

Quality Assurance in VET: Slovakia

This document provides an overview of quality assurance in VET in the respective country. It covers information on VET systems and how quality assurance takes place, which organisations are responsible for VET policy and any recent developments in VET policy.

VET system and quality assurance



Overview of the VET system and how quality assurance takes place

VET forms part of the broader education system in Slovakia, which includes schools, universities, as well as adult and community education. There are different types of VET programmes in Slovakia but in general they lead to:

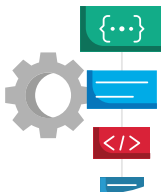


- A final examination (which does not give access to higher education) and achievement of the 'vocational certificate' which qualifies for an execution of an occupation or a group of related occupations.
- The upper-secondary leaving examination (which gives access to higher education) and the achievement of the 'vocational certificate' for some VET programmes.
- Graduate examination and achievement of the title 'qualified specialist' for post-secondary VET programmes.

VET qualifications at secondary level are based on national curricula defined at the national level. The State curricula contains a section called 'graduate's profile' which defines the knowledge, skills and competence expected from a graduate. They also provide guidelines for the teaching process in terms of objectives, numbers of taught hours for different fields of education and training, recommended sources and equipment needed.

Slovakia has devised a national approach to quality assurance independently of the EQAVET framework, although it is aligned to the EQAVET indicative descriptors and indicators but not the quality cycle. The national approach applies to IVET and associated work-based learning, but not CVET.¹


More information about the VET system in Slovakia can be found on Cedefop's VET in Europe database: <https://www.cedefop.europa.eu/en/tools/vet-in-europe/systems/slovakia>

¹ <https://op.europa.eu/en/publication-detail/-/publication/205aa0ac-460d-11e9-a8ed-01aa75ed71a1/language-en>

 <p>System-level QA arrangements</p>	<p>The indicators used in IVET in Slovakia cover the areas of school management, conditions for education and training and teaching processes and outcomes. Several EQAVET indicators are being used in Slovakia's IVET system and in CVET. The national quality assurance system makes provision for the external review of IVET providers but not CVET providers. The school inspectorate monitors the quality of education and training based on the results of school inspection visits using a set of defined indicators.</p> <p>The Inspectorate prepares an annual report on the state and level of education and training, summarising the results of the inspections in the year under review, and presents the data against some of the indicators. There is a separate section on upper-secondary schools but not on VET as such. The report presents some of the data distinguishing general education subjects and vocational subjects.</p> <p>While there is no formal review process in CVET, the Act on lifelong learning requires institutions to provide data on a range of aspects of their VET programmes such as participation and competition rates.²</p>
 <p>Provider-level QA arrangements</p>	<p>Quality assurance at provider level in Slovakia is based on the requirement for headteachers to issue a strategy for school development and to present its evaluation to the school council. Formal self-assessment at school level is not required in Slovakia. The accreditation of the programme is used to encourage quality assurance in CVET providers.</p> <p>The Act on lifelong learning, which regulates the accreditation process, defines a number of programme design and delivery characteristics that providers have to comply with. These characteristics include the definition of the programme target group, entry conditions, education methods and the scope of the programme in terms of hours of training.</p>
 <p>Which organisation(s) are responsible for VET policy?</p>	<p>At the national level, the main institutions in charge of quality assurance are the Ministry of Education, Science, Research and Sports, the Slovak State School Inspectorate and the National Institute for Certified Educational Measurements (NUCEM).</p> <p>The Ministry of Education, Science, Research and Sports has responsibility for the overall formulation and strategy of the education and training system in Slovakia. There are no formal requirements for regular review of formulation documents and at present there is no established tradition of issuing and reviewing strategic plans in education and training policy.³</p>


² <https://op.europa.eu/en/publication-detail/-/publication/205aa0ac-460d-11e9-a8ed-01aa75ed71a1/language-en>

³ <https://www.cedefop.europa.eu/en/tools/vet-in-europe/systems/slovakia-u2>

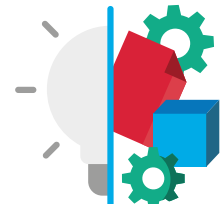
 <p>Recent policy developments (in the last 12 months)</p>	<p>In October 2021, the Act on vocational education and training was amended (to be in force as of 1 January 2022).</p> <p>The objectives of the amendment are:</p> <ul style="list-style-type: none"> • Increasing the quality and attractiveness of the provided vocational education and training in the system of dual VET. • Facilitating participation of trade unions or employers in the dual VET. • Broadening opportunities for pupils, teachers, providers of practical teaching and employers in the system of dual education. <p>In November 2021, the Strategy for Lifelong Learning and Counselling 2021 – 2023⁴ was adopted by the Slovak government. The Strategy, among other measures, supports development of Centres of VET Excellence, which would include all elements of VET coordination, in order to achieve quality and innovation in education in accordance with labour market and society needs.</p> <p>Centres of VET Excellence shall:</p> <ul style="list-style-type: none"> • Promote regional development and smart specialisation strategies in cooperation with other education and training institutions (e.g. Universities and colleges of applied sciences), as well as employers, in order to provide a broad portfolio and levels of skills. • Act as the drivers of innovation in local ecosystems in a framework that includes public and private organisations. • Actively participate in knowledge triangles with universities, research centres and enterprises in order to be at the forefront of research and technological development. <p>The Strategy also outlines new elements in the VET and system, such as micro-credentials, short cycle non-tertiary programmes, individual learning accounts and the development of validation of prior learning.</p> <p>In 2020, the State Vocational Education Institute started the implementation of the ESF-funded project 'The System of Validation in Slovakia' which will set up validation procedures on the system level. In 2022, the international Peer Review on quality arrangements of the newly established validation system took place with participation of peers from Belgium-fl, Czechia, Slovenia, Hungary, and Portugal under coordination of the EQAVET Secretariat.</p> <p>As a response to increasing numbers of early school-leavers, alternative ways to receiving the ISCED2/EQF2 certificate were</p>

⁴ <https://eurydice.eacea.ec.europa.eu/news/slovakia-strategy-lifelong-learning-and-counselling-years-2021-2030>

	<p>introduced by the amendment of the School Act (254/2008) in 2022 which allows some regular schools to organise a specific lower secondary education programme completed by a commission exam:</p> <ul style="list-style-type: none"> • Validating non-formal and informal learning by taking a commission exam without the obligation to participate in the lower secondary education programme. • External lower secondary education testing, composed of four sub-tests (languages, mathematics, science, society). <p>In line with the Strategy for Lifelong Learning and Counselling 2021 – 2023, the State Vocational Education Institute has been preparing two ESF-funded national projects – one for introducing the centres of excellence and the other for building the comprehensive quality assurance system in VET in Slovakia. Both projects, to be started the second half of 2023, will bring system changes in the education system.</p>
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 <p>Priority areas for QA in your country</p>	<ul style="list-style-type: none"> • Implementation of quality management, strengthening of management and quality assurance processes and development of quality culture in VET. • Capacity building of regional administration responsible for VET, school managements and staff in quality assurance. • Introduction of a quality cycle and tools for quality assurance in education at the system level. • Introduction of graduate tracking mechanism for VET providers. • Setting up quality assurance in the system of validation of prior learning. • Introduction of financial framework for funding of VET schools based on qualitative outputs.
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Specific projects in the country (optional)

 <p>Please provide a short description of recent projects or initiatives in the field of QA in VET that you would like to</p>	<p>Since 2019, the State Vocational Education Institute supports the use of peer review by VET providers as one of the tools for quality assurance. It cooperates with several regional administrations in charge of VET governance and provides training of staff and piloting of the peer review methodology. In 2021, this cooperation took place in the framework of the projects under the Catching-up region initiative (with support of the EU and the World Bank).</p> <p>Further information can be found here: www.cedefop.europa.eu/en/news/slovakia-egavet-network-supports-schools-improve-quality</p> <p>QUANTUM (QUANTUM - QUALity Networks: fine-Tuning Monitoring systems for better performances in VET), 2020-2022, Erasmus+</p>
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highlight for your country

The project aims to promote the relevance and effectiveness of vocational education and training (VET) and its contribution to employment in Europe. The aim of the project is to create and test a new monitoring system based on feedback loops and graduate tracking in order to strengthen quality assurance through Quality Networks in Slovakia, Austria, Italy and Portugal.

Quality Networks have been established in order to support ensuring quality monitoring of VET provision at regional, national, local or transnational level while using tools such as peer reviews and graduate tracking, and EQAVET indicators 4, 5 and 6.

For further information please see: www.quality-networks.eu


Which organisation(s) are responsible for the project / initiative

State Vocational Education institute (in cooperation with international partners and stakeholders)

For further information please see:

www.siov.sk
www.okvalite.sk

Use of EQAVET labels
Do you use an EQAVET label or seal to certify VET providers in your country?

No

Yes

In 2022, the EQAVET NRP introduced the annual National Award for Quality in VET for VET providers, awarded during the Month of Quality in VET (April each year).

In 2023, the prize was awarded in the following categories:

- Digital and green skills as a VET priority.
- Professional development of employees.
- Promoting a lifelong approach in VET.
- Outstanding Personality in Quality Assurance.

For further information please see: <https://okvalite.sk/narodna-cena-kvality-v-ovp-2023/>