

**EQAVET NRP DEVELOPMENT PROJECT  
2017-2019**

**RECOMMENDATION  
on the methodology of graduate tracking at institutional level  
in formal vocational education and training**

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## 1. Introduction

In 2017, the National Office of Vocational Education and Training and Adult Learning submitted a successful application to the European Commission for the development of the National Reference Point (NRP) of the European Quality Assurance Reference Framework for Vocational Education and Training (EQAVET). As part of the application, a working group composed of the National EQAVET Experts Network conducted a research in autumn 2017 in order to examine the situation of graduate tracking at institutional level in formal VET, and to identify good practices. The present methodological recommendation on the implementation of graduate tracking at institutional level has been elaborated in line with the EQAVET+ Framework, relying on experience gained from that research.

Our methodological recommendation reflects a possible interpretation of graduate tracking at institutional level in relation to the EQAVET+ Framework, taking into account the situation prevailing under the legislation and institutional system in place in spring 2018. The expert group in charge of drafting the recommendation sought to adopt the most comprehensive approach, but there was neither intention, nor scope for taking into account each specific aspect of VET in Hungary. Accordingly, the present methodological recommendation may be adapted, amended and supplemented by each institution according to its specificities.

Tracking the career of VET graduates, i.e. their labour market situation after their graduation, is crucial for developing high-quality VET which is sensitive to the changes in labour market demands. However, graduate tracking may be carried out at different levels (national, regional, institutional) and with various methods, and thereby it can serve different purposes according to the needs of final users. It may provide important information about the labour market, but it can also be used for pedagogical, developmental, marketing, career guidance and other purposes. Graduate tracking can be a real monitoring exercise, i.e. it can take place on a regular basis or at least in the form of a survey/analysis done at least at several occasions (longitudinal inspection), but it is very rare in practice, in particular at institutional level, because it takes time and it is labour and data-intensive. Taking one-off snapshots recording the labour market situation of a given graduate group at a specific point in time is also considered as graduate tracking. If one-off feedback takes place at the same point in time each year, these snapshots enable the creation of a time series database on the basis of which it is possible to monitor the situation of the actual graduates' grades.<sup>1</sup>

The present methodological recommendation provides help to formal VET schools for introducing graduate tracking at institutional level. In the interpretation of the EQAVET Recommendation, which was used to develop the present methodological recommendation, the purpose of graduate tracking at institutional level is to support the employability of graduates, to improve the adaptation of VET to the demands of the labour market, and to facilitate the adaptation of training to the needs of the students, e.g. the needs of

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<sup>1</sup> Hordósy, R.; Király, G.; Mártonfi, Gy. (2012). Intézményi és helyi pályakövetés a szakképzésben (Graduate tracking at institutional and local level in vocational education and training). *Új Pedagógiai Szemle* 2012/11-12. 113-151.

[http://folyoiratok.ofi.hu/sites/default/files/article\\_attachments/upsz\\_2012\\_11-12\\_09.pdf](http://folyoiratok.ofi.hu/sites/default/files/article_attachments/upsz_2012_11-12_09.pdf)

disadvantaged groups<sup>2</sup>. This graduate tracking provides data and information for institutions' quality improvement. As regards its methodology, this means one-off surveys conducted at a specific point in time after graduation, but repeated regularly (annually), during which the schools assess the labour market situation of their graduates, on the one hand, and the satisfaction of graduates and their employers with their training, on the other hand. So, this graduate tracking is primarily suitable for assessing the transition from education to working life, and the findings may help the schools in developing training offers and contents better adapted to local labour market demands, and thus in improving the employability of graduates, but they may also be used in career guidance and marketing activities conducted by the schools. At the same time, the introduction of graduate tracking at institutional level is encouraged by an external requirement: a legislative change introduced in October 2017 according to which, from the 2018/2019 school year onwards, the tools used for the national pedagogical and professional control of vocational schools and for the related self-evaluation, should be aligned with the EQAVET Framework.<sup>3</sup>

In Chapter 2 following this introduction we will briefly present the EU and the national context (policies, practice) of VET graduate tracking together with the findings of our research conducted in autumn 2017, then in Chapter 3 we will focus on the legal context of graduate tracking. Chapters 4 and 5 will set out the purpose of graduate tracking at institutional level and the principles governing the formulation of our methodological recommendation which supports its introduction. The methodological recommendations related to the implementation of graduate tracking at institutional level are set out in Chapters 6 and 7.

## 2. The EU and national context of graduate tracking in vocational education and training

Tracking VET graduates has become a priority policy objective in the last decade both in Hungary and in the European Union. As regards the current policy of the European Union, the clear appreciation of this topic is shown by the recently adopted *Council Recommendation on tracking graduates*, which aims at supporting the development of national systems for tracking higher education and VET graduates, as well as at establishing an EU-level cooperation in this field for the mutual exchange of experience and mutual learning.<sup>4</sup> The starting point of the *Council Recommendation* is that the employability of graduates constitutes a problem in many Member States, and in order to understand and to solve those problems, it is essential to have good quality information on the career paths of graduates. The collection, analysis and use of data obtained from graduate tracking are necessary both for helping students in making informed decisions about their further education, and for supporting policy development and the planning of education programmes. However, the document emphasises that the process of transition from education to working life is determined not only by the economic context, the level of qualification and the study (professional) domain, but it is also influenced by social and demographic factors and the

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<sup>2</sup> Recommendation of the European Parliament and of the Council on the establishment of a European Quality Assurance Reference Framework for Vocational Education and Training.

<http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX%3A32009H0708%2801%29>

<sup>3</sup> Decree 20/2012 of 31 August 2012 of the Ministry of Human Capacities on the operation of educational institutions and the designation of public educational institutions. Section 152(2) and Section 193(27). <https://net.jogtar.hu/jogszabaly?docid=A1200020.EMM&celpara=>

<sup>4</sup> *Council Recommendation on tracking graduates*.

[http://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1513799260298&uri=CELEX:32017H1209\(01\)](http://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1513799260298&uri=CELEX:32017H1209(01)).

socio-economic background of the graduates' families. Therefore, the collection of data regarding the impact of these factors is also very important for the appropriate interpretation of the data obtained from graduate tracking.

The 2017 *Council Recommendation* suggests that Member States improve the availability and quality of data about the career paths of graduates (and, where appropriate, drop-outs), with the establishment of graduate tracking systems that may include:

- the collection of relevant anonymised administrative statistical data from education, tax, population and social security databases;
- the development of longitudinal graduate surveys at system level and, where appropriate, institutional level, so as to obtain qualitative data on the career paths of graduates;
- the possibility to link, on an anonymised basis, data from different sources, in order to build a composite picture of the career paths of graduates.

In order to promote cooperation and mutual learning among Member States, the document also recommends the establishment of an expert network which would explore options for developing comparable data, common definitions and methodological principles. The Council recommends the timely, regular and broad dissemination and use of graduate tracking data with the objective of:

- strengthening career guidance;
- supporting the designing and updating of curricula;
- improving skills matching to support competitiveness and innovation, and to remedy skills shortages;
- planning for and forecasting employment, educational and social needs;
- contributing to policy development both at the national and at the EU level.

The latest assessment of the progress made in relation to the *Copenhagen Process* launched in 2002 to improve the quality of vocational education and training, i.e. the graduate tracking recommendations and commitments of the *Riga Conclusions* (2015) can be seen as the antecedents of this *Council Recommendation* adopted in November 2017 (also referred to in the text of the present document).<sup>5</sup> In the *Riga Conclusions* the representatives of the Member States identified among the five medium-term (2015-2020) key deliverables the establishment of “continuous information and feedback loops” based on learning outcomes as part of the further development of quality assurance systems in VET. Among the specific tasks serving this purpose, the recommendations are as follows:

- encouraging VET institutions to collect and to use information on the employability of VET graduates and combined data on learning, entry into the labour market and career path evolution;
- building coherent data collection and data analysis systems and mechanisms that serve feedback on monitoring outcomes for the purpose of adapting training;

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<sup>5</sup> *Riga Conclusions* (2016). *Declaration of the Ministers in charge of vocational education and training of EU Member States, Candidate Countries, European Economic Area Countries*.  
[http://ec.europa.eu/dgs/education\\_culture/repository/education/policy/vocational-policy/doc/2015-riga-conclusions\\_en.pdf](http://ec.europa.eu/dgs/education_culture/repository/education/policy/vocational-policy/doc/2015-riga-conclusions_en.pdf)

- developing the capacities of local and regional authorities and VET institutions to enable them to use quality assurance information, including graduate tracking information, in developing the contents of curricula, occupation profiles and vocational qualifications, in line with new economic and technical requirements.

The Riga Conclusions (just like the 2017 Council Recommendation) refer to the 2009 *EQAVET Recommendation (EQAVET, European Quality Assurance Framework for Vocational Education and Training)*, which aims at supporting the development of EU quality assurance and quality improvement systems, which must govern any improvement in relation to this quality assurance and graduate tracking. In the EQAVET+ Framework, which serves as a reference for Member State level improvements, graduate tracking appears, on several points, as a relevant and important tool among the common quality criteria of the EQAVET quality assurance and quality improvement cycle as well as in the context of the indicative characteristics detailing those criteria. This Framework also sets out ten *quality indicators* which may be used for measuring the efficacy of VET, and thereby may provide a framework for continuous improvement at system level, and some of them may also be used at institutional level: either as a “toolbox” from which the users may choose the indicators they consider most relevant to their demands and needs, or using them in a “systematic” manner in such a way that all the indicators are both interrelated and embedded in the quality assurance approach (i.e. input, process, output and context indicators).<sup>6</sup> Of those ten indicators, two output indicators relate directly to graduate tracking, and can be interpreted both at system and at institutional level:

- Indicator No. 5: “*Placement rate in VET programmes*” provides information on the labour market situation of VET graduates.
- Indicator No. 6: “*Utilisation of acquired skills at the workplace*” examines the occupation of VET graduates, as well as the satisfaction rate of graduates and employers regarding the skills/competences acquired during the training.

Despite the particular policy attention to and efforts towards VET graduate tracking, it cannot be considered as a regular and systematic activity in every EU Member State. Based on the findings of an EU research conducted in 2017, in 24 of the 28 Member States some kind of graduate tracking is in place, and there is regular graduate tracking at national level in only 19 Member States.<sup>7</sup> The research identified 85 relevant measures in 24 Member States, but only 39 of them concerned specifically VET graduates. Most measures use surveys (50 measures, of which 42 only use quantitative surveys), in the case of 26 measures, analyses are made by linking national administrative databases at individual level, and nine measures (in six countries) use both data collection tools. In most (44) of these graduate tracking exercises the entire reference group is monitored, while the others use sampling, approximately half of them (19) use convenience sampling which enables the generalisation of findings to a limited extent. Of the 85 identified graduate tracking measures, 46 use one-off surveys conducted at a specific point in time after graduation, and 37 assess the situation of a given group of graduates several times. The utilisation of graduate tracking data also varies across the Member States, in some of them those data are systematically used in policy planning (planning VET offers, supporting quality assurance processes), whereas in others data are used more informally, and in some countries the findings are also used in career guidance.

<sup>6</sup> EQAVET PLA on Indicator 5 Background paper, 2016, 2.

<sup>7</sup> Beadle, S., Vale, P., Zaidi, A., Luomi-Messerer, K., Bacher, T., Humpl, S., Nindl, S., Heinrich, M. (2018). *Mapping of VET graduate tracking measures in EU Member States. Final Report*. Directorate-General for Employment, Social Affairs and Inclusion. <http://ec.europa.eu/social/BlobServlet?docId=19209&langId=en>

There are numerous examples for such surveys also in Hungary which are relevant in this respect, although they are not specifically conducted for graduate tracking purposes (e.g. population census, micro-censuses, labour market forecasts and situational pictures, the “Youth” research series or the “Career path survey”), surveys and exercises directed specifically at VET graduate tracking are undertaken much less frequently. The so-called *vocational school survey* of the Institute for Economic and Enterprise Research of the Hungarian Chamber of Commerce and Industry, conducted every year since 2008, as well as the country-wide representative *VET graduate tracking research series* carried out between 2010 and 2014 in the framework of the priority project TÁMOP-3.1.1 entitled “21st century school education (development and coordination)” can be cited as main examples.<sup>8</sup> Currently, there is no national graduate tracking system in vocational education and training despite the fact that the *2007 amendment of the Public Education Act* required it on the basis of the *2005 VET Development Strategy*, and that its elaboration started already in the second half of the 2000s. At present, work related to the introduction of a national graduate tracking system is being carried out in the framework of the project entitled “Improving the quality and content of 21st century vocational training and adult education” (GINOP-6.2.4-VEKOP/16).

Despite the lack of graduate tracking at national level, findings of previous research showed that graduate tracking had long been a priority for formal VET institutions and during the 2000s, partly due to tender-based projects promoting the system of Regional Integrated Vocational Training Centres, the actual participation of institutions in graduate tracking has also increased.<sup>9</sup> However, data about the national spread and practice of this graduate tracking resulted from a research conducted in 2009-2010, therefore in autumn 2017 we carried out a research in Hungarian VET institutions under sub-project No. 3 “EQAVET NRP Development Project – 2017-2019” with the aim of formulating a methodological recommendation on graduate tracking at institutional level, in order to map the current graduate tracking practices as well as the views and needs of school leaders in relation to graduate tracking.

Our research included literature analysis, questionnaire-based surveys and interviews for analysing the current graduate tracking practices of VET institutions as well as the views of school leaders about the importance of graduate tracking at institutional level, about its effective methods, the fields in which the findings are used, the barriers to graduate tracking and the requested funding. Besides VET Centres, our research covered agricultural VET schools maintained by the Ministry of Agriculture as well as certain VET institutions maintained by churches, foundations and private entities. The findings of the survey showed that school leaders considered graduate tracking at institutional level very important, and that nearly half of the responding schools had made some efforts to assess the labour market situation of their graduates at least once within a few months’ time after their graduation. Data are mostly and most effectively collected by form teachers (giving frequently about 90% of

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<sup>8</sup> The results of the research conducted by the Institute for Economic and Enterprise Research of the Hungarian Chamber of Commerce and Industry on vocational schools are available at: <http://gvi.hu/kutatasaink/szakkepzes>. Publications and articles presenting the results of the TÁMOP project: Tomasz, G. (2012). *Párhuzamok – kanyarok. Szakképzettek pályakövetése* (Parallelisms – turnarounds. VET graduate tracking). Budapest: Hungarian Institute for Educational Research and Development. <http://ofi.hu/kiadvany/parhuzamok-kanyarok>; Ercsei, K. (2015). *Tanulási utak – pályautak. A szakképzésben tanulók pályakövetése* (Learning pathways – career paths. VET graduate tracking). Budapest: Hungarian Institute for Educational Research and Development. <http://ofi.hu/kiadvany/tanulasi-utak-palyautak>; Fehérvári, A. (2016). Pályakövetési vizsgálatok a szakképzésben (Graduate tracking surveys in vocational education and training). *Educatio* 2016/1. <http://folyoiratok.ofi.hu/educatio/palyakovetesi-vizsgalatok-a-szakkepzesben>

<sup>9</sup> Hordósy et al., 2012.



the responses), making use of their personal contacts with the graduates and various data collection channels (using information and communication tools). Thus, those schools manage to ensure the necessary human resources for graduate tracking, whereas in schools that do not conduct graduate tracking, one of the main problems is constituted by the provision of the necessary workforce to collect the data and then to analyse them. Many of them also indicated the lack of financial support for graduate tracking as a barrier, although in the descriptions provided by institutions doing graduate tracking this was not mentioned among the aspects. A relatively small number of institutions undertake a more in-depth analysis of the data, which may be due to the low response rate (although several schools have reported the opposite), the limited scope of the collected data, as well as the lack of methodological knowledge. The use of the findings of graduate tracking also presents a great variation, but overall, the most important areas include the planning of training structure/offer as well as the use of the findings in career orientation and marketing. One-third of the respondents are planning to introduce graduate tracking at the level of the relevant VET Centre or at school level. The overwhelming majority of school leaders would need methodological support (in particular in the form of a guidance document), as well as dedicated human and financial resources and IT support for introducing and operating graduate tracking at institutional level.

Consequently, our research carried out in autumn 2017 confirmed the fact that the overwhelming majority of school leaders consider regular graduate tracking important, on the one hand, and the fact that there is great need for methodological support for this activity, on the other hand. The present publication serves the latter purpose, using the lessons learned from the findings of this research as well as the methodological and other documents on this topic drafted under the EQAVET+ Framework complementing all this with the personal and institutional graduate tracking experience of the experts involved in developing the present methodological recommendation.

### 3. The national legal context of graduate tracking

The development of a *national system* of VET graduate tracking already started in the second half of the 2000s (in relation to formal vocational education and training, this was initially required by the *2007 amendment of the Public Education Act* on the basis of the *2005 VET Development Strategy*), but this system has not been introduced so far. Currently, Section 86 of the new *Act on Vocational Education and Training* adopted in December 2011 contains provisions on the obligations of graduates, VET schools and employers engaging graduates with respect to the tracking of formal VET graduates:

*Section 86 (1) Within three years after the successful completion of their complex vocational examination, students participating in formal education and training shall, in accordance with the provisions of Government Decree on graduate tracking, provide data about the utilisation of their State-recognised vocational qualification obtained at school, provided that they have not taken up employment.*

*(2) In accordance with the provisions of Government Decree on graduate tracking, VET schools shall provide data by sending a report to the body responsible for operating the graduate tracking system about the complex vocational examination of students who had student status with them. The report shall contain the name of the candidates, their educational identification number, the denomination of the vocational qualification obtained, the place and date of the examination. The data may be processed in a manner that does not*



*enable the identification of persons, may be regrouped by school and may be published. The data may be stored for a period of thirty years from the date on which they were sent.*

*(3) VET schools shall publish on their websites, in a manner that does not enable the identification of persons, the data and information about the labour market situation of VET graduates generated in the VET graduate tracking system.*

*[...]*

*(6) If, at the moment of data provision, a former student or an adult who has participated in non-formal education and training has become an entrepreneur or a self-employed person, he/she shall communicate his/her business activity to the body responsible for operating the graduate tracking system.*

*(7) If a former student or an adult who has participated in non-formal education and training has taken up employment, the employer shall communicate data for the graduate tracking system. As part of the provision of data, the job and the scope of activities the former student engages in shall be communicated.<sup>10</sup>*

Besides the above, the 2015 amendment of the *Act on Vocational Education and Training* also provides that in order to operate the national graduate tracking system the existing national administrative databases shall be interconnected on an individual level.

*(8)\* In accordance with the provisions of Government Decree on graduate tracking, for the purpose of operating the graduate tracking system the following shall provide the data specified in the public education information system about employed persons to the body responsible for operating the graduate tracking system:*

*a)\* the National Tax and Customs Administration pursuant to Annex 1, Section 7 of the Act on the Rules of Taxation,*

*b) the pension insurance administration pursuant to Section 96(2)(d) of Act LXXXI of 1997 on Social Security Pension Benefits,*

*c) the body designated for executing certain tasks within the public education remit of the minister for education. The body responsible for operating the graduate tracking system shall be entitled to manage and to process the data and shall be entitled to link them with the database containing the complex vocational examination certificates awarded and the educational identifiers, without connecting them to specific persons.*

Pursuant to *Government Decree 319/2014 of 13 December 2014*, the body responsible for operating the graduate tracking system is the National Office of Vocational Education and Training and Adult Learning (NOVETAL). Pursuant to Section 86(1) of the *Act on Vocational Education and Training*, “*the detailed rules on the operation of the graduate tracking system, the process of data provision, as well as on the tasks of the body responsible for operating the graduate tracking system shall be set out in a Government Decree*”.

Therefore, within the national system of VET graduate tracking to be introduced in the future, formal VET institutions will have the sole obligation to submit a report to NOVETAL on the complex examination of graduates. The *Act on Vocational Education and Training* does not provide for institution-based graduate tracking at institutional level. Currently, the legislation do not contain direct references to the latter, however, there are indirect ones. Pursuant to Section 152(2) and Section 193(27) of *Decree 20/2012 of 31 August 2012 of the Ministry for Human Capacities on the operation of educational institutions and the*

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<sup>10</sup> Act CLXXXVII of 2011 on Vocational Education and Training.  
<https://net.jogtar.hu/jogszabaly?docid=A1100187.TV>

*designation of public educational institutions, the inspection tools to be used in VET schools during national pedagogical and professional inspections shall be developed by the Educational Authority, taking into account the EQAVET recommendations, which are mandatory from the 2018/2019 school year onwards.*

*Section 152(2)\* The inspection tools, including also the inspection tools prepared in VET schools during the national pedagogical and professional inspections based on the European Quality Assurance Framework for Vocational Education and Training (hereinafter referred to as EQAVET) shall be developed by the Authority and shall be approved by the minister for education.*

*Section 193(27)\* The inspection tools recast by the Authority on the basis of the EQAVET shall be used from the 2018/2019 school year onwards during the national pedagogical and professional inspections in VET schools.*

The set of assessment criteria foreseen in educational inspection and self-assessment manuals, currently under approval, recast for VET schools on the basis of the EQAVET+ Framework, requires graduate tracking exercises to be in place at institutional level as well as the collection of data based on EQAVET indicators No. 5 and 6, similarly to the feedback of those data into the process of institution development.

## 4 Purpose of the methodological recommendation on graduate tracking at institutional level

The *European Quality Assurance Framework for Vocational Education and Training* (EQAVET) adopted in 2009, as well as the EQAVET+ published following its revision, sets graduate tracking as a requirement for improvement at Member State level with the intention to obtain data on the efficacy and labour market utilisation of VET both at system and at institutional level. Subsequently, a qualitative improvement of vocational education and training should be achieved by using measures agreed upon with the involvement of their partners.

The present recommendation aims at providing help to formal VET institutions for establishing their graduate tracking system. As such, it also helps institutions in fulfilling the graduate tracking requirement set out in the Self-Assessment Manual developed by the Educational Authority under the mandate given by Decree No. 20/2012 of 31 August 2012 of the Ministry for Human Capacities and by Government Decree No. 326/2013 of 31 August 2013. A comprehensive self-assessment exercise is conducted once in every 5 years, but the regular collection of data for analysis must take place in the manner indicated in the annual self-assessment plan.

As part of graduate tracking, not only graduates are surveyed, but also the labour market partners of formal VET institutions and business entities providing practical training. Therefore, graduate tracking includes the assessment of the labour market situation of graduates, and it also provides information on the efficacy of their preparation in vocational education and training as well as on employee and the employer satisfaction.

After graduate tracking is carried out as part of the self-assessment exercise, the institution reviews its activity, and the head of the institution draws up an institutional development plan and makes arrangements for its adoption. The implementation and the efficacy of action plans are measured retroactively and assessed in the course of the subsequent self-assessment

and educational inspection exercises. The improvements realised must serve the continuous quality improvement of VET provision.

The indicators related to graduate tracking among the *ten quality indicators* of the EQAVET+ Framework are the following:

- Indicator No. 4: “*Completion rate in VET programmes*” provides information and input to the graduate tracking analysis on the number and ratio of persons having successfully completed VET programmes.

The share of graduates having successfully completed their studies in the given VET institution compared to the number of students having participated in vocational education and training, at a designated point in time after completion of training, according to the type of programme and the individual criteria.

- Indicator No. 5: “*Placement rate in VET programmes*” provides information on the labour market situation of VET graduates.

The share of formal VET graduates having found a job after their examination in the given VET institution compared to the number of students having successfully completed their studies, at a specific point in time (6, 12, 24, 36 months) after completing their studies.

(a) the share of VET graduates compared to the number of employed ones, at a designated point in time after the completion of training, according to the type of programme and the individual criteria.

(b) the share of VET graduates pursuing further education compared to the number of students having successfully completed their studies in the given VET institution, at a designated point in time after the completion of training, according to the type of programme and the individual criteria.

- Indicator No. 6: “*Utilisation of acquired skills at the workplace*” examines the occupation of VET graduates and the satisfaction rate of graduates and employers regarding the skills/competences acquired during the training.

(a) Among persons having successfully completed a VET programme in a formal VET institution 12-36 months earlier, the percentage of those who are working in jobs corresponding to their qualification.

(b1) Among employees having successfully completed a VET programme in the given formal VET institution 12-36 months earlier, the satisfaction rate regarding their preparation for their current occupation.

(b2) Among employers employing former students having successfully completed a VET programme in the given formal VET institution 12-36 months earlier, the satisfaction rate regarding the preparation of their employees working in jobs corresponding to their qualification as well as their competences needed for completing work tasks.

(b3) Among employers employing former students having successfully completed a VET programme in the given formal VET institution 12-36 months earlier, the satisfaction rate regarding the general competences of their employees.

**To sum it up**, the development of a methodology for graduate tracking at institutional level, which may be used in formal vocational education and training, serves the following purposes:

- one of the areas of the quality improvement of VET institutions may thus be targeted according to uniform principles,
- as part of the institutions' self-assessment, graduate tracking must take place in accordance with the EQAVET+ requirements, and the quality indicators (Nos. 5 and 6) related to graduate tracking must be defined and used,
- the institutions must get procedural and methodological support for developing their own rules on graduate tracking,
- the quality improvement culture is expected to evolve within the institutions due to the fact that the methodology follows the general principles of quality assurance, the EQAVET Quality Assurance Cycle,
- the methodological recommendation may constitute the basis for the development of corresponding further training programmes which may provide professional assistance to professionals in applying the graduate tracking methodology.

## 5 Principles governing the establishment of a graduate tracking system at institutional level

Based on the EQAVET Recommendation and the pre-development research, the institutional methodology of graduate tracking has been formulated according to the following **principles**:

- ✓ The data obtained after graduate tracking undertaken as part of the self-assessment must be used as a basis for the institution to review and to improve its activity.
- ✓ To achieve this, the head of the institution must be able to prepare an informed action plan for the development of the institution. The improvements realised must serve the continuous quality improvement of VET provision.
- ✓ The methodological recommendation on graduate tracking at institutional level must take account of the objectives and expectations of the EQAVET+ Framework as well as the EU policy recommendations on graduate tracking.
- ✓ The chosen methodology must be adapted to the criteria of the institutions' self-assessment and pedagogical professional inspection (external assessment) to be carried out every 5 years pursuant to section 145 of Decree No. 20/2012 of the Ministry for Human Capacities.
- ✓ The recommended methodology for graduate tracking at institutional level must be adapted to the schedule of the school year.
- ✓ The recommended methodology should not require the use of substantial extra resources or external professionals with specialised skills.
- ✓ When processing the data of graduates, efforts should be made to benefit from the possibilities offered by the administrative software of the school.
- ✓ The use of the findings of graduate tracking must have an impact on the planning of the training structure/offer at local level, on the curricular development of training programmes, and on the career guidance and marketing activities of the institutions.

- ✓ In the course of graduate tracking personal data are processed, therefore the application of legislative requirements on the protection of personal data is necessary.

Having regard to the above principles, it is suggested that the system of institutional graduate tracking is established based on a **two-stage procedure**:

- It is suggested that **short-term graduate tracking** at institutional level is carried out six months after the successful completion of the training programme each year with the involvement of form teachers. By involving all the graduates, the survey provides help in determining the shares of persons having successfully completed the training programme, persons pursuing further education, employed persons and persons employed in jobs corresponding to their qualifications.
- It is recommended that the **labour market effectiveness assessment** at institutional level is carried out every 5 years in the framework of the institutions' self assessment, with the involvement of the self-assessment team, based on sampling. This serves the examination of the labour market status and situation of persons having successfully completed a VET programme 12-36 months earlier. The assessment also covers satisfaction with institutional vocational education and training. Questionnaire-based surveys and interviews among employees working in jobs corresponding to their qualification and their employers provide information to the institutions on the compliance of vocational preparatory training with labour market expectations.

Short-term graduate tracking undertaken annually, together with labour market effectiveness assessment, constitute the basis for carrying out the institution's self-assessment every five years. As a result, it is possible to conceive development trajectories and action plans.

In parallel, it is also possible to measure the labour market utilisation of a given formal VET programme as well as labour market demands in order to ensure that vocational education and training react more sensitively to the changing labour market demands.

## 6. Short-term graduate tracking at institutional level

### 6.1 Purpose of the survey

The graduate tracking system is meant to monitor the career path of young people who have obtained their first vocational qualification. The first vocational qualification may be obtained at secondary level in vocational grammar schools, secondary vocational schools and vocational schools (BRIDGE programme).

Within the framework of short-term graduate tracking at institutional level, institutions may collect data about the labour market situation of their graduates who have successfully obtained their vocational qualification within 6 months after graduation. They examine the overall placement rate among graduates in employment, their employment in jobs corresponding to their qualifications and their national and international work experience. For graduates pursuing further education, they also collect data on specialised as well as secondary and higher level studies. Based on the data, they may also undertake to determine indicator No. 5 (indicator measuring the

progress of graduates) and indicator No. 6/a (share of persons employed in their specialisation) of the EQAVET+ Framework. It is recommended that the survey is conducted every year within 6 months from the completion of the studies of graduates. The findings of the survey may provide input to institutional quality improvement.

Identification of the EQAVET indicators concerned:

- ✓ 6 months after the completion of a training programme, the share of graduates having successfully completed their studies in the given VET institution compared to the number of students having participated in vocational education and training. (In total, per sector and per vocational qualification) (**institutional indicator No. 4 in EQAVET, i.e. the input data for institutional indicator No. 5**)
- ✓ Among the graduates having successfully completed a VET programme in the given VET institution, the number of employed ones 6 months after the completion of a training programme. (In total, per sector and per vocational qualification) (**institutional indicator No. 5**)
- ✓ 6 months after the completion of a training programme, the number of graduates pursuing further education, compared to the number of graduates having successfully completed their studies in the given VET institution. (In total, per sector and per vocational qualification) (supplementary data to institutional indicator No. 5)
- ✓ 6 months after the completion of a training programme, the percentage of persons employed in jobs corresponding to their qualification among graduates having successfully completed a VET programme in the given VET institution. (In total, per sector and per vocational qualification) (**institutional indicator No. 6/a**)

In addition to the identification of the above EQAVET indicators at institutional level, the present recommendation may be used for identifying additional institutional indicators, e.g. the percentage of graduates pursuing further education in their specialisation or not in their specialisation, or other indicators related to the intra-country or international mobility of workers.

## 6.2 Target group of the survey

Students who completed their studies in the previous school year, students who have obtained their first partial qualification in a vocational school, students who have obtained their first vocational qualification in a secondary vocational school, as well as students who have passed their secondary school leaving examination, students who have passed their sectoral maturity examination in a vocational grammar school or students who have successfully obtained a vocational qualification.



## 6.3 Content elements of the survey

Students who have participated in a VET programme of a given VET institution must report on the successful completion of their vocational examination, on their labour market situation, i.e. whether they have taken up a job or not and whether they are pursuing studies or not. In addition, the survey also wants to find out whether they are working in a profession corresponding to their qualification or in another profession, and whether their workplace is in Hungary or abroad.

The survey also covers the reasons why the former student does not have a job at the time of the survey (e.g. he/she has not found a job or for health, family or other reasons). In case of opting for further education, the survey serves to establish whether the purpose is the pursuit of a higher level qualification or a second vocational qualification (within the same trade group or in another trade group).

Based on the data collected during the survey, it is possible to identify several indicators which provide help in getting a picture on the efficacy of the institution's activity in vocational education and training. The present methodological recommendation provides help in identifying the relevant EQAVET indicators.

### **EQAVET indicators identified during the survey:**

- ✓ The share of graduates having successfully completed their studies in the given VET institution compared to the number of students having participated in vocational education and training. (In total, per sector and per vocational qualification) (**institutional indicator No. 4 in EQAVET**, i.e. the input data for institutional indicator No. 5)

#### **Method for calculating the share of graduates having successfully completed their studies:**

The number of graduates having successfully completed their studies in the VET institution must be divided by the number of graduates having participated in a VET programme in the VET institution, then it must be multiplied by 100

#### **using the following formula:**

$$N_{\text{graduates having successfully completed their studies}}(\%) = \frac{\text{the number of students having successfully completed their studies in the VET institution}}{\text{the number of graduates having participated in a VET programme in the VET institution}} * 100$$

#### **Method for calculating the share of graduates pursuing further education:**

- ✓ The share of VET graduates pursuing further education compared to the number of students having successfully completed their studies in the given VET institution, at a

designated point in time after the completion of training. (In total, per sector and per vocational qualification) **(institutional indicator No. 5 in EQAVET)**

**using the following formula:**

$$N_{\text{graduates pursuing further education}}(\%) = \frac{\text{the number of graduates pursuing further education}}{\text{the number of students having successfully completed their studies in the VET institution}} \times 100$$

- ✓ Among the graduates having successfully completed a VET programme in the given VET institution, the number of employed ones at a designated point in time after the completion of training. (In total, per sector and per vocational qualification) **(institutional indicator No. 5 in EQAVET)**

**Method for calculating the placement indicator:**

The number of graduates having successfully completed their studies in the VET institution who are employed on the labour market must be divided by the number of graduates having successfully completed their studies in the VET institution, then it must be multiplied by 100

**using the following formula:**

$$N_{\text{placement rate}}(\%) = \frac{\text{the number of graduates having successfully completed their studies in the institution who are employed on the labour market}}{\text{the number of students having successfully completed their studies in the institution}} \times 100$$

- ✓ At a designated point in time after the completion of training, the percentage of persons employed in a job corresponding to their qualification among graduates having successfully completed a VET programme in the given VET institution. (In total, per sector and per vocational qualification) **(institutional indicator No. 6/a in EQAVET)**

**Method for calculating the indicator for the placement rate in jobs corresponding to the graduates' qualifications:**

The number of graduates/employees having successfully completed their studies in the VET institution and employed in jobs corresponding to their qualification must be divided by the number of graduates having successfully completed their studies in the VET institution, then it must be multiplied by 100

**using the following formula:**

$$N_{\text{placement rate in jobs corresponding to the graduates' qualifications}}(\%) = \frac{\text{the number of former students who have found employment in jobs corresponding to their qualification}}{\text{the number of students having successfully completed their studies in the institution}} \times 100$$

**Ultimately, the graduate tracking survey shows:**

- ✓ the percentage of training participants who successfully obtained their vocational qualification in the vocational examination period of the previous school year,
- ✓ the extent to which a given training programme is suitable for finding employment on the labour market,
- ✓ the extent to which a given training programme is suitable for preparing the students for further education,
- ✓ the percentage of students who have successfully completed their studies and have found employment in their studied profession.

## 6.4 The process of the survey

The process of the survey covering short-term graduate tracking at institutional level is presented along the phases of the EQAVET Quality Assurance Cycle:

### 6.4.1 . Planning:

The review and planning of the tasks and the dates of short-term graduate tracking at institutional level for a given school year as well as their inclusion in a work plan is the responsibility of the head of the institution before the start of each school year. The plan for short-term graduate tracking, which contains the tasks, the persons in charge and the deadlines, is adopted by the educational staff at the preparatory meeting of the school year as part of the work plan.

### 6.4.2 . Implementation:

#### Persons carrying out the survey:

The form teachers of the previous school year's graduates.

#### The process of the survey:

The headmaster convenes an information meeting where the persons involved in short-term graduate tracking are informed about the actual tasks.

No later than upon the completion of the sectoral maturity and vocational examination, the form teachers collect the contact details of the graduates (as many contact details as possible used by the students, e.g. e-mail, phone number, social media). The form teachers inform the pupils that within six months they will be invited to provide data through one of the information channels for graduate tracking purposes, and they will be made aware of the fact that by providing data they can contribute to the improvement of the institution. It is imperative that the institution has the privacy statement of the pupils in which they also give their consent to the handling, processing and storage of information related to graduate tracking in line with the privacy policy of the institution. Subsequently, the form teachers fill in the table contained in Annex No. 6.7.1 (Sheet for recording information on students) with the details of graduates, thus preparing the short-term graduate tracking survey.

At the date specified in the work plan (recommended period: November and December in the given school year), by using one of the contact channels previously collected (social media; smartphone applications: Skype, Viber, WhatsApp, Messenger; phone or face-to-face meeting), the form teachers collect the information which enable them to fill in the recapitulative table on the graduate tracking of classes/trade groups (Annex No. 6.7.2). The questionnaire contained in Annex No. 6.7.3 may also be used for contacting the graduates.

The recapitulative table filled with the information on classes/trade groups is delivered by the form teachers carrying out the survey to the leader of the self-assessment team until the date specified in the work plan (recommended date: 20 December).

The self-assessment team prepares the institution's recapitulative table (Annex No. 6.7.4) on the basis of the recapitulative tables on classes/trade groups.

#### 6.4.3. Analysis:

The synthesis and the analysis of the data indicated in the recapitulative tables on classes/trade groups take place within the self-assessment team, under the supervision of the headmaster. Following the synthesis, it is recommended that as part of the analysis graphs are drawn in order to present the findings in a more illustrative way. It is useful to involve in the process the representatives of internal partners (e.g. teachers, parents, students) and external partners (e.g. chamber, businesses engaged in the training of a significant numbers of students). The results of the analysis are discussed by the educational staff at the assessment of the first semester.

The synthesised findings of short-term graduate tracking are published on the information interfaces of the institution, following the decision taken by the institution.

#### 6.4.4. Revision/improvement:

Where necessary, the findings can be used to make interventions and improvements in order to enhance the quality of vocational education and training. It is useful to identify areas for improvement, to assign improvement targets to them and also for the competent development teams to prepare action plans.

The revision exercise may focus on the process of short-term institutional graduate tracking itself. Under the supervision of the headmaster, the self-assessment team collects and assesses the insights gained during the short-term graduate tracking procedure and, where necessary, completes its revision until 15 April, and then makes proposals for its amendment. The educational staff discusses and adopts the amendments at the latest until the assessment meeting at the end of the school year. This intervention must be taken into account in drawing up the work plan for the next school year.

### 6.5 How to use the findings?

The institution may use the findings of graduate tracking as inputs to the planning of the training structure/offer at local level and to the curricular development of training programmes. In addition, institutions may also use the findings in their marketing and enrolment activities (open days, parent conferences, job fairs, information sessions in primary schools, trade demonstrations).

Besides the career paths of the students, these will give us an idea about the successfulness of the examinations (including the share of graduates having

successfully completed VET programmes). If the rate of unsuccessfulness is high in the case of certain professions, the reasons for it must be examined and the necessary measures must be taken.

The findings of the survey provide information to the students who are about to choose a profession, and also to their parents about the opportunities after the acquisition of vocational qualifications and their chances for employment.

The survey reveals the future plans of young VET graduates. (E.g. to what extent are they planning to acquire higher level knowledge within their profession or new knowledge beyond their profession?)

Graduate tracking of recent graduates provides information about the expected labour force demand in the private sector and the evolution of the demand for qualified workforce. In addition, graduate tracking makes it possible to develop more accurate forecasting systems.

The findings of graduate tracking may be published on school websites.

Graduate tracking at institutional level (both at the level of member institutions and at the level of the Centres) developed in line with the EQAVET+ Framework

- shows the extent to which a given training programme is suitable for finding employment on the labour market,
- provides data about the efficiency and quality of training programmes, i.e. the labour market placement rate of graduates who have successfully completed their studies,
- shows the potential divergences between the different VET institutions, the efficacy of the various educational and training methodologies,
- contributes to the designation of the development trajectories of education and training.

## 6.6 Guidance/Useful tips

In graduate tracking, the provision of information to the partners concerned (parents, students, teachers) is imperative, thereby the partners can be made aware of the purpose and methodology of the survey, and they can understand its importance and become committed.

It is important to specify the dates of data recordings in advance and to stick to them so as to obtain information on graduates at the same dates, where possible.



Employment and further education data gained from graduate tracking itself are insufficient for drawing conclusions about education and VET management, which also requires the analysis of the general situational picture of the labour market.

It is recommended that the institutions develop local procedural rules on short-term graduate tracking, so that the tasks are determined and executed systematically, according to the local specificities. Annex No. 6.7.5 presents a possible template for developing the procedural rules on graduate tracking at institutional level.

**Tips related to the interpretation of the indicators:**

- the number of graduates having successfully completed their studies in a VET institution: the number of graduates who have successfully passed their sectoral maturity examination or vocational examination in each spring and autumn examination period.
- the number of graduate students participating in vocational education and training in a VET institution: students pursuing their studies in the 11th year of secondary vocational schools, in the 12th year of vocational grammar schools and in the last year of VET schools.
- the number of graduates pursuing further education: all the students who pursue further education (in secondary vocational schools, in vocational grammar schools, in higher education).
- the number of graduates having successfully completed their studies and employed on the labour market: the number of successful graduates who have entered employment in any field at the time of the survey (under workfare schemes, as civil servants, as employees, as entrepreneurs, etc.), and/or have been pursuing further studies.
- the number of former students who have found employment in jobs corresponding to their qualification: the number of persons working in jobs corresponding to their qualification.

Annex No. 6.7.1: Sheet for recording information on students

The school's name, address and identifier assigned by the Ministry of Education																			
Class:																			
Form teacher:								The form teacher's phone number, e-mail address:											
School year:																			
Serial number	The student's name	Educational identifier										Place and date of birth	Mother's maiden name	Address	Denomination of the profession/sector	Date of passing the maturity examination/vocational examination	Phone number	E-mail address	Other contact details (Skype, Facebook, Twitter)
1.																			
2.																			
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20.																			

### Annex No. 6.7.2: Recapitulative table on graduate tracking of classes/trade groups

[illegible]

**Questionnaire for short-term graduate tracking  
at institutional level  
For graduates of VET schools**

**Responding is voluntary!**

***Dear Graduates,***

*Please note that the present questionnaire is part of the graduate tracking exercise. Respondents give their consent to the handling and processing of their replies and data for the above purpose.*

*Please fill in the following questionnaire so that we can have a better insight into the evolution of the career paths of our former students. With your help we will have the opportunity to make our school's work more efficient and effective.*

*Thank you! The institution's management*

**Please specify your name.**

.....

**Please specify your address (post code, locality, street, street number, floor, door).**

.....

**Please provide your contact details (phone number, e-mail, Skype, Facebook).**

.....

**Please specify your education/vocational qualification.**

.....

**Are you employed currently?** (Please underline the appropriate answer)

**YES / NO**

**Please specify your job.**

.....

**Please provide the name and contact details of your workplace.**

.....

**If you are employed, do you work in Hungary?** (Please underline the appropriate answer)

**YES / NO**

**If you are employed, have you found a job corresponding to your vocational qualification?** (Please underline the appropriate answer)

**YES / NO**

**If you are studying, are you studying in our school?** (Please underline the appropriate answer)

**YES / NO**

**If you are studying, are you pursuing higher education studies, are you preparing for your secondary school leaving examination or for another vocational qualification?** (Please underline the appropriate answer)

**HIGHER EDUCATION STUDIES / SECONDARY SCHOOL LEAVING  
EXAMINATION / ANOTHER VOCATIONAL QUALIFICATION**

**If you are pursuing higher education studies, are those studies specialised studies?**

**YES / NO**

**If you are neither employed, nor pursuing studies, what is the reason for it?** (Please underline the appropriate answer)

**HEALTH, FAMILY, YOU HAVE NOT FOUND ANY JOB, OTHER**

.....

**If there are OTHER REASONS, please specify.**

Annex No. 6.7.4: Recapitulative table on graduate tracking at institutional level

Pályakövetés a 20xx/20xx. tanévben szakmai végzettséget szerzett tanulók vonatkozásában																										
Intézmény/Tagintézmény neve:																										
Osztály jele	Szakma/ágazat megnevezése	Végzős tanulók száma	Szakképzettséget szerzett tanulók száma (fő) /Munkakör betöltésére alkalmas végzettséget szerzők száma (FEOR) (fő)	Tanul az intézményben/ tagintézményben		Más közép fokú intézményben/ tagintézményben tanul		Felsőoktatásban tanul		Dolgozik		Nem dolgozik		Külföldön dolgozik		Nincs info	Leggyakoribb adatfelvétel mód: (telefon=T, skype=S, viber=V, facebook=F, kérdőív=K, online kérdőív=OK egyéb=E)	Szakképzettséget szerzett pályakövetésben részt vett tanulók száma	N sikeresen végzettek (%)	Továbbtanulók száma	N továbbtanulók (%)	Elhelyezkedettnek tekintett tanulók száma	N elhelyezkedés (%)	N elhelyezkedésnek tekintett (tanuló és dolgozó) (%)	Szakmájában elhelyezkedettnek tekintett tanulók száma	N szakképzettségi elhelyezkedés (%)
				érettségire készül	szakmát tanul	érettségire készül	szakmát tanul	szakirányú	nem szakirányú	szakmájában	nem a szakmájában	egészségügyi, családi ok stb.	egyéb	szakmájában	nem a szakmájában											
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Pályakövetés a 20xx/20xx. tanévben szakmai végzettséget szerzett tanulók vonatkozásában	Graduate tracking related to graduates who obtained a professional qualification in the school year 20xx/20xx
Intézmény/Tagintézmény neve	Name of the institution/member institution:
Osztály jele	Class identifier
Szakma/ágazat megnevezése	Denomination of the profession/sector
Végzős tanulók száma	Number of graduate students
Szakképzettséget szerzett tanulók száma (fő)/ Munkakör betöltésére alkalmas végzettséget szerzők száma (FEOR) (fő)	Number of students who have obtained a vocational qualification (persons) / Number of graduates who have obtained a qualification suitable for performing a job (Hungarian Standard Classification of Occupations) (persons)
Tanul az intézményben/tagintézményben	Pursues his/her studies in the institution/member institution
érettségire készül	is preparing for his/her secondary school leaving examination
Más közép fokú intézményben/ tagintézményben tanul	Pursues his/her studies in another secondary level institution/member institution
érettségire készül	is preparing for his/her secondary school leaving examination
szakmát tanul	pursues vocational training
Felsőoktatásban tanul	Pursues his/her studies in higher education
szakirányú	specialised
nem szakirányú	non-specialised
Dolgozik	Employed
szakmájában	in his/her profession
nem szakmájában	not in his/her profession
Nem dolgozik	Not employed
egészség-ügyi, családi ok,stb.	health, family reasons, etc.
egyéb	other
Külföldön dolgozik	Is employed abroad
szakmájában	in his/her profession
nem a szakmájában	not in his/her profession
Nincs info	N/A
Leggyakoribb adatfelvétel mód: (telefon=T, skype=S, viber=V, facebook=F, kérdőív=K, online kérdőív=OK, egyéb=E)	Most frequent data recording method: (telephone=T, skype=S, viber=V, facebook=F, questionnaire=Q, online questionnaire=OQ, other=O)
N sikeresen végzettek (%)	N Graduates having successfully completed their studies (%)



Továbbtanulók száma	The number of graduates pursuing further education
N továbbtanulók (%)	N Graduates pursuing further education (%)
Elhelyezkedettnek tekintett tanulók száma	Former students considered to be employed
N elhelyezkedés (%)	N Placement rate (%)
N elhelyezkedésnek tekintett (tanuló és dolgozó) (%)	N Considered to be employed (studying and working) (%)
Szakmájában elhelyezkedettnek tekintett tanulók száma	Former students considered to be employed in their profession
N szakképzettségi elhelyezkedés (%)	N Employment corresponding to vocational qualification (%)

Denomination of the process:	Regulation of the process of short-term graduate tracking at institutional level
Purpose(s) of the process:	
Expected result:	
Main indicators used:	
Responsibilities – competences – owner of the process:	

Serial number	Activity	Person in charge	Contributor	Methodology	Deadline / duration	Input (used) document	Generated document	Inspection, assessment (expected result)
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								

## 7 Labour market effectiveness assessment at institutional level

### 7.1 Purpose of the survey

The **purpose** of labour market effectiveness assessment at institutional level (hereinafter referred to as effectiveness assessment) is

(1) to assess and to evaluate the utilisation of the acquired skills at the workplace, i.e. to provide feedback and information about the efficacy of the preparation in vocational education and training.

(2) to survey the relevant opinion and satisfaction of the labour market partners of formal VET institutions, i.e. the employers of the institutions' graduates, and that of the employees.

After the labour market effectiveness assessment carried out as part of the self-assessment exercise, the institution revises its activity, the head of the institution draws up an institutional development plan and makes arrangements for its adoption. The implementation and the efficacy of action plans are measured retroactively and assessed in the course of the subsequent self-assessment and educational inspection exercises. The improvements realised must serve the continuous quality improvement of VET provision.

The introduction of the effectiveness assessment and the operation of the related quality improvement cycle are important steps towards excellence in vocational education and training.

Identification of the EQAVET indicators involved in the labour market effectiveness assessment:

Labour market effectiveness assessment at institutional level provides input data about the appropriateness of the training content and the training process, but the data also enable us to identify the EQAVET-based institutional indicators Nos. 6/b1, 6/b2 and 6/b3. The survey takes place every 5 years in the framework of the institutions' self-assessment, on the basis of sampling among employees engaged in a field corresponding to their qualification, as well as among their employers. Identification of the indicators concerned:

- ✓ Among the surveyed employees having successfully completed a VET programme in the given formal VET institution, the satisfaction rate regarding their preparation to their current occupation. (In total, per sector and per vocational qualification) (institutional indicator No. 6/b1)
- ✓ Among the surveyed employers engaging former students having successfully completed a VET programme in the given formal VET institution, the satisfaction rate regarding the preparation of their employees working in jobs corresponding to their qualification, as well as their competences needed for completing work tasks. (In total, per sector and per vocational qualification) (institutional indicator No. 6/b2)
- ✓ Among the surveyed employers engaging former students having successfully completed a VET programme in the given formal VET institution, the satisfaction rate

regarding the general employee competences of their employees. (In total, per sector and per vocational qualification) (institutional indicator No. 6/b3)

Using the present recommendation may help in collecting further data about the labour market utilisation of specific formal VET programmes, as well as about the efficacy of the satisfaction of labour market demands. Among others, it is possible to examine:

- the utilisation of the acquired skills in the workplace for VET graduates,
- the up-to-dateness of knowledge transferred in vocational education and training,
- the adaptability of vocational education and training to the changing demands of the labour market.

## 7.2 Target group of the survey

Labour market effectiveness assessment at institutional level is recommended for institutions whose quality assurance practice/system is already relatively established and which have already adopted and have reliably used short-term graduate tracking at institutional level.

The questionnaire for short-term graduate tracking at institutional level may help in identifying those who have found employment in a profession corresponding to their qualification. Labour market effectiveness assessment at institutional level focuses *inter alia* on these employees, more specifically on those who completed their studies in the institution 12, 24 or 36 months before the date of the survey. This questionnaire also enables the identification of those Hungarian employers who engage the successful graduates in jobs corresponding to their vocational qualification. The managers of the businesses who exercise employer rights or the persons designated by them may be considered as the second target group of the labour market effectiveness assessment at institutional level.

The survey is based on face-to-face contacts or telephone calls, and due to the limited resources available for such purposes, the survey covers the target group only partly, not entirely. It is recommended to have 3 to 5 successful data recordings in each profession among the graduates. The inclusion of successful graduates employed by the sampled businesses may simplify the survey. It is useful to include businesses which employ the highest number of graduates.

## 7.3 Content elements of the survey

In the given institution the employees and employers surveyed provide data on employee and professional competences developed in the course of vocational education and training as well as on their satisfaction with the content of vocational education and training. The survey also

addresses their needs and improvement proposals in relation to the improvement of VET provision in the institution.

The survey does not aim at precisely identifying the causes of satisfaction or dissatisfaction. If the findings of the survey suggest that there is a need for intervention, further analyses (e.g. cause analyses) are needed for identifying the targeted measures.

**EQAVET indicators that can be identified during the survey:**

- a) Among the surveyed employees having successfully completed a VET programme in the given formal VET institution 12-36 months earlier, the satisfaction rate regarding their preparation for their current occupation. (In total, per sector and per vocational qualification) (institutional indicator No. 6/b1)

The average satisfaction rate of employees having successfully completed a formal VET programme 12-36 months earlier, showing their satisfaction with their knowledge, skills and competences acquired during the training, as well as with their suitability for the completion of work tasks.

- b) Among the surveyed employers engaging former students who have successfully completed a VET programme in the given formal VET institution 12-36 months earlier, the satisfaction rate regarding the preparation of their employees working in jobs corresponding to their qualification as well as their competences needed for completing work tasks. (In total, per sector and per vocational qualification) (institutional indicator No. 6/b2)

Among employers engaging workers having successfully completed a formal VET programme 12-36 months earlier, the average satisfaction rate of employers showing their satisfaction with the preparation of their employees having successfully completed a formal VET programme who are employed in a job corresponding to their qualification, as well as with their competences needed for completing work tasks.

- c) Among the surveyed employers engaging former students who have successfully completed a VET programme in the given formal VET institution 12-36 months earlier, the satisfaction rate regarding the general employee competences of their employees. (In total, per sector and per vocational qualification) (institutional indicator No. 6/b3)

Among employers engaging workers having successfully completed a formal VET programme 12-36 months earlier, the average satisfaction rate of employers showing their satisfaction with the preparation of their employees who have successfully completed a formal VET programme, as well as with their general employee competences needed for completing work tasks.

## 7.4 The process of the survey (PDCA)

### 7.4.1 Planning

Labour market effectiveness assessment must be integrated into the 5-year institutional self-assessment programme to be approved by the educational staff: Since the institutional self-assessment cycle encompasses five school years and the individual teachers' self-assessment takes place once in every five years, it is recommended that a self-assessment is carried out for 20% of the educational staff in each school year, bearing in mind that the workload should be balanced. Managerial self-assessment takes place in the 2nd and 4th year following the appointment of the managerial staff, based on the relevant regulation. The comprehensive institutional self-assessment takes place in the 5th school year. It is recommended that the self-assessment process includes the effectiveness assessment in the 3rd school year of the self-assessment cycle. This may reduce the accumulated tasks distributed for each school year, and the findings of the survey may be used in the comprehensive self-assessment. The elaboration of the 5-year self-assessment programme and its presentation to the teaching staff are the responsibility of the head of the institution.

Thus, the self-assessment plan elaborated in the 3rd school year of the five-year self-assessment cycle must include the tasks, the persons in charge and the deadlines of the effectiveness assessment. The head of the institution is responsible for the elaboration of the annual self-assessment plan, the suggested date for its adoption is the preparatory meeting of the school year in August.

For the purpose of carrying out the effectiveness assessment, a short-term graduate tracking at institutional level must be scheduled for every year so that the data collected earlier enable the gathering of information on workers employed in jobs corresponding to their qualification as well as on their employers.

### 7.4.2 Implementation

The effectiveness assessment starts with the information meeting held in the specified (3rd) school year of the 5-year self-assessment cycle and is convened by the head of the institution. At the meeting, the leader of the self-assessment team informs the colleagues requested to participate in the survey about the tasks, the deadlines and the methodology of the survey. Recommended date: January in the school year concerned. *Persons carrying out the survey:* The leaders of practical training of the institutions and/or the person(s) mandated by the head of the institutions to carry out this task.



From the data collected in the course of short-term graduate tracking exercises, the members of the self-assessment team extract information on workers employed in jobs corresponding to their qualification as well as on their employers, and define the sample of the effectiveness assessment according to the above principles. Recommended date: beginning of February in the school year concerned.

The persons carrying out the survey contact the businesses to be sampled (employers or persons designated by them) and the employees in order to collect the replies to the questionnaire set out in the Annex. Recommended date: February or March in the school year concerned.

*Methodology of the survey:* The persons carrying out the survey contact the employers to be sampled. On the basis of the *Questionnaires for employers and employees* sent electronically in advance, they conduct interviews with the employers or with their mandated representatives as well as with the employees concerned. Face-to-face meetings make it possible for the questionnaires to be filled in after precise interpretation. This visit enables the interviewees to formulate both their needs and their suggestions for improvement with regard to the improvement of the VET institution's activity. The proposed questionnaires for employers and employees can be found in Annexes No. 7.7.1 and 7.7.2.

### 7.4.3 Analysis

The completed questionnaires of the effectiveness assessment are sorted, synthesised and analysed by the self-assessment team under the supervision of the leader of practical training (or the person mandated by the head of the institution). Besides that, the analysis must cover the relevant EQAVET indicators and all aspects that have been specified by the institution for itself. Recommended date: between April and June in the school year concerned.

The head of the institution or the person invited by him/her presents the findings of the effectiveness assessment and the proposed measures to the educational staff for discussion and approval. Recommended date: the date of the assessment meeting of the school year or the date of the preparatory meeting of the next school year (June or August in the school year concerned).

The synthesised findings of the effectiveness assessment are published on the information interfaces of the institution, following the decision taken by the institution.

The findings of the effectiveness assessment conducted by the institution are integrated into the comprehensive self-assessment of the institution which is due in every 5 years.

### 7.4.4 Revision/improvement

Based on the findings of the effectiveness assessment, additional surveys or analyses may be conducted, if necessary. At the end of the process, it is recommended that intervention and improvement tasks are specified in order to improve the quality of VET provision. Taking into account the findings, the management staff of the institution identifies the strengths and the areas for improvement, and assigns development targets to them and prepares action plans. If the action plan has financial implications (e.g. continuation training, procurement of equipment, etc.), it is also necessary to obtain the approval of the maintainer.

Revision may also address the process or the methodology of the effectiveness assessment. Under the supervision of the headmaster, the self-assessment team collects and assesses the lessons learnt from the effectiveness assessment, and where necessary, undertakes its revision and makes proposals for its amendment. At its meeting evaluating the findings of the effectiveness assessment, the educational staff discusses and subsequently adopts the amendments.

## 7.5 How to use the findings?

Based on the findings, where appropriate, it is possible to make adjustments to the educational strategy of the school: the pedagogical programme, the organisational and operational rules governing its relationship with businesses.

Labour market effectiveness assessment at institutional level reveals the satisfaction rate of former students who have successfully completed their studies in the given institution 12-36 months earlier with respect to the adequacy of their preparation for their current occupation. The survey also provides data about the satisfaction rate of employers regarding the preparation of graduates of the given formal VET institution, their general employee competences and their competences needed for completing work tasks at the specific workplace. If the findings show that it is necessary to take measures for improving VET provision in the institution, the possible fields of intervention must be explored. If necessary, this must be done in cooperation with businesses.

The findings of the effectiveness assessment may also be used as part of the institution's comprehensive self-assessment. Obviously, it is not necessary to wait for the year of the institution's comprehensive self-assessment to take the necessary measures based on the findings of the survey. It is recommended that the necessary interventions are taken directly after the completion of the effectiveness assessment.

### ***The findings of the effectiveness assessment:***

- give feedback about the appropriateness of the content of the school's VET programmes, possibly differentiating the various trade groups, trades, sectors, precisely showing the strengths and the weaknesses,

- provide data to the institution about the efficiency and the quality of training provision, and if the satisfaction indicator is below the expected threshold (its value is below 3 or 60%), it is absolutely necessary to draw up an action plan in order to improve efficacy,
- show the necessity of developing the school's equipment,
- help vocational education and training react more sensitively to changing labour market demands,
- for those in charge of synthesising the institutions' results (e.g. VET Centres, maintainers, chamber, ministry, etc.), they show the potential differences between VET institutions, the efficacy of the various educational methodologies thereby contributing to the designation of development trajectories in education (e.g. revision of the NQR, vocational examination requirements, central programmes, framework curricula),
- help in identifying and sharing good practices,
- show the necessity of organising continuation training courses within schools, places of practical training and workplaces.

## 7.6 Guidance/Useful tips

The partners involved in the effectiveness assessment must be aware of the purpose and methodology of the assessment and must understand its importance and become committed. All this has a great influence on the reliability of the survey and the acceptance of the findings.

The proposed questionnaires for employers and employees not only include questions which provide useful data for determining general satisfaction or the relevant EQAVET indicators, but also help obtain a more accurate picture of the situation. The open question at the end of the questionnaires serves the collection of interviewees' proposals for improvement. Institutions are free to amend (to reduce or to extend) the scope of the questions.

## 7.7 Annexes

### Annex No. 7.7.1: Questionnaire for employers

# **Questionnaire for employers**

**For employers  
engaging VET graduates**

- 1) Please specify how many of our school's graduates you are evaluating by filling in the following questionnaire.

..... persons

- 2) Are there any employees specified in point 1 above who have also completed their traineeship/apprenticeship at your organisation?

Yes - No

If yes, then ..... person(s).

- 3) Please provide details in the following table on the number and the job of the employees specified in point 1.

Job	Person(s)

- 4) Please prioritise the following skills and qualities, starting with those which are expected the most from the employees.

\_\_\_ *ability to start work punctually*

\_\_\_ *ability to solve problems*

\_\_\_ *readiness to cooperate*

\_\_\_ *adaptability*


\_\_\_ *creativity, innovation*

\_\_\_ *digital competence*


\_\_\_ *leadership skills*

\_\_\_ *other:* \_\_\_\_\_

- 5) Do you agree or disagree with the following statements? Please mark the appropriate answer with an X in the table.**

	fully satisfied % 				not at all satisfied %		Cannot tell
a) The surveying VET school appropriately prepares the students, we are satisfied with the competences necessary for completing work tasks.	100	80	60	40	20	0	
b) Graduates of the surveying VET school possess the general employee competences that are necessary for completing work tasks.	100	80	60	40	20	0	
c) The surveying VET school provides theoretical knowledge that is useful at the workplace.	100	80	60	40	20	0	
d) Tools (machines, material, etc.) necessary for training provision are available within the surveying VET school.	100	80	60	40	20	0	
e) VET instructors have made efforts to prepare the students, our current employees conscientiously.	100	80	60	40	20	0	
f) More contact hours of theoretical training would be needed than before in VET schools.	100	80	60	40	20	0	
g) More hours of practical vocational training (PVT) would be needed than before in VET schools.	100	80	60	40	20	0	
h) The vocational qualification obtained in formal education alone is insufficient, it is necessary to complement it with company-based training.	100	80	60	40	20	0	

- 6) We would like to hear your opinion if your company is involved in the practical vocational training (PVT) of students within the framework of dual training. Please mark the appropriate answer with an X in the table.**

	fully satisfied % 				not at all satisfied %		Cannot tell
a) At the place of practical training the students have modern tools and machines at their disposal.	100	80	60	40	20	0	
b) There are excellent professionals at the training place to help the preparation of students beyond what is provided for in the Act on VET.	100	80	60	40	20	0	
c) The knowledge acquired at the training place is still very useful in their current job.	100	80	60	40	20	0	
d) As a training place, we would be willing to take charge of the practical part of the students' apprenticeship examination.	100	80	60	40	20	0	

- 7) Please provide details about the problems which, in your opinion, need to be solved in current VET provision and share your ideas or suggestions for solving them.**

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*Date:* \_\_\_\_\_

Stamp

\_\_\_\_\_

signature



## **Questionnaire for employees**

**For employees  
who have graduated from our school**

**1) Please specify the name and exact address of the entity which employs you.**

1.1 Name: .....

1.2 Address: \_\_ \_\_ \_\_, ..... (locality), .....

1.3 Denomination of your vocational qualification:  
.....

1.4 In which year did you obtain your qualification? \_\_ \_\_ \_\_ \_\_

**2) Please provide your contact details (phone number, e-mail).**

2.1 Phone number: \_\_ \_\_ / \_\_ \_\_ \_\_ - \_\_ \_\_ \_\_ \_\_

2.2 E-mail: \_\_\_\_\_ @ \_\_\_\_\_

**3) Please prioritise the following skills and qualities, starting with those which your workplace expects the most from you as an employee.**

- \_\_ *ability to start work punctually*
- \_\_ *ability to solve problems*
- \_\_ *readiness to cooperate*
- \_\_ *adaptability*
- \_\_ *creativity, innovation*
- \_\_ *digital competence*
- \_\_ *leadership skills*
- \_\_ *other:* \_\_\_\_\_

**4) We would also like to hear your opinion as our school's graduate regarding the following statements. Please mark the appropriate answer with an X in the table.**

	fully satisfied %				not at all satisfied %		Cannot tell
			←	→			
a) I feel that my theoretical preparation in school corresponds to the expectations of my current occupation.	100	80	60	40	20	0	
b) I feel that my practical preparation in school corresponds to the expectations of my current occupation.	100	80	60	40	20	0	
c) I feel that my preparation at my former place of practical training corresponds to the expectations of my current occupation.	100	80	60	40	20	0	

- 5) Which skills did you not possess as a graduate skilled worker? *By circling the appropriate number*, please indicate a maximum of five skills in which you had to make great progress in order to be able to perform your current job properly.

1. speaking skills in the mother tongue	4 computer skills	7 ability to cooperate (teamwork)	10 discipline
2. foreign language skills	5 office and administrative skills	8 ability to work autonomously	11 sense of responsibility
3. numeracy	6. time management skills, punctuality	9 organisation, leadership skills	12 other: _____

- 6) Please provide details about the problems which, in your opinion, need to be solved in current VET provision and share your ideas or suggestions for solving them.

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Date: \_\_\_\_\_

\_\_\_\_\_  
name, signature  
(may be provided on a voluntary basis)