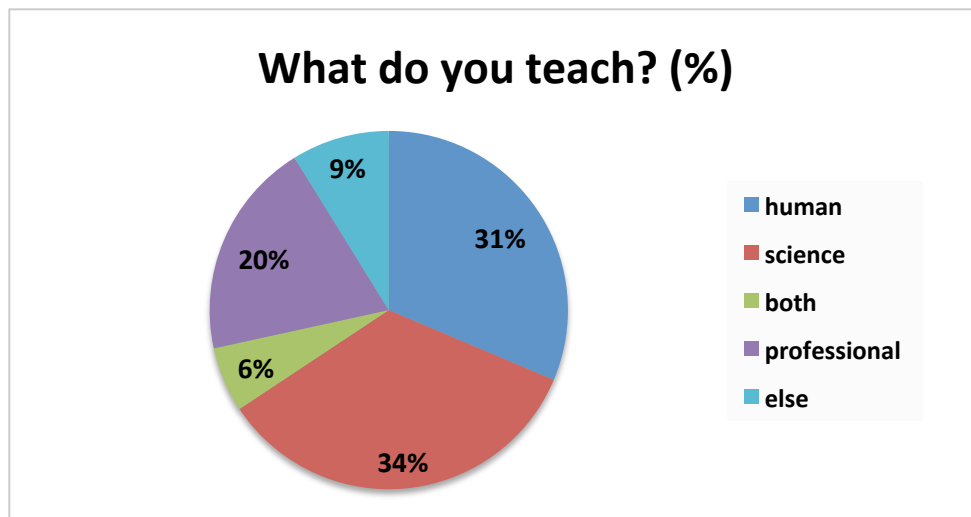


| What do you teach? | X of 102 | % |
|---|---|---|
| Human | 35 | 34 |
| Science | 32 | 31 |
| Professional | 20 | 20 |
| Both human and real | 6 | 6 |
| Else | 9 | 9 |
| | 102 | 100 |

**Evaluation:** Most of respondents teach human and/or science studies, while **one-fifth of them professional** ones.

## Do you use a computer in your everyday work?
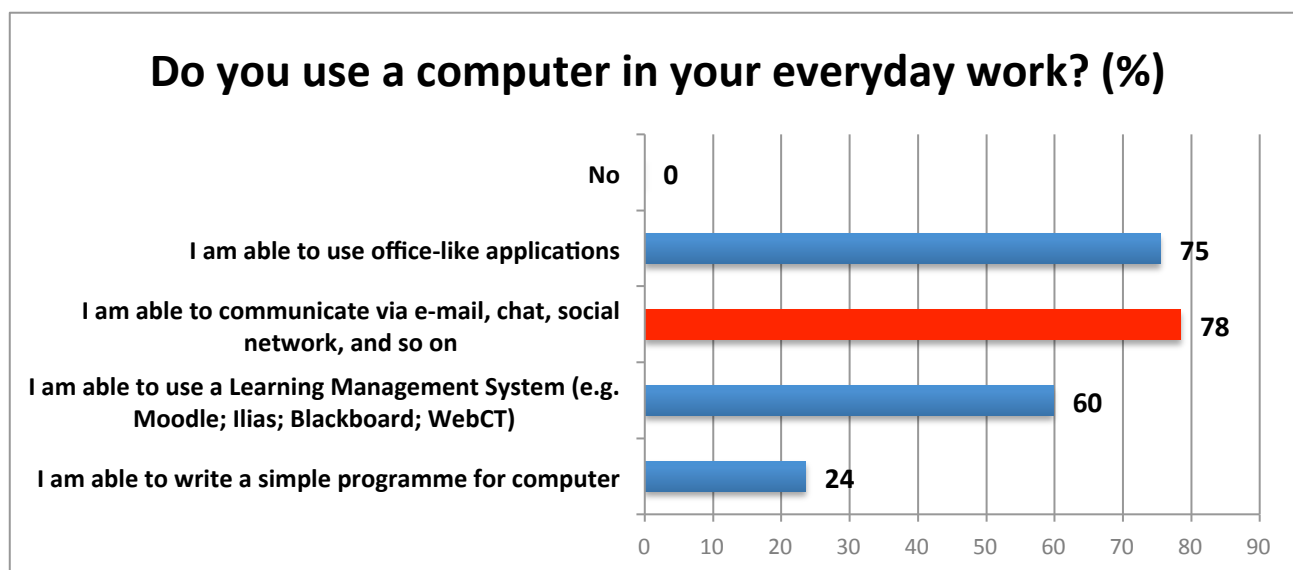
| Do you use a computer in your everyday work? | X of 102 | % |
|---|---|---|
| No | 0 | 0 |
| I am able to use office-like applications | 77 | 75 |
| I am able to communicate via e-mail, chat, social network, and so on | 80 | 78 |
| I am able to use a Learning Management System (e.g. Moodle; Ilias; Blackboard; WebCT) | 61 | 60 |
| I am able to write a simple programme for computer | 24 | 24 |

**Evaluation: Every respondent uses computer** every day, mostly office-like and communication applications.

## Are you involved into the school's Quality Assurance activities?
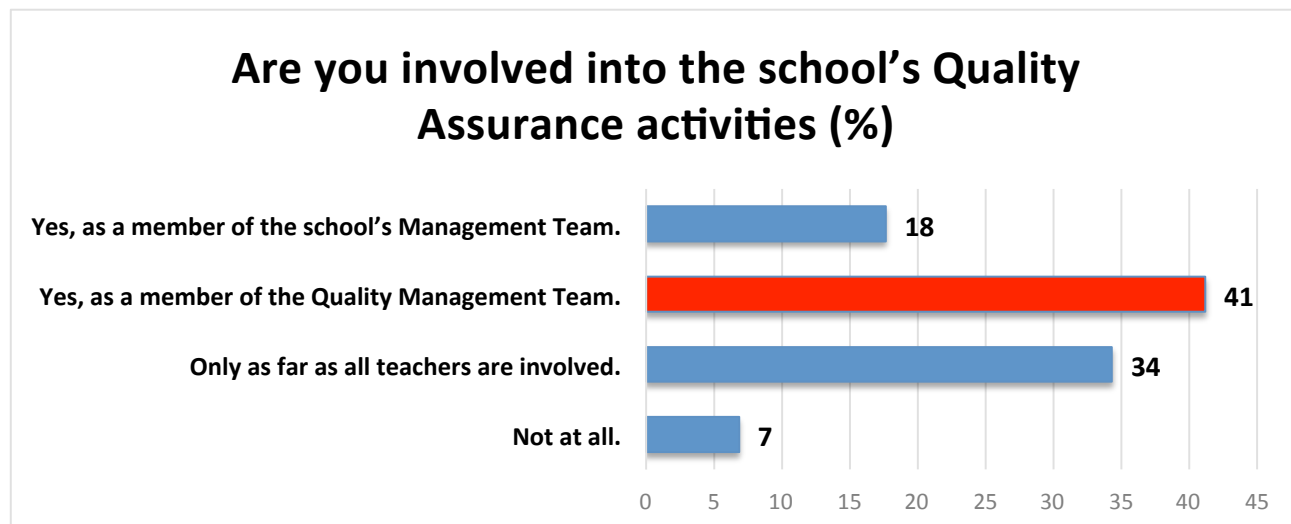


| Are you involved into the schools' Quality Assurance activities? | X of 102 | % |
|---|---|---|
| Yes, as a member of the Quality Management Team. | 42 | 41 |
| Yes, as a member of the school's Management Team. | 18 | 18 |
| Only as far as all teachers are involved. | 35 | 34 |
| Not at all. | 7 | 7 |
| | 102 | 100 |

**Evaluation:** Only **7% of respondents are not involved** into quality assurance activities. However almost half of respondents (41%) are member of the Quality Management Team.

## Section 2: Working environment

### In what type of school do you teach?

**In what type of school do you teach? (%)**
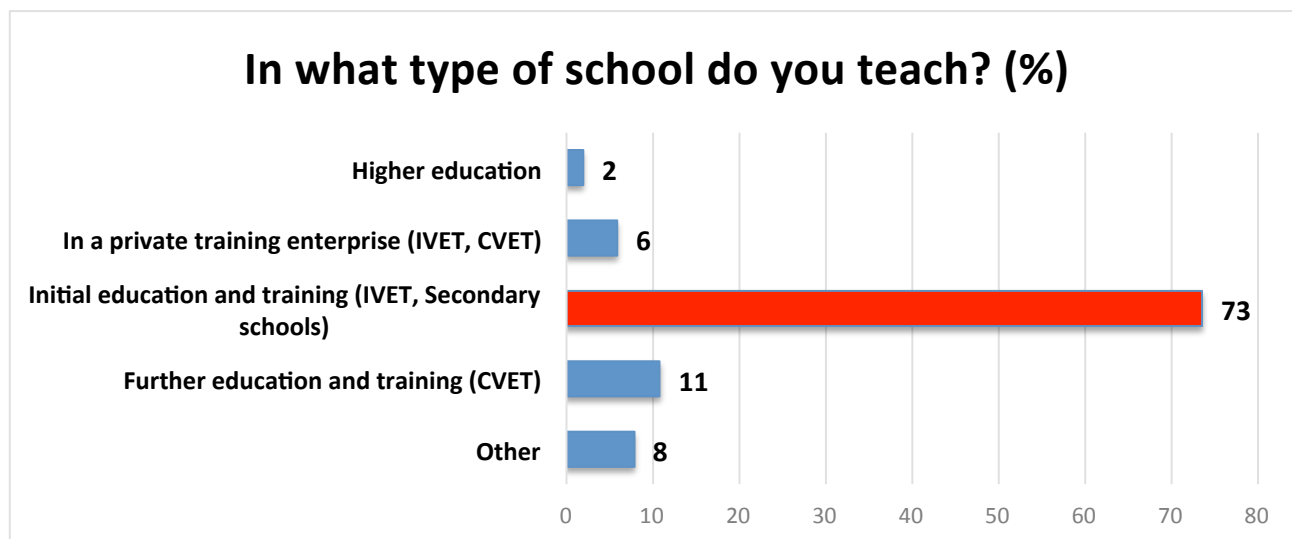
| In what type of school do you teach? | X of 102 | % |
|---|---|---|
| Higher education | 2 | 2 |
| In a private training enterprise (IVET, CVET) | 6 | 6 |
| Initial education and training (IVET, Secondary schools) | 75 | 73 |
| Further education and training (CVET) | 11 | 11 |
| Other | 8 | 8 |
| | 102 | 100 |

**Evaluation:** The vast majority is coming from **high school level of VET (73%)**, while others from CVET.

### Total number of students

**Total number of students (per institutes)**
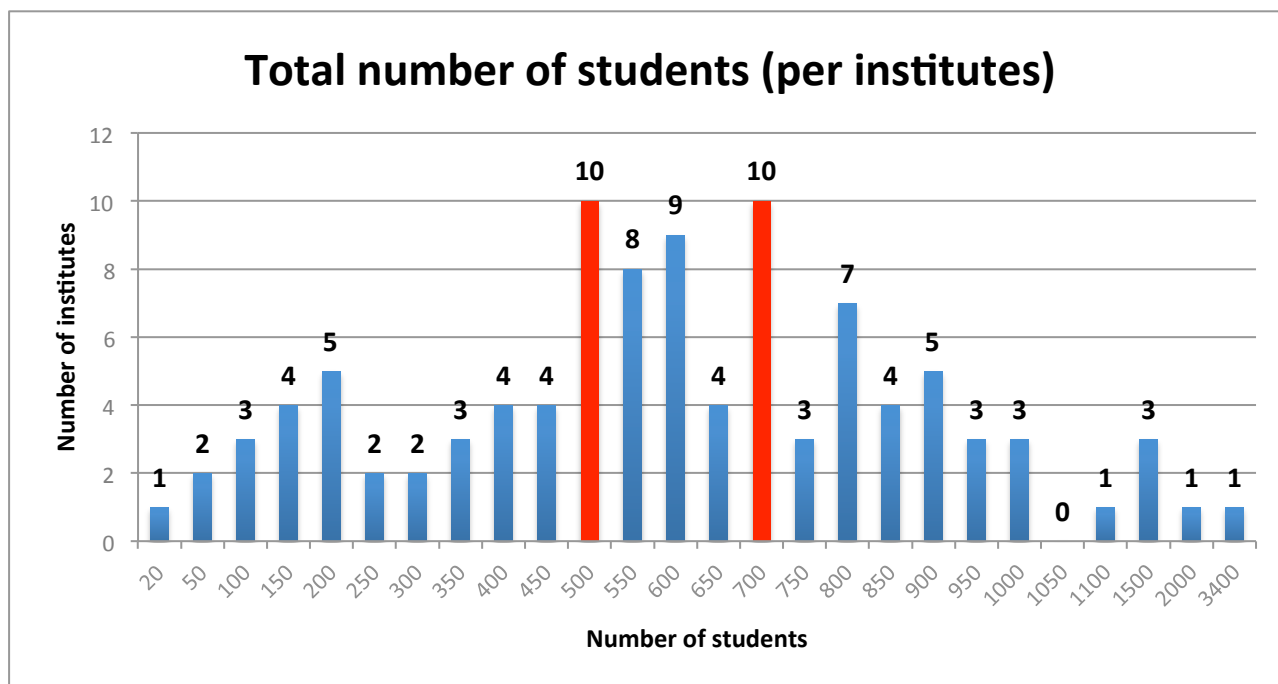
**Evaluation:** The diagram shows that the majority of respondents are coming from medium sized schools.

## Total number of teachers

### Total number of teachers (per institutes)



### Number of students per teacher (per institutes)
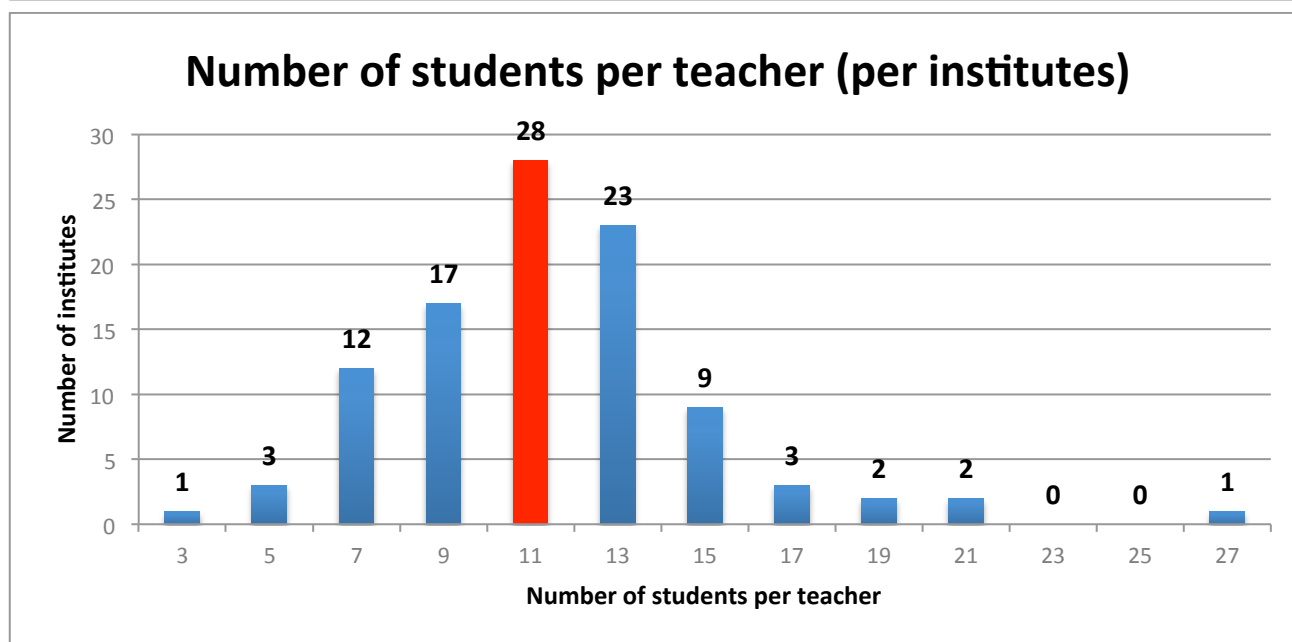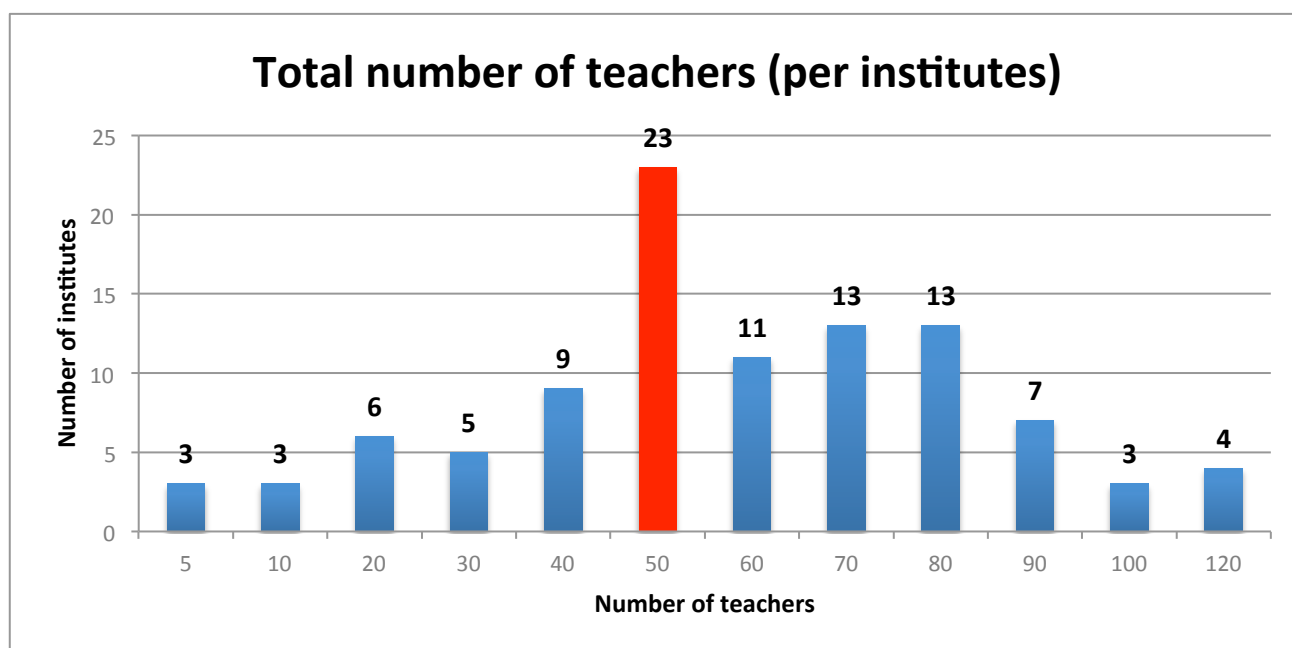


Interpretation (example): there are 28 schools where are 10-11 students per each teacher.

For the calculation we have to let out two samples, which are incredible. The figures deleted: (3400 students, 452 teachers), (1500 students, 300 teachers).

**Evaluation:** In accordance with the previous question most of institutes have **teachers around 50**, even the „total number"s diagram represent similar distribution, so the student-per-teacher ratio seems correct and is in line with the Hungarian average (around 11[7]).

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# Section 3: IT Infrastructure and IT Skills

## 1 - Internet access
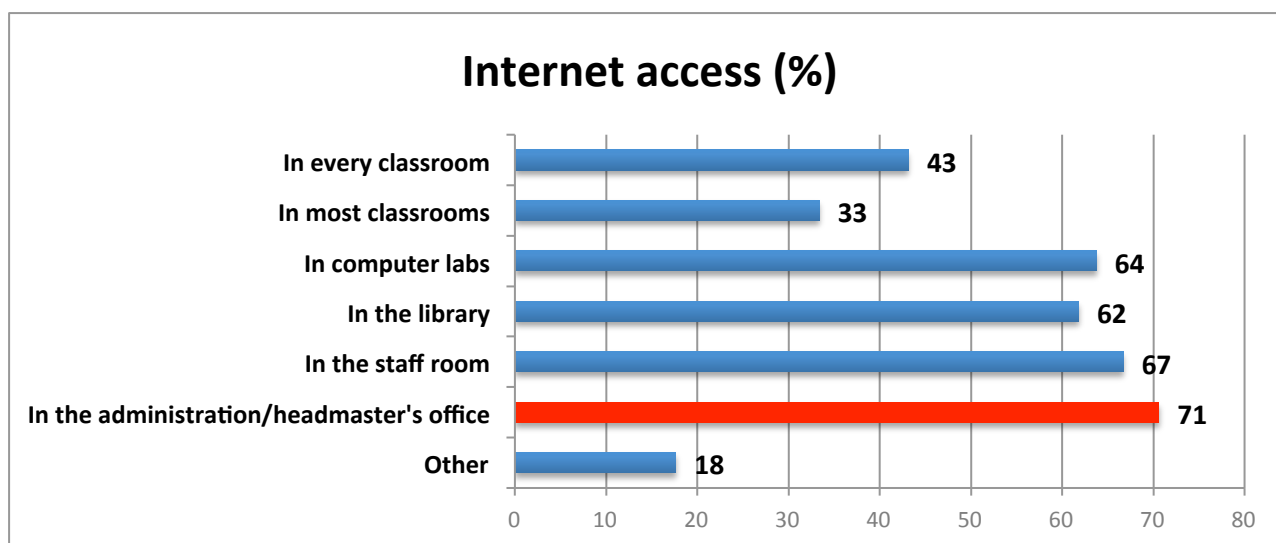
**Internet access (%)**



| 1 - Internet access | X of 102 | % |
|---|---|---|
| In every classroom | 44 | 43 |
| In most classrooms | 34 | 33 |
| In computer labs | 65 | 64 |
| In the library | 63 | 62 |
| In the staff room | 68 | 67 |
| In the administration/headmaster's office | 72 | 71 |
| Other | 18 | 18 |

**Evaluation:** Internet access are available in every institute, but **mainly outside of classrooms**.

## 2 - Other internet services in your school

**Other Internet services in your school (%)**
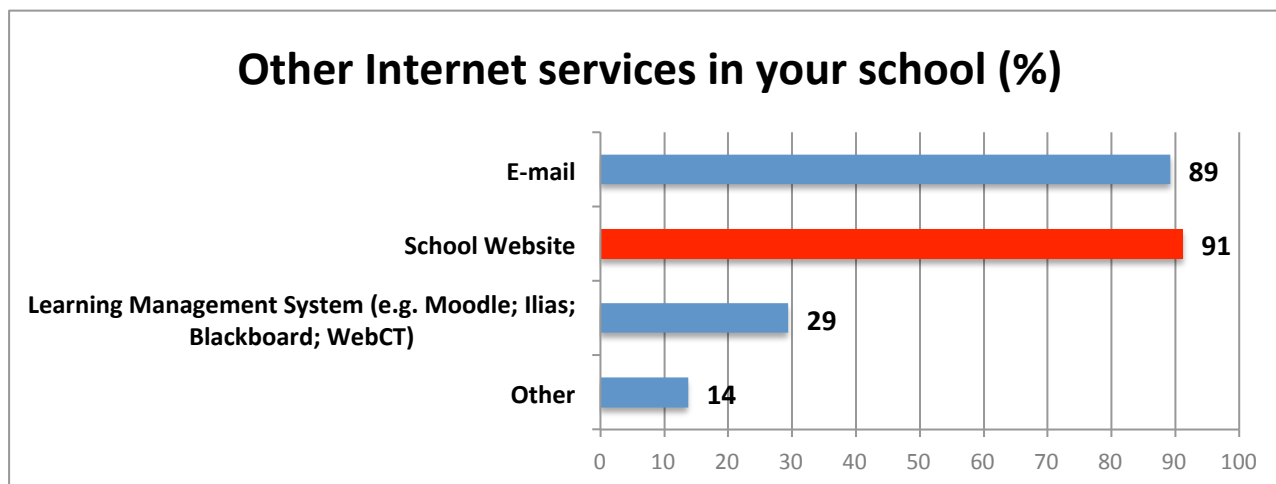


| 2 - Other Internet services in your school | X of 102 | % |
|---|---|---|
| E-mail | 91 | 89 |
| School Website | 93 | 91 |
| Learning Management System (e.g. Moodle; Ilias; Blackboard; WebCT) | 30 | 29 |
| Other | 14 | 14 |

**Evaluation:** The widely accessible internet is used by **school website** and **e-mail** primarily. Learning Management System, which can linked directly to education is available of 29% only.

## 3 - Number of computers for student only:

### Number of computers for student (per institutes)
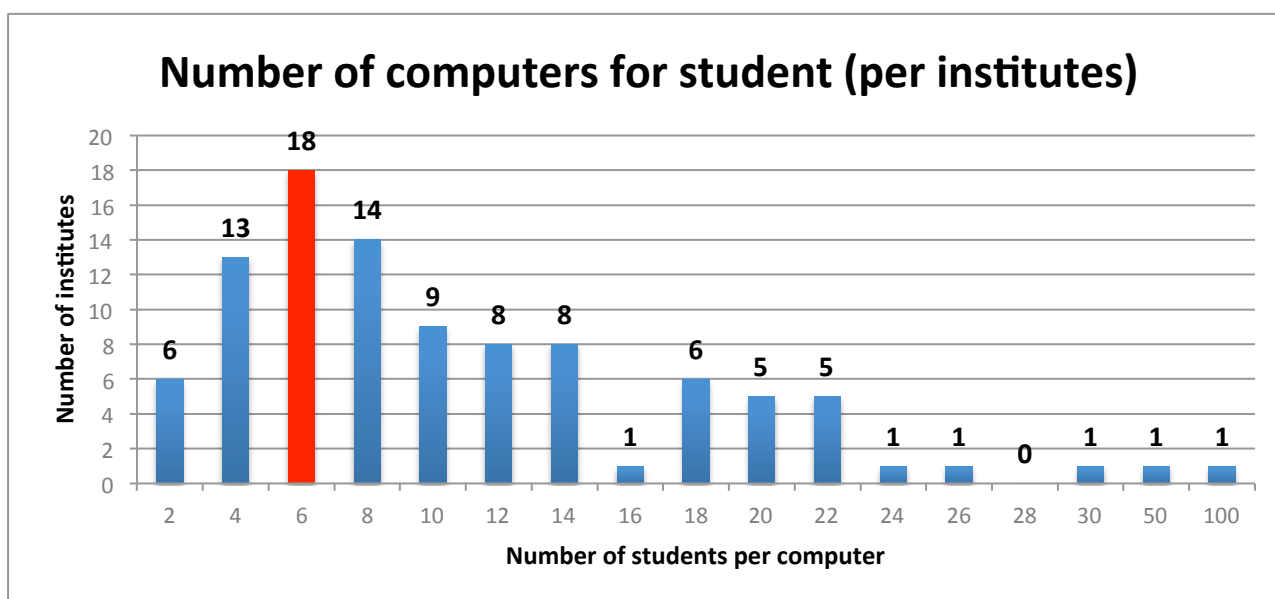


For the calculation we have to let out two samples, which are incredible. The figures deleted: (850 students, 0.05 computers), (20 students, 0 computer).

**Evaluation:** At the majority of the institutions ensure **less than 10** students per computer. (Other online communicating devices - such as tablets, smartphones, smartwatches – were not assesed in the present survey.)

## 4 - Number of computers for teachers only:

### Number of computers for teachers (per institutes)
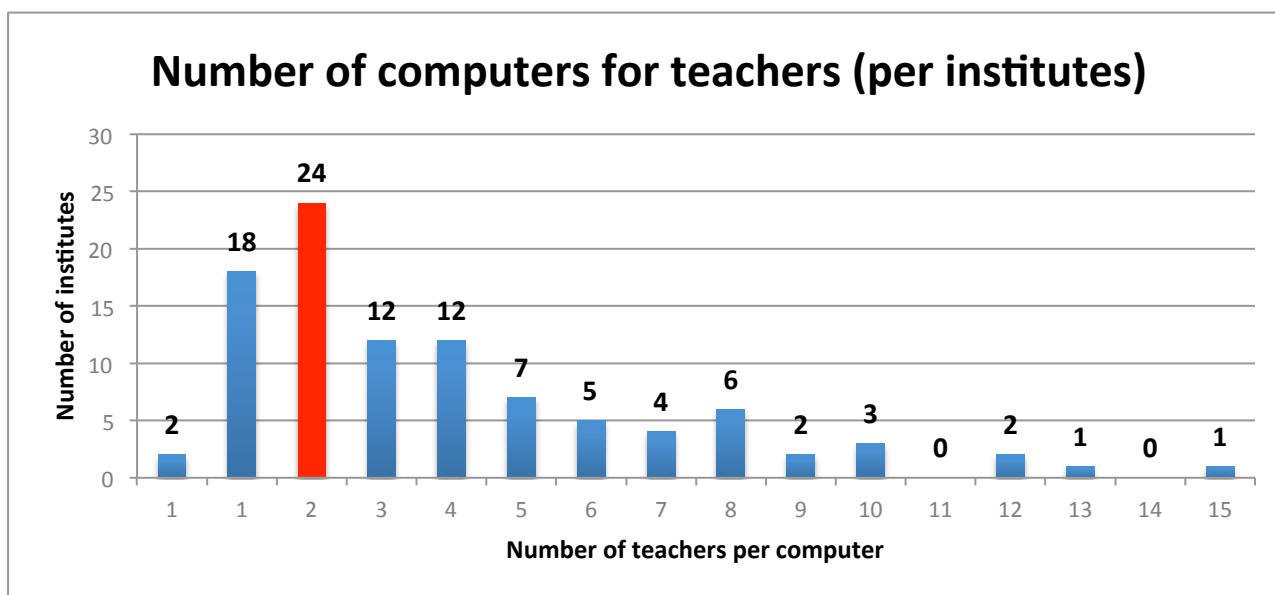


For the calculation we have to let out one sample, which is incredible. The figure deleted: (78 teachers, 0.3 computer).

**Evaluation:** At the institutions there are on average 29,2 computers available for the teachers, so proportionally to all 2 teachers come 1 computer. (Other online communicating devices - such as tablets, smartphones, smartwatches – were not assesed in the present survey.)

## 5 - Technical support in school



**Technical support in school (%)**
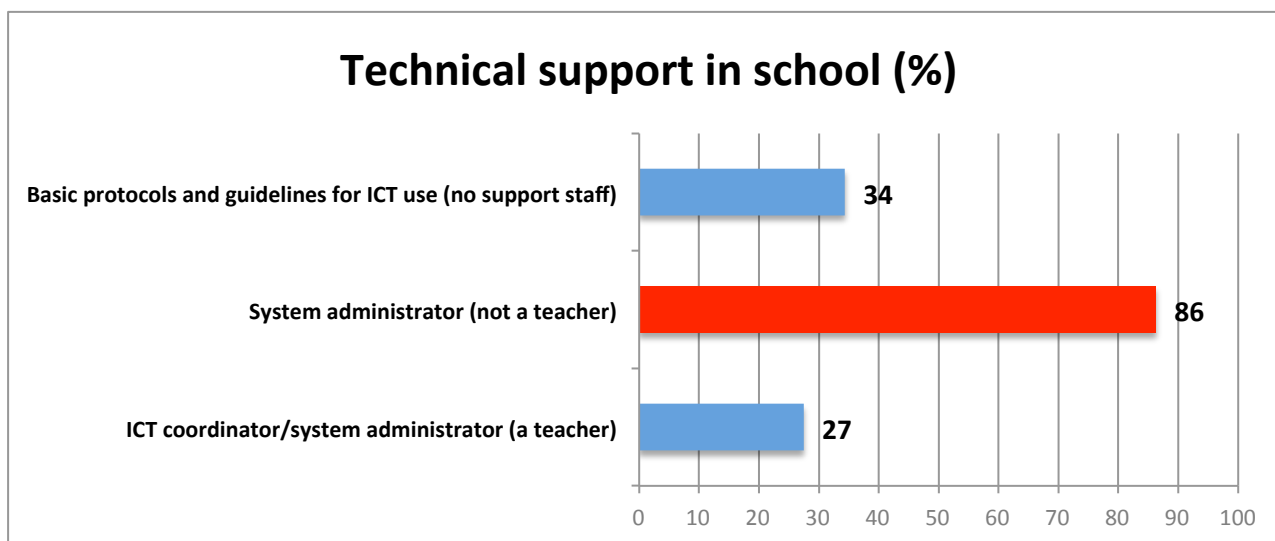
| 5 - Technical support in school | X of 102 | % |
|---|---|---|
| Basic protocols and guidelines for ICT use (no support staff) | 35 | 34 |
| System administrator (not a teacher) | 88 | 86 |
| ICT coordinator/system administrator (a teacher) | 28 | 27 |

**Evaluation:** IT background has managed by **system administrator in 86%** of the institutes, protocolos and guidelines are used mostly by the remainders.

## 6 - Do you connect to the Internet



**Do you connect to the Internet (%)**
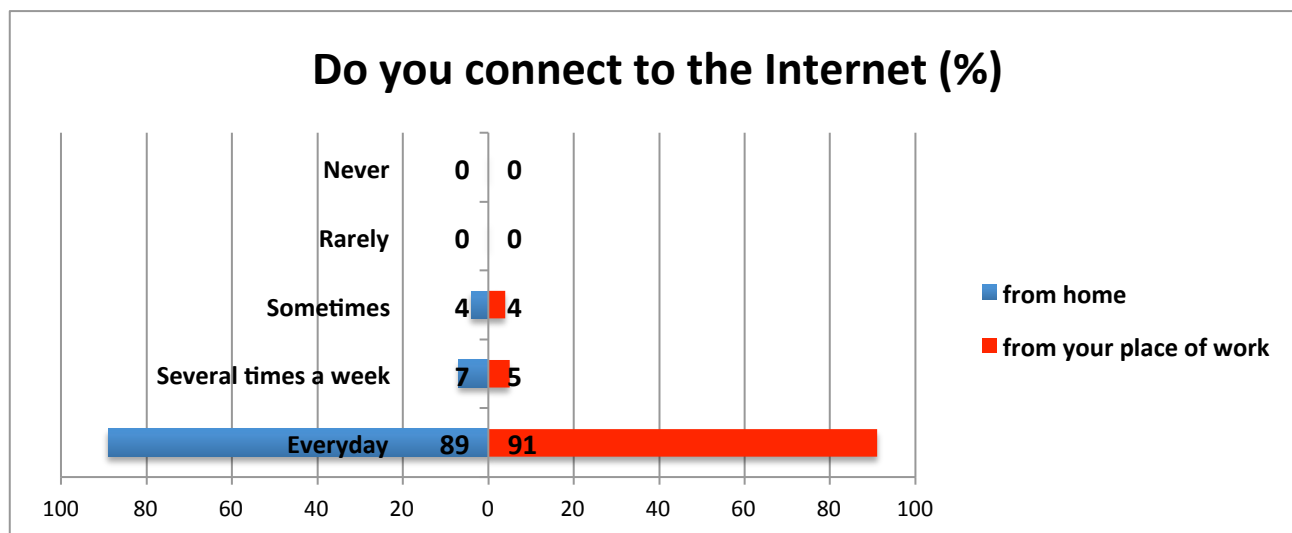
| 6 - Do you connect to the Internet | from home | from your place of work |
|---|---|---|
| Everyday | 89 | 91 |
| Several times a week | 7 | 5 |
| Sometimes | 4 | 4 |
| Rarely | 0 | 0 |
| Never | 0 | 0 |

**Evaluation: Almost every respondent** uses the Internet on daily basis - both at work and at home, and merely 4% of them sometimes.

## 7 - Do you communicate through Internet services with students



**Do you communicate through Internet services with students %**
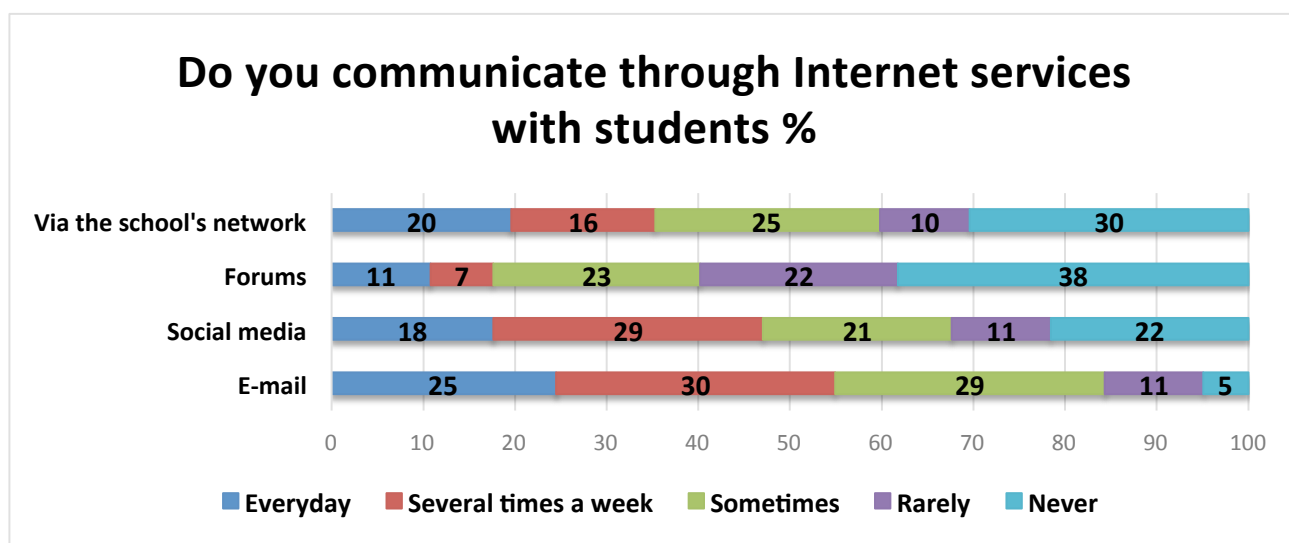
| 7 - Do you communicate through Internet services with students | Via the school's network | email | social media | forum |
|---|---|---|---|---|
| Everyday | 20 | 25 | 18 | 11 |
| Several times a week | 16 | 31 | 30 | 7 |
| Sometimes | 25 | 30 | 21 | 23 |
| Rarely | 10 | 11 | 11 | 22 |
| Never | 31 | 5 | 22 | 39 |
| | 102 | 102 | 102 | 102 |

**Evaluation:** The main communication channels to students are **e-mail and social media**, which are used weekly at least. School's network and forums are rarely used, which are more accessible to both party.

## 8 - Do you communicate through Internet services with students' parents



**Do you communicate through Internet services with students' parents (%)**
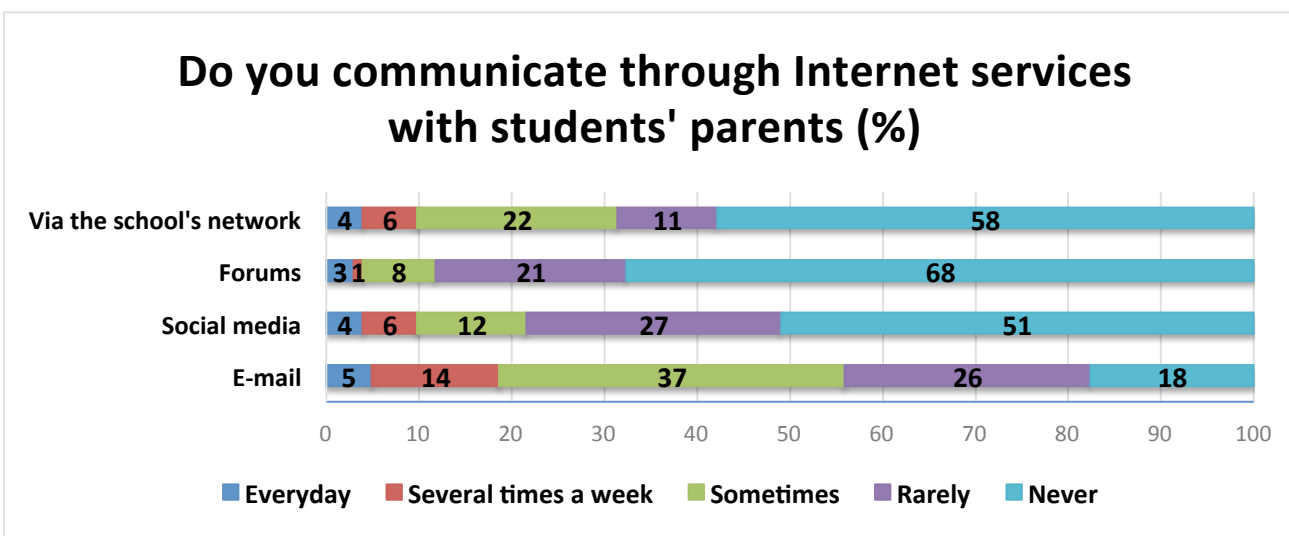
| 8 - Do you communicate through Internet services with students' parents | Via the school's network | email | social media | forum |
|---|---|---|---|---|
| Everyday | 4 | 5 | 4 | 3 |
| Several times a week | 6 | 14 | 6 | 1 |
| Sometimes | 22 | 38 | 12 | 8 |
| Rarely | 11 | 27 | 28 | 21 |
| Never | 59 | 18 | 52 | 69 |
| | 102 | 102 | 102 | 102 |

**Evaluation:** The respondents communicate to the parents **marginally**, or even not at all.

## 9 - Do you communicate through Internet services with friends

**Do you communicate through Internet services with friends (%)**
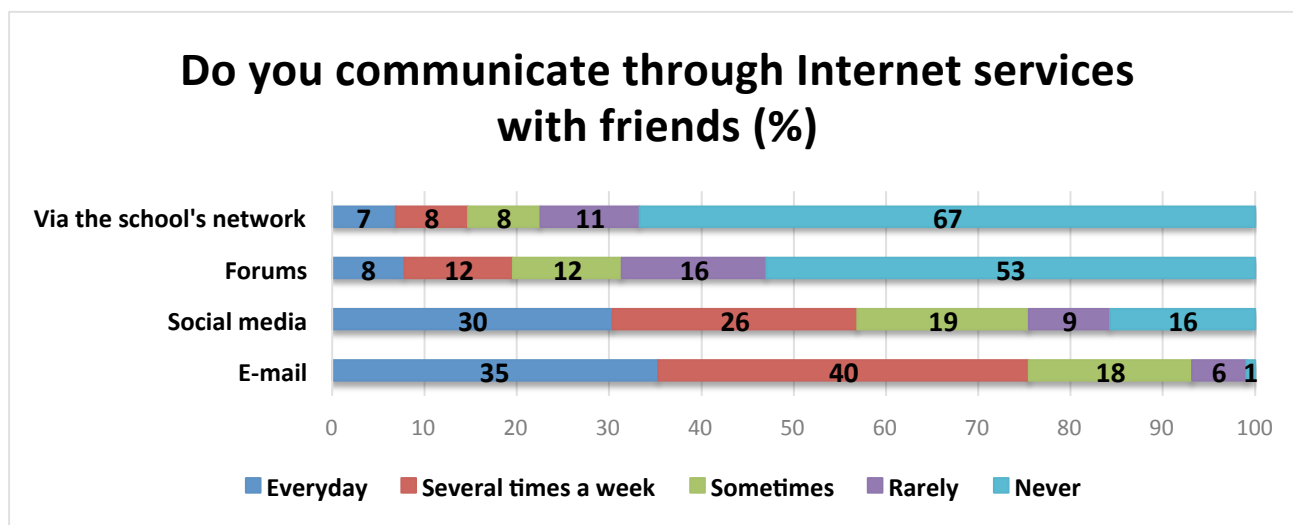


| 9 - Do you communicate through Internet services with friends | Via the school's network | email | social media | forum |
|---|---|---|---|---|
| Everyday | 7 | 36 | 31 | 8 |
| Several times a week | 8 | 41 | 27 | 12 |
| Sometimes | 8 | 18 | 19 | 12 |
| Rarely | 11 | 6 | 9 | 16 |
| Never | 68 | 1 | 16 | 54 |
| | 102 | 102 | 102 | 102 |

**Evaluation:** Most intensive direction of the communication is the friends, acessed them mainly through **e-mail and social media**.

## 10 - Do you communicate through Internet services with colleagues

**Do you communicate through Internet services with colleagues (%)**
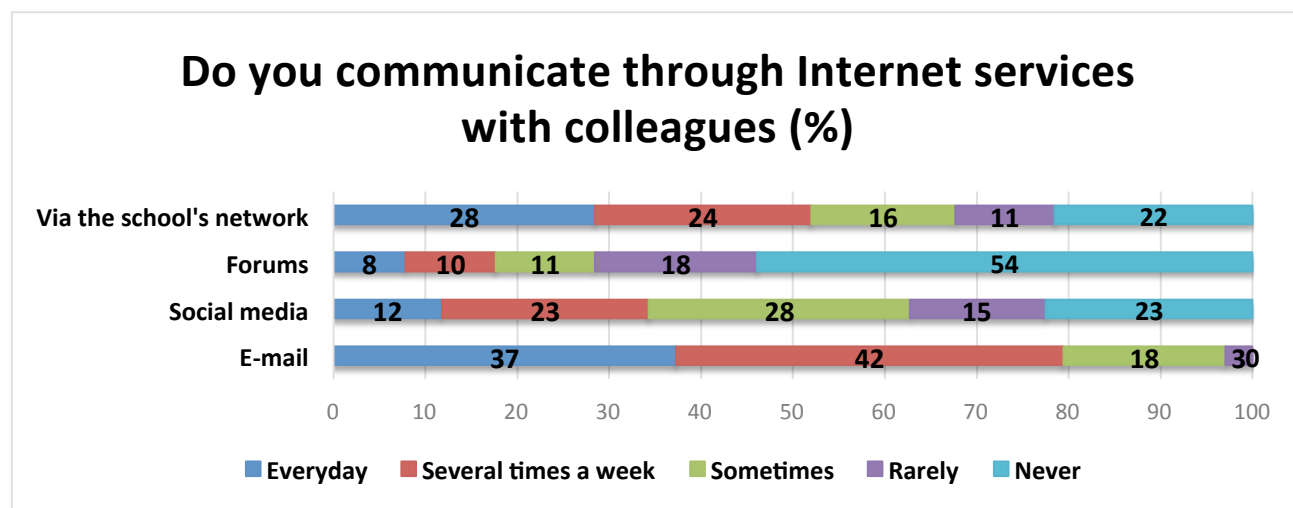


| 10 - Do you communicate through Internet services with colleagues | Via the school's network | email | social media | forum |
|---|---|---|---|---|
| Everyday | 29 | 38 | 12 | 8 |
| Several times a week | 24 | 43 | 23 | 10 |
| Sometimes | 16 | 18 | 29 | 11 |
| Rarely | 11 | 3 | 15 | 18 |
| Never | 22 | 0 | 23 | 55 |
| | 102 | 102 | 102 | 102 |

**Evaluation:** The respondents use **e-mail** regurarly to reach colleagues. Here can be observed the strengthening of the school's network usage.

## 11 - Do you use any of the following tools to promote your pedagogical work?

### Do you use any of the following tools to promote your pedagogical work?
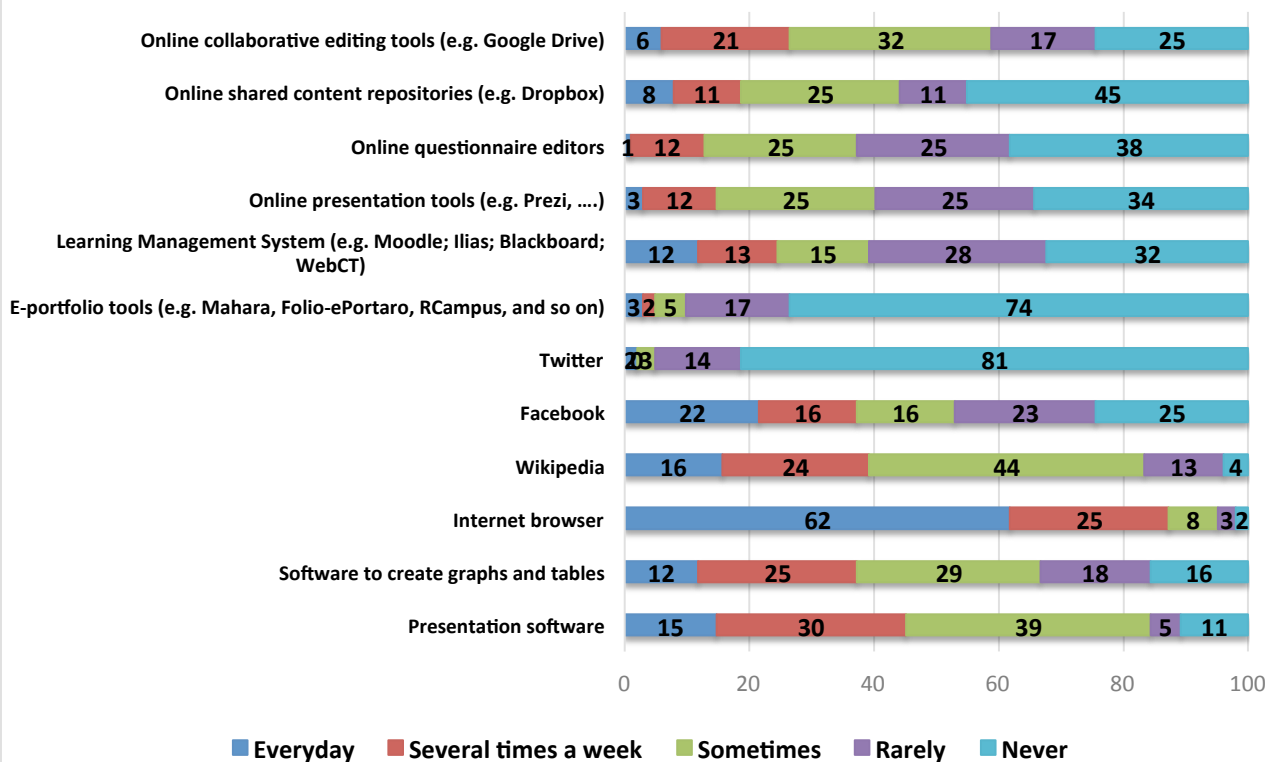


| 11 - Do you use any of the following tools to promote your pedagogical work? | Online collaborative editing tools (e.g. Google Drive) | Online shared content repositories (e.g. Dropbox) | Online questionnaire editors | Online presentation tools (e.g. Prezi, ....) | Learning Management System (e.g. Moodle; Ilias; Blackboard; WebCT) | E-portfolio tools (e.g. Mahara, Folio-ePortaro, RCampus, and so on) | Twitter | Facebook | Wikipedia | Internet browser | Software to create graphs and tables | Presentation software |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Never | 25 | 46 | 39 | 35 | 33 | 75 | 83 | 25 | 4 | 2 | 16 | 11 |
| Rarely | 17 | 11 | 25 | 26 | 29 | 17 | 14 | 23 | 13 | 3 | 18 | 5 |
| Several times a week | 33 | 26 | 25 | 26 | 15 | 5 | 3 | 16 | 45 | 8 | 30 | 40 |
| Sometimes | 21 | 11 | 12 | 12 | 13 | 2 | 0 | 16 | 24 | 26 | 26 | 31 |
| Everyday | 6 | 8 | 1 | 3 | 12 | 3 | 2 | 22 | 16 | 63 | 12 | 15 |
| | 102 | 102 | 102 | 102 | 102 | 102 | 102 | 102 | 102 | 102 | 102 | 102 |

**Evaluation:** Next to the dominant usage of **internet browser** can be mentioned the Facebook, Wikipedia, presentation, graph- and table-creation softwares, as the supporting tools of the daily work.

## Section 4: Quality Assurance Experiences

### Which of these quality approaches do you do in your school and why?

**Which of these quality approaches do you do in your school and why (%)**
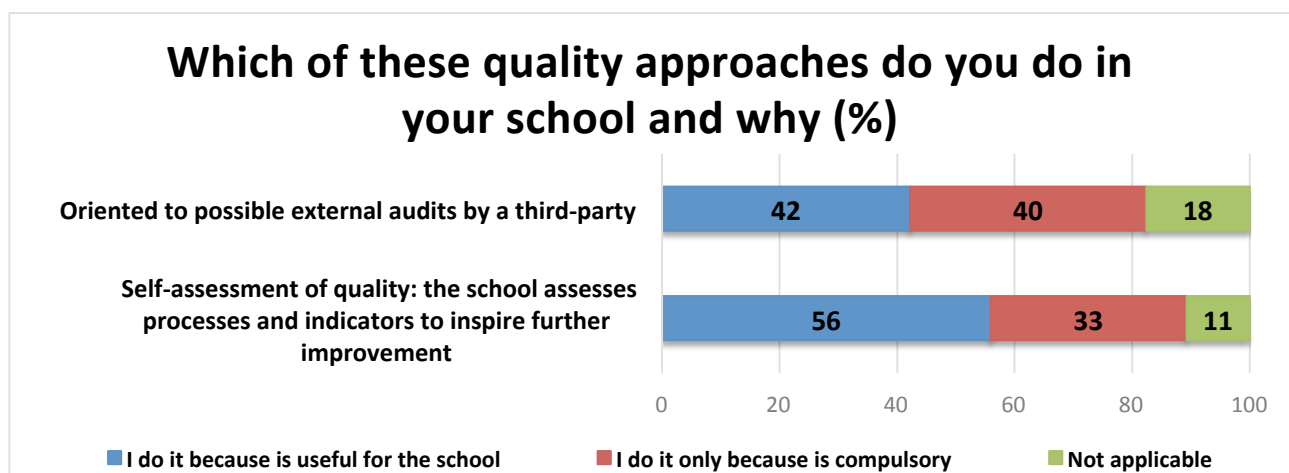
| Which of these quality approaches do you do in your school and why? | Self-assessment of quality: the school assesses processes and indicators to inspire further improvement | Oriented to possible external audits by a third-party |
|---|---|---|
| I do it because is useful for the school | 56 | 42 |
| I do it only because is compulsory | 33 | 40 |
| Not applicable | 11 | 18 |

**Evaluation:** More than half of the respondents **(56%) consider useful** the quality assurance work, so they play role in it.

### What kind of Quality Assurance System is used in your school?

**What kind of Quality Assurance System is used in your school? (%)**
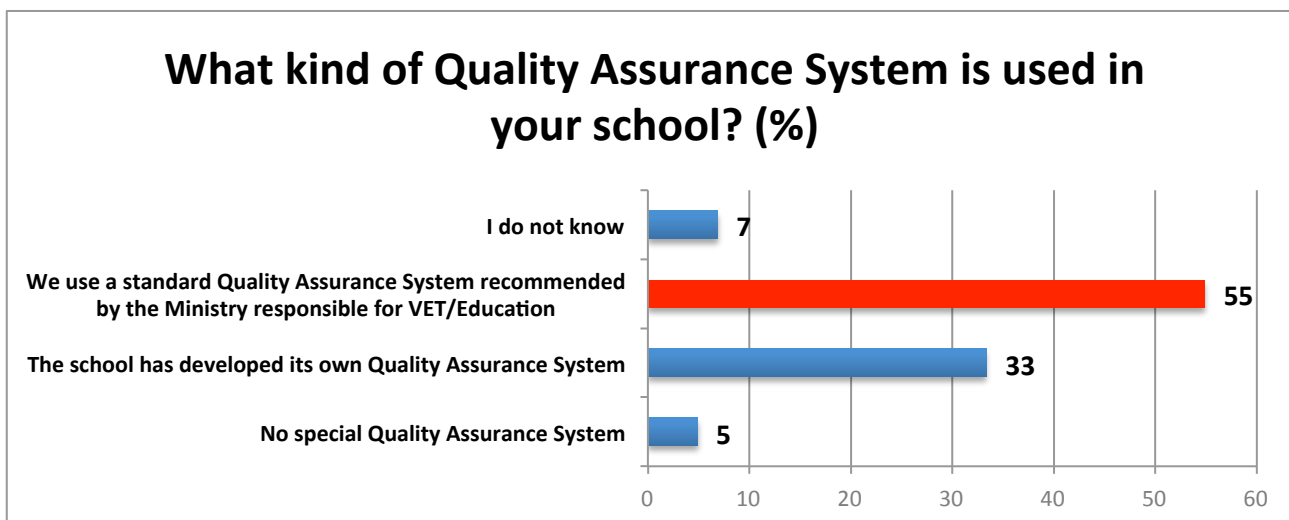
| What kind of Quality Assurance System is used in your school? | X of 102 | % |
|---|---|---|
| I do not know | 7 | 7 |
| We use a standard Quality Assurance System recommended by the Ministry responsible for VET/Education | 56 | 55 |
| The school has developed its own Quality Assurance System | 34 | 33 |
| No special Quality Assurance System | 5 | 5 |
| | 102 | 100 |

**Evaluation:** Most of the institutes use even **central (55%) or local (33%) developed** quality assurance system.

# Do you participate in any of the following activities in your school?

## Do you participate in any of the following activities in your school (%)

| Activity | Yes I do | No I do not | No such activity in my school |
|---|---|---|---|
| Study of student feedback on the school's interactive | 39 | 41 | 22 |
| Discussion on the school's self-evaluation report | 65 | 21 | 16 |
| Evaluation the results of satisfaction questionnaires | 60 | 37 | 5 |
| Compiling satisfaction questionnaire for parents | 53 | 35 | 16 |
| Evaluation of aggregated results from student | 61 | 35 | 6 |
| Compiling satisfaction questionnaires for students | 63 | 32 | 9 |
| Determining school performance indicators | 65 | 30 | 7 |
| Filling of online self-assessment questionnaires | 67 | 25 | 10 |
| Filling of paper based self-assessment questionnaires | 57 | 27 | 18 |
| Self-assessment questionnaire compilation | 64 | 34 | 4 |

Legend: ■ Yes I do  ■ No I do not  ■ No such activity in my school
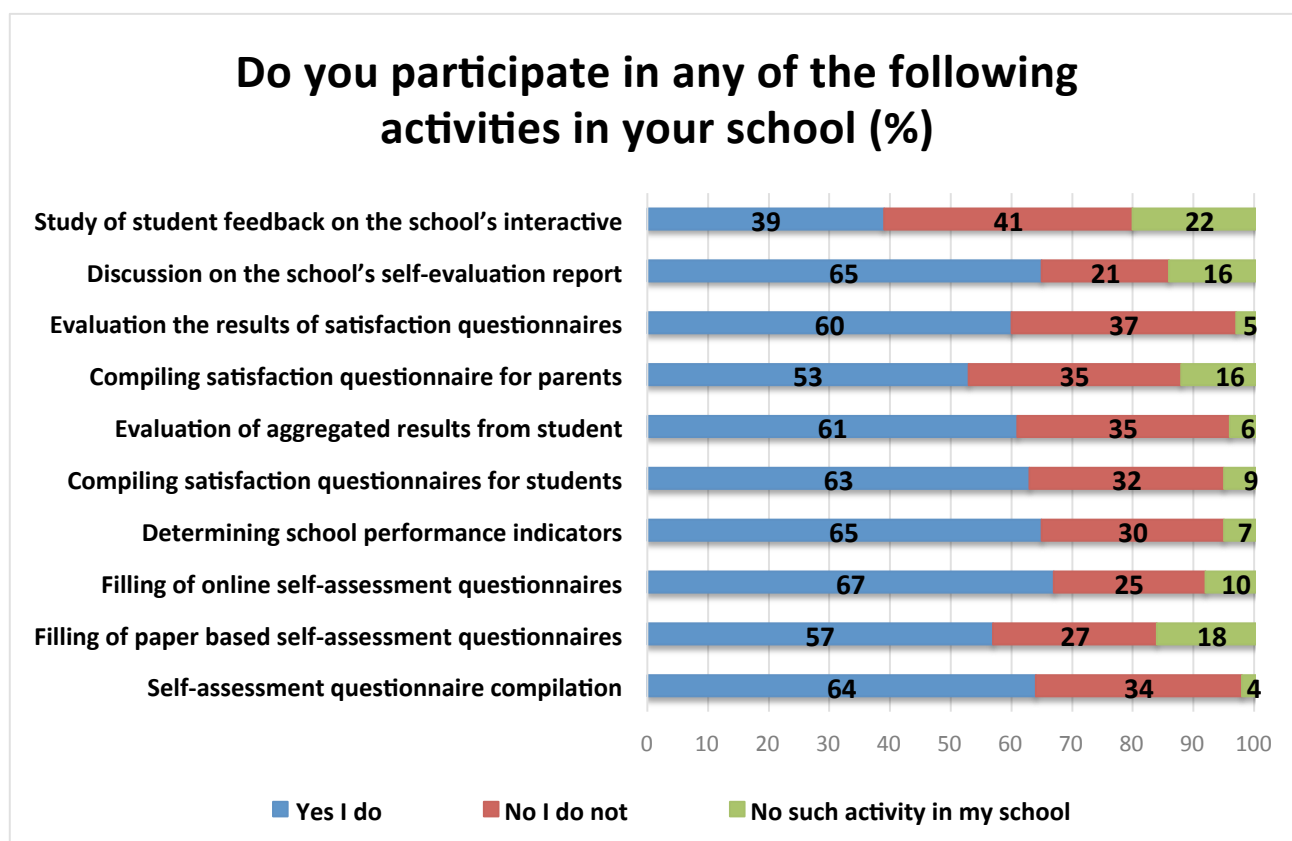
| | Self-assessment questionnaire compilation | Filling of paper based self-assessment questionnaires | Filling of online self-assessment questionnaires | Determining school performance indicators | Compiling satisfaction questionnaires for students | Evaluation of aggregated results from student questionnaires | Compiling satisfaction questionnaire for parents | Evaluation the results of satisfaction questionnaires | Discussion on the school's self-evaluation report | Study of student feedback on the school's interactive website |
|---|---|---|---|---|---|---|---|---|---|---|
| No such activity in my school | 4 | 18 | 10 | 7 | 7 | 6 | 14 | 5 | 16 | 22 |
| Yes I do | 64 | 57 | 67 | 65 | 63 | 61 | 53 | 60 | 65 | 39 |
| No I do not | 34 | 27 | 25 | 30 | 32 | 35 | 35 | 37 | 21 | 41 |
| | 102 | 102 | 102 | 102 | 102 | 102 | 102 | 102 | 102 | 102 |

**Evaluation:** The most popular activities are: **filling of online self-assessment (67%)**; discussion on the school's self-evaluation report and determining and evaluate the school's performance (65-65%).

## Do you participate in any of the following Quality Management activities in your school?

### Do you participate in any of the following Quality Management activities in your school? (%)

| Activity | Yes I do | No I do not | No such activity in my school |
|---|---|---|---|
| Participation in external further training on school quality assurance | 51 | 39 | 11 |
| Participation in internal further training on school quality assurance | 54 | 35 | 12 |
| Using quality assurance indicators | 65 | 32 | 3 |
| Meetings on quality assurance issues | 76 | 21 | 3 |
| Establishing quality assurance team | 61 | 34 | 5 |
| Elaborating of quality assurance manual | 39 | 48 | 13 |
| Setting of targets, aligned to the quality indicators | 60 | 35 | 5 |
| Definition of school quality goals | 69 | 26 | 4 |
| Preparation of school quality strategy | 65 | 30 | 5 |

■ Yes I do   ■ No I do not   ■ No such activity in my school

| | Preparation of school quality strategy | Definition of school quality goals | Setting of targets, aligned to the quality indicators | Elaborating of quality assurance manual | Establishing quality assurance team | Meetings on quality assurance issues | Using quality assurance indicators | Participation in internal further training on school quality assurance | Participation in external further training on school quality assurance |
|---|---|---|---|---|---|---|---|---|---|
| No such activity in my school | 6 | 4 | 5 | 12 | 3 | 2 | 3 | 11 | 10 |
| Yes I do | 61 | 66 | 57 | 37 | 59 | 73 | 62 | 51 | 48 |
| No I do not | 28 | 25 | 33 | 46 | 33 | 20 | 30 | 33 | 37 |
| | 95 | 95 | 95 | 95 | 95 | 95 | 95 | 95 | 95 |

**Evaluation:** Related to participation in quality assurance activities could be highlighted the **meeting on quality assurance issues (76%); the definition of school quality goals (69%), using QA indicators and strategy (65-65%)**.

## Do you agree?

**Do you agree? (%)**
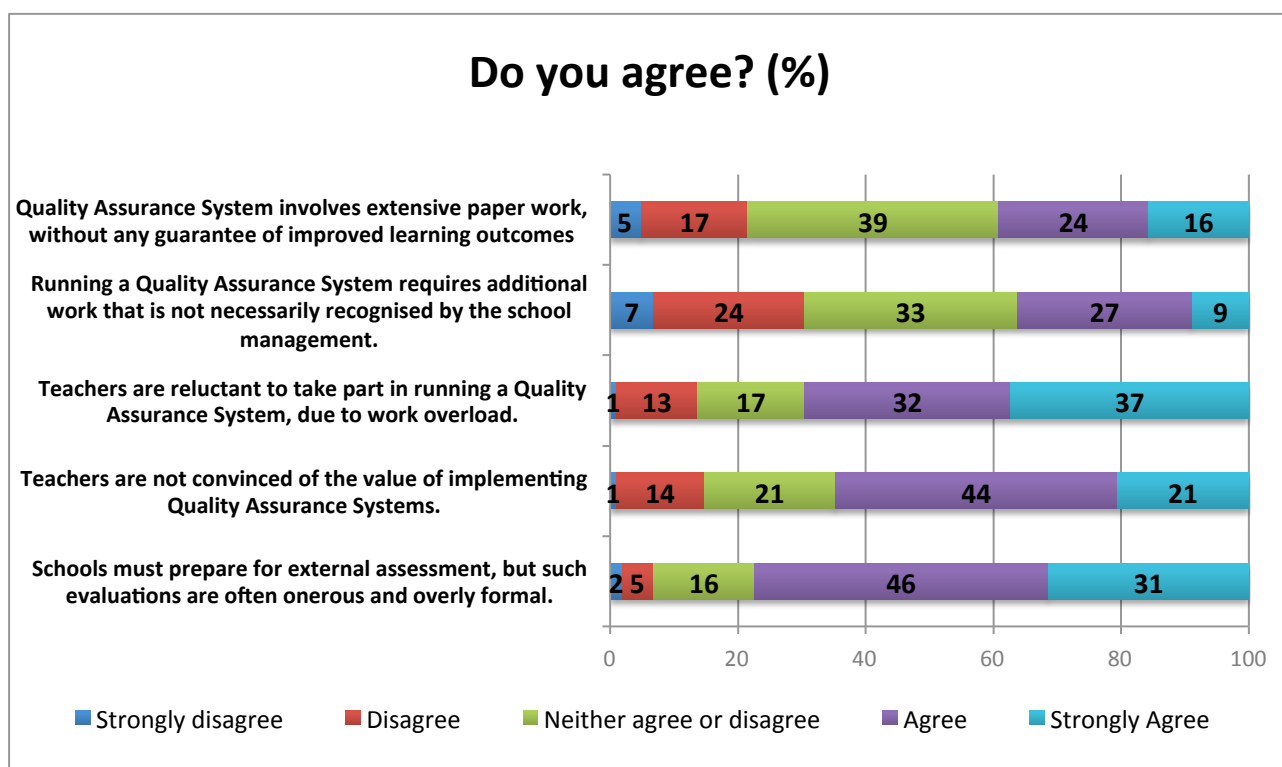


| | Quality Assurance System involves extensive paper work, without any guarantee of improved learning outcomes | Running a Quality Assurance System requires additional work that is not necessarily recognised by the school management. | Teachers are reluctant to take part in running a Quality Assurance System, due to work overload. | Teachers are not convinced of the value of implementing Quality Assurance Systems. | Schools must prepare for external assessment, but such evaluations are often onerous and overly formal. |
|---|---|---|---|---|---|
| Strongly disagree | 5 | 7 | 1 | 1 | 2 |
| Disagree | 17 | 24 | 13 | 14 | 5 |
| Neither agree or disagree | 40 | 34 | 17 | 21 | 16 |
| Agree | 24 | 28 | 33 | 45 | 47 |
| Strongly Agree | 16 | 9 | 38 | 21 | 32 |

**Evaluation:** The following circumstances hold mostly back work on the field of quality assurance: **overloading** (37% agreed strongly); preparation for **external assessments, which** are **often onerous and overly formal** (31%).

## Do you agree that a well managed Quality Assurance System?

### Do you agree that a well managed Quality Assurance System? (%)
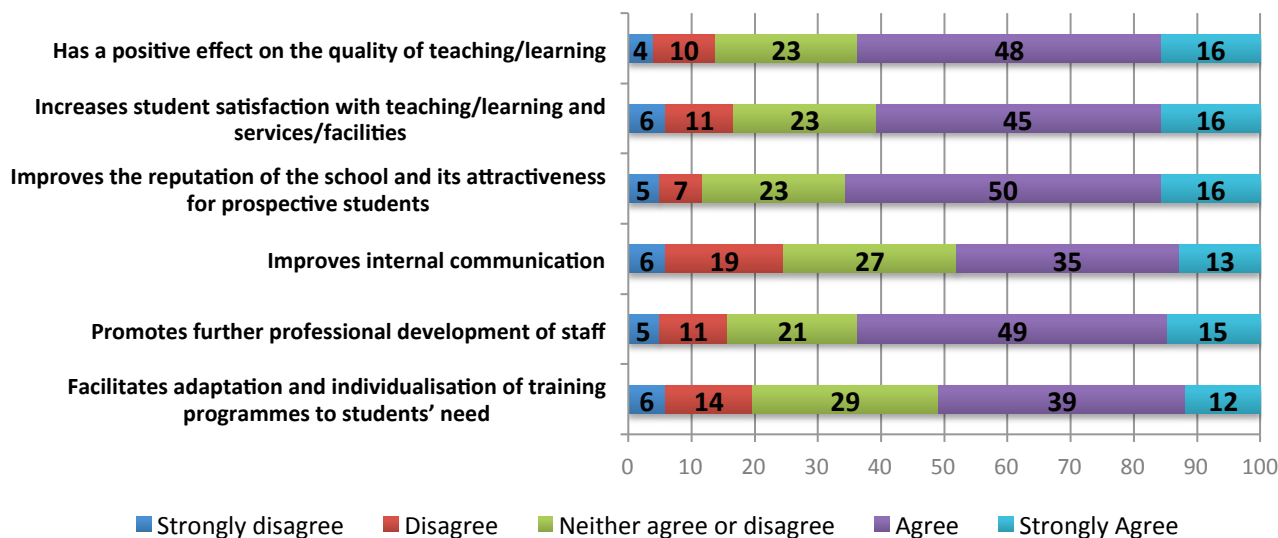
| | Has a positive effect on the quality of teaching/learning | Increases student satisfaction with teaching/learning and services/facilities | Improves the reputation of the school and its attractiveness for prospective students | Improves internal communication | Promotes further professional development of staff | Facilitates adaptation and individualisation of training programmes to students' needs |
|---|---|---|---|---|---|---|
| Strongly disagree | 4 | 6 | 5 | 6 | 5 | 6 |
| Disagree | 10 | 11 | 7 | 19 | 11 | 14 |
| Neither agree or disagree | 23 | 23 | 23 | 27 | 21 | 29 |
| Agree | 48 | 45 | 50 | 35 | 49 | 39 |
| Strongly Agree | 16 | 16 | 16 | 13 | 15 | 12 |

**Evaluation:** Mostly of respondents are agreed the advantages listed of a well managed system, the **improves the reputation of the school and its attractiveness for prospective students** could be highlighted of the many.

## Do you use the following tools/methods?

### Do you use the following tools/methods? (%)
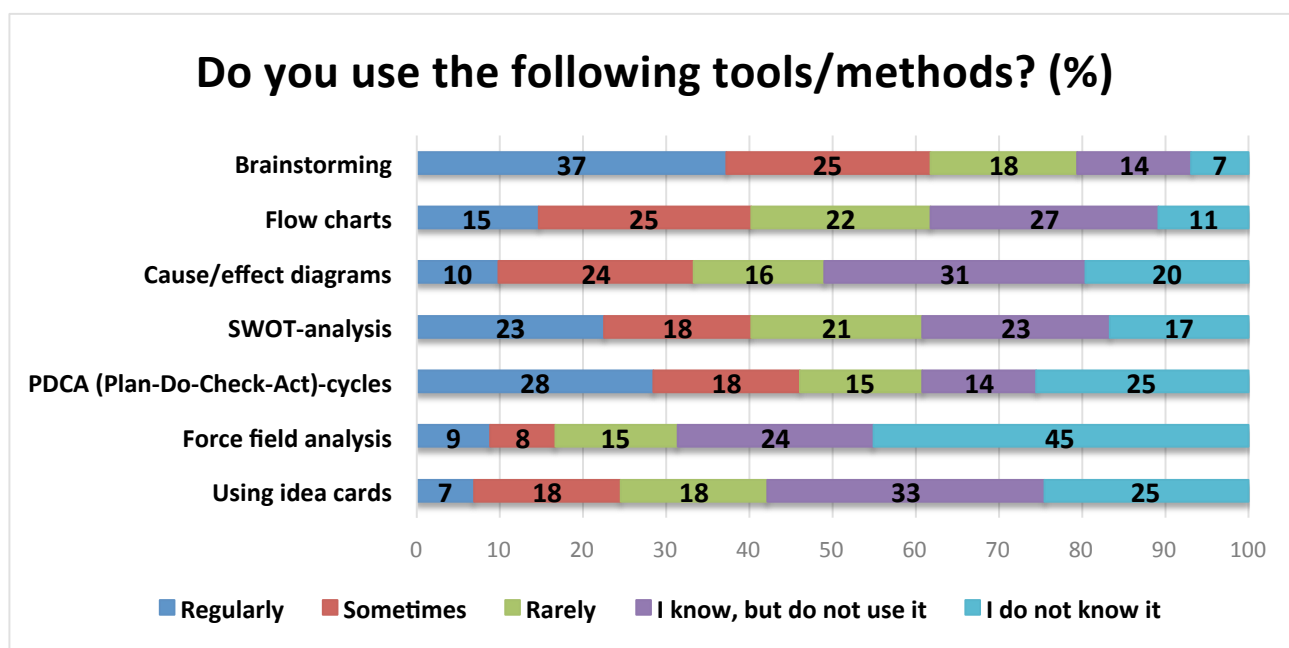


|  | Brainstorming | Flow charts | Cause/effect diagrams | SWOT-analysis | PDCA (Plan-Do-Check-Act)-cycles | Force field analysis | Using idea cards |
|---|---|---|---|---|---|---|---|
| I do not know it | 7 | 11 | 20 | 17 | 26 | 46 | 25 |
| I know, but do not use it | 14 | 28 | 32 | 23 | 14 | 24 | 34 |
| Rarely | 18 | 22 | 16 | 21 | 15 | 15 | 18 |
| Sometimes | 25 | 26 | 24 | 18 | 18 | 8 | 18 |
| Regularly | 38 | 15 | 10 | 23 | 29 | 9 | 7 |
|  | **102** | **102** | **102** | **102** | **102** | **102** | **102** |

**Evaluation:** The most popular tools are the **brainstorming** (37%) and the **PDCA-cycle** (28%). Almost half of them (45%) not know the force field analysis even.

## Do you know of/use:

### Do you know of/use...? (%)
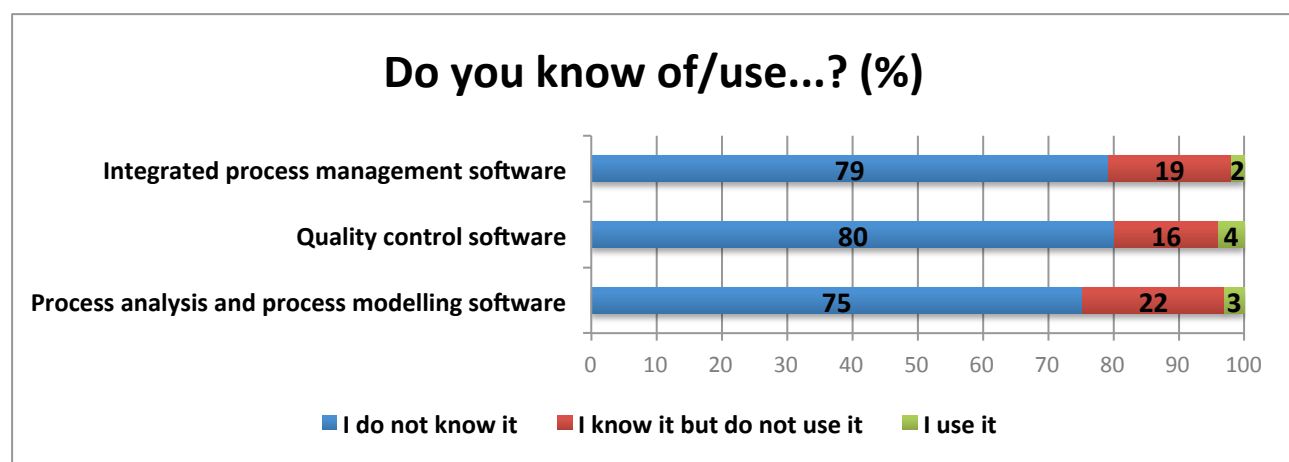


|  | Integrated process management software | Quality control software | Process analysis and process modelling software |
|---|---|---|---|
| I do not know it | 81 | 82 | 77 |
| I know it but do not use it | 19 | 16 | 22 |
| I use it | 2 | 4 | 3 |
|  | **102** | **102** | **102** |

**Evaluation:** Only a small percentage of the respondents are using some kind of software.

## If your answer was 'I use it', please specify the use:

- registering and analyse the students' feedbacks about the teachers
- Microsoft Project[8]
- website: oktatas.hu

**Evaluation:** The **Microsoft Project** is worth mentioning sotware only.

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[8] Microsoft, MicroSoft Project are either registered trademarks or trademarks of Microsoft Corporation in the United States and/or other countries.

## Section 5: Requirements

### Which of these quality approaches is considered most suitable for your school?



**Which of these quality approaches is considered most suitable for your school (%)**
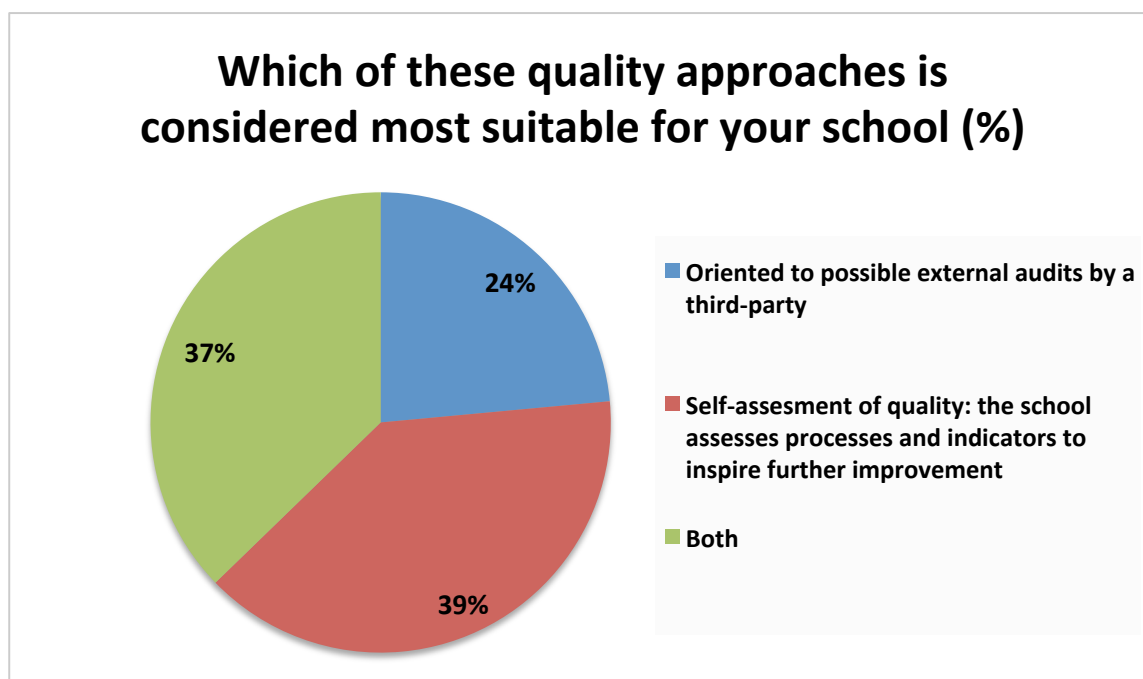
| Which of these quality approaches is considered most suitable for your school? | X of 102 | % |
|---|---|---|
| Self-assesment of quality: the school assesses processes and indicators to inspire further improvement | 40 | 39 |
| Oriented to possible external audits by a third-party | 24 | 24 |
| Both | 38 | 37 |
| | 102 | 100 |

**Evaluation:** The **self-assessment** is the most important quality approache.

**Do you consider it important that the Quality Assurance System supports uploading evidence (documents, reports, etc.) to justify each assessment item?**



Do you consider it important that the Quality Assurance System supports uploading evidence (documents, reports, etc.) to justify each assessment item? (%)
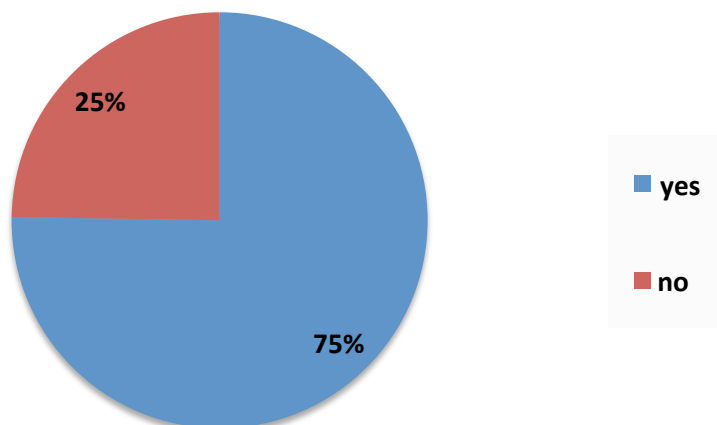
| Do you consider it important that the Quality Assurance System supports uploading evidence (documents, reports, etc.) to justify each assessment item? | X of 102 | % |
|---|---|---|
| Yes | 76 | 75 |
| No | 26 | 25 |
| | 102 | 100 |

**Evaluation: Three-forth of the respondents considers** it is important that evidences should uploaded to a common share.

Erasmus+

**Which activities could be supported by a IT-based Quality Assurance System?**

# Which activities could be supported by an IT-based Quality Assurance System?

| Activity | Value |
|---|---|
| Planning of learning activities | 3.1 |
| Reception/welcoming of students | 3.7 |
| Learning activity | 3.9 |
| Attainment of learning objectives, exam results, individual student progress relative to their baseline standard. | 3.8 |
| Student certification and transfer to further education | 3.9 |
| Teachers' reflection on progress and the effectiveness of their approach | 3.9 |
| Admission and enrolment of students | 3.2 |
| Induction of new staff | 3.0 |
| Appointment of managers or other relevant positions | 3.3 |
| Professional development and motivation of staff | 3.7 |
| Strategic direction, leadership and planning | 3.7 |
| Setting and reviewing quality policy | 3.5 |
| Determining policy and quality objectives | 3.8 |
| Documentation of the quality management system | 3.5 |
| Risk identification and management | 3.9 |
| Control of quality records | 3.6 |
| Internal audits | 3.7 |
| Maintenance of facilities and services | 4.0 |
| Other activities related to school organization (Timetable, tutoring, managing spaces and resources, internal committees, internal communication, etc.) | 4.1 |
| Measurement of teachers satisfaction | 4.2 |
| Measurement of students satisfaction | 3.9 |
| Measurement of parents satisfaction | 3.9 |
| Measurement of other stakeholders satisfaction | 4.0 |

| | Planning of learning activities | Reception/welcoming of students | Learning activity | Attainment of learning objectives, exam results, individual student progress relative to their baseline standard. | Student certification and transfer to further education | Teachers' reflection on progress and the effectiveness of their approach | Admission and enrolment of students | Induction of new staff | Appointment of managers or other relevant positions | Professional development and motivation of staff | Strategic direction, leadership and planning | Setting and reviewing quality policy | Determining policy and quality objectives | Documentation of the quality management system | Risk identification and management | Control of quality records | Internal audits | Maintenance of facilities and services | Other activities related to school organization (Timetable, tutoring, managing spaces and resources, internal committees, | Measurement of teachers satisfaction | Measurement of students satisfaction | Measurement of parents satisfaction | Measurement of other stakeholders satisfaction |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 8 | 13 | 4 | 4 | 5 | 4 | 4 | 11 | 13 | 10 | 5 | 7 | 6 | 5 | 8 | 6 | 4 | 6 | 7 | 3 | 3 | 9 | 4 |
| 2 | 10 | 17 | 12 | 8 | 11 | 8 | 7 | 15 | 17 | 7 | 7 | 7 | 10 | 3 | 8 | 8 | 12 | 9 | 7 | 8 | 7 | 9 | 9 |
| 3 | 23 | 32 | 27 | 19 | 18 | 19 | 22 | 35 | 38 | 45 | 30 | 28 | 30 | 26 | 29 | 17 | 23 | 25 | 9 | 9 | 9 | 12 | 15 |
| 4 | 29 | 22 | 30 | 33 | 33 | 30 | 28 | 26 | 26 | 20 | 33 | 32 | 34 | 37 | 37 | 34 | 42 | 35 | 33 | 33 | 28 | 28 | 30 |
| 5 | 32 | 18 | 29 | 38 | 35 | 41 | 41 | 15 | 8 | 20 | 27 | 28 | 22 | 31 | 20 | 37 | 21 | 27 | 46 | 49 | 55 | 44 | 44 |

**Evaluation:** From the answers could be highlighted the **measurement of students and teachers satisfaction**; and the **other activities related to everyday work**. Minor importance have the induction and admission of new staffs and students; or the appointment of managers or other relevant positions; even the professional development and motivation of staff.

**Please indicate also the top 7 activities/processes that you consider to be most important to implement a Quality Assurance process in a school.**

## Please indicate also the top 7 activities/processes that you consider to be most important to implement a Quality Assurance process in a school

| Activity/Process | Value |
|---|---|
| Planning of learning activities | 3.7 |
| Reception/welcoming of students | 3.1 |
| Learning activity | 3.7 |
| Attainment of learning objectives, exam results, individual student progress relative to their baseline standard. | 3.9 |
| Student certification and transfer to further education | 3.8 |
| Teachers' reflection on progress and the effectiveness of their approach | 3.9 |
| Admission and enrolment of students | 3.9 |
| Induction of new staff | 3.2 |
| Appointment of managers or other relevant positions | 3.0 |
| Professional development and motivation of staff | 3.3 |
| Strategic direction, leadership and planning | 3.7 |
| Setting and reviewing quality policy | 3.7 |
| Determining policy and quality objectives | 3.5 |
| Documentation of the quality management system | 3.8 |
| Risk identification and management | 3.5 |
| Control of quality records | 3.9 |
| Internal audits | 3.6 |
| Maintenance of facilities and services | 3.7 |
| Other activities related to school organization (Timetable, tutoring, managing spaces and resources, internal committees, internal | 4.0 |
| Measurement of teachers satisfaction | 4.1 |
| Measurement of students satisfaction | 4.2 |
| Measurement of parents satisfaction | 3.9 |
| Measurement of other stakeholders satisfaction | 4.0 |

| Please indicate also the top 7 activities/processes that you consider to be most important to implement a Quality Assurance process in a school. | X of 102 |
|---|---|
| Measurement of students satisfaction | 59 |
| Measurement of teachers satisfaction | 53 |
| Planning of learning activities | 52 |
| Teachers' reflection on progress and the effectiveness of their approach | 51 |
| Learning activity | 46 |
| Professional development and motivation of staff | 43 |
| Attainment of learning objectives, exam results, individual student progress relative to their baseline standard | 42 |
| Measurement of parents satisfaction | 39 |

| | |
|---|---|
| Other activities related to school organization (Timetable, tutoring, managing spaces and resources, internal committees, internal communication, etc.) | 34 |
| Strategic direction, leadership and planning | 34 |
| Documentation of the quality management system | 32 |
| Admission and enrolment of students | 31 |
| Student certification and transfer to further education | 27 |
| Determining policy and quality objectives | 27 |
| Measurement of other stakeholders satisfaction | 25 |
| Setting and reviewing quality policy | 22 |
| Control of quality records | 18 |
| Maintenance of facilities and services | 18 |
| Internal audits | 16 |
| Risk identification and management | 13 |
| Reception/welcoming of students | 12 |
| Appointment of managers or other relevant positions | 11 |
| Induction of new staff | 9 |

**Evaluation:** The **measurement of students (59%) and teachers (53%) satisfaction** have received the most votes, followed by **planning of learning activities (52%)** and **teachers' reflection (51%)**.

## Do you use any other IT tool for Quality Assurance System? Please specify which tool

- IMIP
- Google survey[9]
- Microsoft Excel[10]
- mysurvey.com[11]

**Evaluation:** IT tools are mostly used for **creating and analysing questionnares and tables**.

## If you use any other IT tool for Quality Assurance System, can you specify for which activity?

- interview
- own Excel tables
- only for creating and analysing questionnares

**Evaluation:** The other activities are also covered the handling of questionnares and tables.

## What would help you in your Quality Assurance work?

- Main topics:
    - well qualified fellows
    - establishment of clear objectives and tasks
    - time-saving solutions
    - provide enough working time and ICT tools of a proper quality
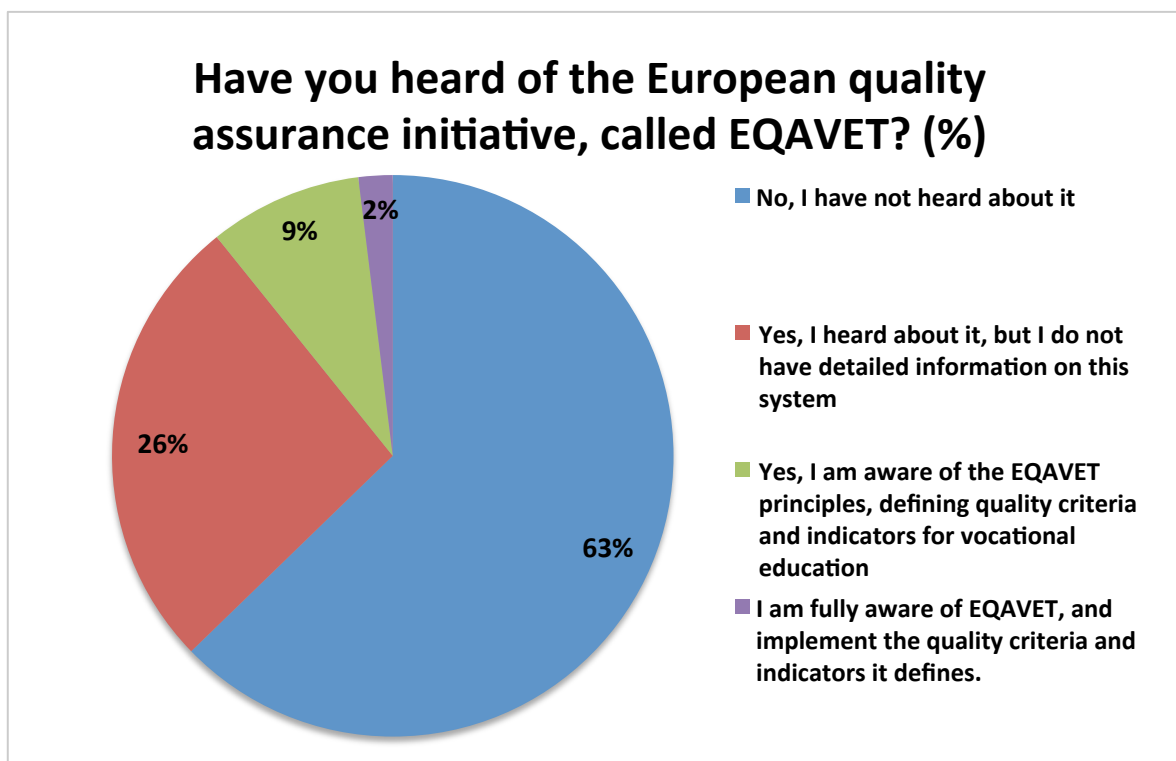    - useful handbooks, user guides; sharing experiences of other institutes/schools

**Evaluation:** The most useful help are the attaining of appropiate knowledge (guides, experiences, skills); an adequate time-management and the establishment of clear objectives and tasks.

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## Have you heard of the European quality assurance initiative, called EQAVET?

### Have you heard of the European quality assurance initiative, called EQAVET? (%)

- No, I have not heard about it
- Yes, I heard about it, but I do not have detailed information on this system
- Yes, I am aware of the EQAVET principles, defining quality criteria and indicators for vocational education
- I am fully aware of EQAVET, and implement the quality criteria and indicators it defines.

| Have you heard of the European quality assurance initiative, called EQAVET? | X of 102 | % |
|---|---|---|
| I am fully aware of EQAVET, and implement the quality criteria and indicators it defines. | 2 | 2 |
| No, I have not heard about it | 64 | 63 |
| Yes, I am aware of the EQAVET principles, defining quality criteria and indicators for vocational education | 9 | 9 |
| Yes, I heard about it, but I do not have detailed information on this system | 27 | 26 |
| | 102 | 100 |

**Evaluation:** The **vast majority of respondents either have not heard about EQAVET (63%)**, nor not have detailed information on it (26%). Just only 2% implement its during the daily work.

## Section 6: IQAM course

**Would you be interested in participating in this course at your school or local venue, and obtaining the international IQAM qualification?**
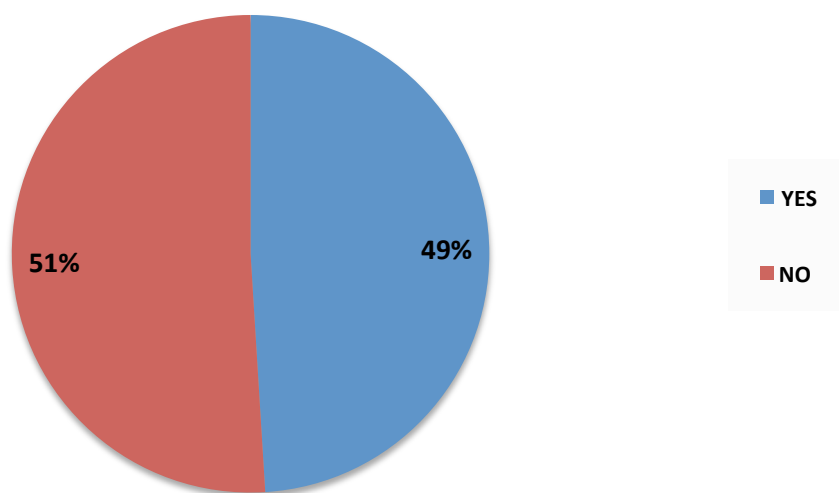


| Would you be interested in participating in this course at your school or local venue, and obtaining the international IQAM qualification? | X of 102 | % |
|---|---|---|
| No | 52 | 51 |
| Yes | 50 | 49 |
| | 102 | 100 |

**Evaluation:** Nearly half of the respondents would like participating in a quality assurance course.

# Survey question: What would help You in your Quality Assurance work?

We get the following answers/request from the Hungarian respondents, which are grouped by theme.

In terms of external conditions:

- precise and clear tasks and objectives of the institute
- exact policy
- standards, handbooks
- school's strategy and concept
- well qualified fellows in QA

It would be helpful, if Quality Assurance course exists

- **direct access to the knowledge base**
- **less administration**
- **possibility of further training and consulting request**
- refreshing methods and methodology

It would be helpful, if specific software exists

- **proper quality control software**
- **process-oriented, easy to use supporting system**
- **online softwares, supporting research and ongoing evaluation**
- **later availibility and usage of evaluations**
- **prioritization of important things and milestones**
- **easy to understand, well focused frontend with quick filling and processing time**

It would be helpful, if templates and proper documentation exist

- **online standard document library**
- **flexible templates**
- **electronic documentation**
- time-saving solution adapted to local needs
- action following  a review of evaluation (PDCA in practice)

It would be helpful, if get useful information from their available data

- **collecting and processing quality indicators according to individual needs**
- **interoperability**
- **visibility of other institution's experiences and results**

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