

Quality Assurance in VET: Czech Republic

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 predominantly begins after the completion of 9 years of compulsory education, usually at the age of 15. It is mainly provided at the lower and upper secondary as well as tertiary levels.

The provision of initial VET is a shared responsibility between the national administration (Ministry of Education, Youth and Sports), the regional administration (14 Regional Authorities) and VET schools. Most VET schools are public and funded by regions. Regional authorities fund VET provision (allocated from the state budget), make decisions on the network of VET schools, decide which programmes to open, and what the capacity of these programmes will be in terms of students enrolled.

Decisions on developing new qualifications or updating existing ones are made at the national level.

The competence-based and learning outcomes-based curriculum are defined at the national level (national curriculum) in the Framework Education Programmes (in IVET) but every school processes its school educational programme (school curriculum) based on the Framework Education Programme for the individual educational field. The schools are responsible for developing detailed school curricula for each study programme. Teachers can decide on the methods used for teaching and formative assessment. In 2020 Framework Education Programmes were revised after ten years of their existence.

VET schools are autonomous when it comes to recruiting teachers and making decisions about their future training. National standards and requirements must be respected for the final assessment that leads to the award of the qualification. Representatives of employers are involved in 28 sectoral skill councils that set occupational and qualification standards.¹ They are also involved in sectoral platforms aimed at revising national curricula. VET schools are obliged to update their school curricula within two years after the revised national curricula for each field of study have been approved.

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

Both the 'Final exam' on the three-year study programmes offering the VET certificate (EQF 3, ISCED 353) and on the four-year study programmes concluded with the 'Matura (*Maturita*) exam'² (EQF 4, ISCED 354) are standardised, ensuring that all learners have achieved the same learning outcomes.

The 'Final exam' for each qualification has uniform content at the national level. Assignments for the Final examinations are developed and regularly updated jointly by VET school teachers and professionals with practical experience.

The 'Matura exam' comprises the standardised state exam i.e., the common (state) part which is the same for both general and VET schools, and the profile (school) part which is the responsibility of the individual school. The profile part consists of two or three mandatory exams that cover the professional qualification of VET school graduates. The number of exams for each field of study is set by the Framework Educational Programme. The specific offer of both mandatory and optional exams is announced by the school director in accordance with the Framework Educational Programme and the school educational programme (Act No. 561/2004 Coll.). Professionals or practitioners from companies/labour market are members of examination boards in individual schools and they also take part in the 'Final exam' leading to VET certificate and may take part in the profile part of the 'Matura exam' in the capacity of practical examiners.

The overall system-level quality assurance requirements are defined in the Education Act (Nr.561/2004Coll.). This Act concerns pre-primary, primary, secondary education as well as post-secondary VET (tertiary professional schools).

School evaluation is carried out through self-assessment by the school and an evaluation by the Czech School Inspectorate. The school's evaluation is the basis for the preparation of the annual report on the school's activities.

Evaluation of the education system in the region is carried out by the regional authority in the report on the state and development of the education system in the region. The evaluation of the educational system of the Czech Republic is carried out by the Ministry of Education, Youth and Sports in its report on the state and development of the educational system of the Czech Republic and by the Czech School Inspectorate in its annual report.

There is no strategic framework for CVET in the Czech Republic. CVET is fragmented and only parts of it are regulated – those publicly

² Both the *Final exam* and *Matura exam* are school leaving examinations.

funded and/or those relating to regulated professions of different ministries. There are no quality assurance requirements or guidelines on CVET that are fully privately funded by individuals or companies. These providers can choose to develop a quality assurance framework (such as implied by the ISO certification) but they are not required to do so.

The quality of state-accredited courses (included in CVET) is guaranteed in most cases by respective ministries, but they apply different approaches. The quality is assessed as a part of the accreditation procedure. The accreditation is awarded for a limited time and then the programme must be re-accredited.

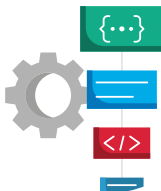

Any adult can study any VET programme in the formal school system or can have their learning outcomes - gained via non-formal or informal learning - validated. A system of validation of non-formal and informal learning outcomes has been gradually developed since 2007, when the law on validation and recognition of outcomes of CVET came into force.

The National Register of Qualifications (NSK)³ is a continuously developed public register of vocational qualifications in the Czech Republic. The NSK describes the skills and knowledge necessary for the performance of unregulated occupations. It constitutes a state-guaranteed system of vocational qualifications, which is derived from the principles set out by the Act No 179/2006 Coll., on the Verification and Recognition of Further Education Results.


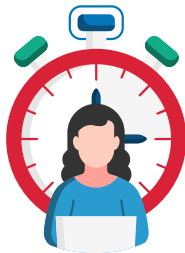
The NSK qualification standard defines the requirements for specialised competences in individual vocational qualifications irrespective of the way they were achieved. Applicants can obtain a nationally recognised certificate of their vocational or comprehensive vocational qualification without having to complete formal education at school. Upon successful completion of an examination, applicants obtain a certificate of vocational qualification detailing not only a list of recognised competences and their relation to the given profession but also the EQF level corresponding to the vocational qualification.

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

³ [Národní soustava kvalifikací \(narodnikvalifikace.cz\)](https://www.narodnikvalifikace.cz/) or <https://www.narodnikvalifikace.cz/>

 <p>System-level QA arrangements</p>	<p>The national quality assurance system makes provision for the external review of IVET and partially of CVET providers. The independent Czech School Inspectorate is responsible for external evaluation. Its evaluation criteria are based on 'The Quality School' framework document (2015) which contains quality measures in the following six areas:</p> <ul style="list-style-type: none"> • Conception and framework of the school. • Pedagogical leadership in school. • Quality of the pedagogical staff. • Educational process (learning and teaching, educational programme). • Educational/learning outcomes and needs of pupils/students. • Support provided to pupils/students (equal opportunities). <p>The model includes modifications for each type of school and education level.</p> <p>The inspectorate publishes yearly its evaluation criteria for educational institutions ('Criteria for Evaluation of Conditions, Course, and Results of Education'). In addition, the Czech School Inspectorate publishes summary comments on the state of the educational system in its annual report. The national approach applies to IVET and associated work-based learning and CVET programmes provided by schools.</p> <p>Several EQAVET indicators are being used in the Czech Republic's IVET system and four are used in CVET.⁴</p>
 <p>Provider-level QA arrangements</p>	<p>The Education Act (Nr.561/2004Coll.) requires IVET schools to carry out self-evaluation, but the form, criteria to use for self-evaluations, or deadlines for its submission are not prescribed in the legislation. The requirement to carry out self-evaluations every three years was removed from the amended legislation in 2011 to reduce the administrative burden on schools. However, most schools prepare the self-evaluation report as an internal document. The approach reflects the cycle of planning, implementation, evaluation, and review. An amendment to the law states that the self-assessment report should constitute the basis for school's annual report, therefore linking the self-assessment to school governance and management.</p> <p>Evaluations by the school founder are undertaken by criteria published in advance. CVET providers are not required to have any specific quality assurance measures in place.</p> <p>As part of the recruitment process for school principals, candidates need to come up with a long-term development plan for the institution</p>

⁴ <https://op.europa.eu/en/publication-detail/-/publication/205aa0ac-460d-11e9-a8ed-01aa75ed71a1/language-en>

	<p>which is approved by the recruitment commission composed of representatives of the founder, school employees, and the Czech School Inspectorate. At the school, a level long-term development plan is approved by the School Council. Each school must develop school level curricula in coherence with the National VET Curricula approved by the Ministry of Education, Youth and Sports for its respective field of study. The principal of the school is responsible for the quality of the school curricula, which are approved by the School Council.⁵ Each principal is also responsible for the development and implementation of a teacher’s continuing professional development plan in coherence with the strategic needs of the school, the needs and interests of teachers.</p>
 <p>Which organisation(s) are responsible for VET policy?</p>	<p>The institutions in charge of quality assurance at the national level are the Ministry of Education, Youth and Sports, National Pedagogical Institute of the Czech Republic (NPI ČR), and the Czech School Inspectorate. The Czech School Inspectorate is a state agency responsible for external evaluation and further information on the school system. NPI ČR is responsible for the development of the national (framework) curricula that are approved by the Ministry of Education, Youth and Sports.</p>
 <p>Recent policy developments (in the last 12 months)</p>	<p>In October 2020, the Strategy for the Education Policy of the Czech Republic up to 2030+ was approved.⁶</p> <p>Following the Strategic Line 1 of this document (Transforming the content, methods and assessment of education), the Ministry of Education, Youth and Sports will focus on expanding the possibility for pupils and students to train in a real working environment.</p> <p>The aim of the Key Activity 3.1 ‘Improvement in the quality of practical teaching’ is:</p> <ul style="list-style-type: none"> • To analyse current performance in professional practice with the acquisition of professional, civic, and personal competencies. • To create, on the basis of the analysis, a standard of quality and conditions for practical teaching in company and school workplaces where practical teaching takes place (2023). <p>In 2022 checklists for both schools and employers’ facilities and the evaluation tool were designed by the NPI ČR (NRP EQAVET CZ) and</p>

⁵ <https://op.europa.eu/en/publication-detail/-/publication/205aa0ac-460d-11e9-a8ed-01aa75ed71a1/language-en>

⁶ [brozura_S2030_en_fin_online.pdf \(msmt.cz\)](#) or <https://www.edu.cz/strategie-msmt/s2030/>

published on the national EQAVET website.⁷ The evaluation tool fosters the self-evaluation aspect of schools.

Among the key measures (Key measure 1) for 2020-23 is Innovation in the fields of education. Education will be conceived with an emphasis on a common vocational basis within a relevant group of fields of education. This innovation will allow students to make their career choice gradually and postpone early specialisation. The total number of fields of education will also be reduced. The concept of the innovative system of fields of study is being prepared. The updated VET curricula will follow the innovation and it is expected to be finalised in 2025.

Use of EQAVET labels

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

No

Yes

⁷ <https://vzdelavaniaprace.cz/eqavet/nastroje-pro-hodnoceni-podminek-praktickeho-vyucovani/>