Dr. Olga Farkas
Talent in Vocational Education and Training

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Talent-focused quality assurance framework system in vocational training

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CONTENTS

1. INTRODUCTION

Nowadays, talent and quality are in the fore of interest. In the spirit of this, we focus on talent and quality affairs. Both areas have special importance since economic growth and talent exploitation as well as quality are in close connection. The importance of the topic is marked by the fact that professionals – researchers, practical trainers and other interested actors – involved in talent support and quality management can share their research results and good practices in the well-established framework of the SROP-2.2.4-11/1 programme **Establishing a Vocational and Adult Education Knowledge Base and Consulting Centre in the Southern Great Plain Region**.

In the process of social renewal, preparing talents for social responsibility gains an extraordinary importance. The need for developing and exploiting talent in the society is manifested in the fact that the Hungarian government promotes talent management at many levels. The 2011–2013 action plans of SROP and SIOP refer to talent management at several points. **The grant financing of talent management continues to be subsidized by the state as well.** The National Talent Support Network was established. The Hungarian Genius Integrated Talent Support Programme (2009–2029) systematically promotes the implementation of development goals.

Our publication offers a model for what a remarkable and beneficial cooperation researchers, training institutions and other stakeholders of vocational education and training can establish and maintain. The content reflects and elaborates on the topic suggested

in the title: if we apply quality development tools and methods in talent support, if we get to know good practices and benefit from them in our organizational operation and drawing up the training programmes, we will most likely achieve better results.

We wish to highlight the possible frameworks and benefits of cooperation. Then, we elaborate on rather tangible and concrete issues. Starting from the talent concepts through the social exploitation of talent, we focus on the essence and importance of the matter. Furthermore, we are to present a talent-focused quality assurance system, hoping that our readers will gain inspiration from it. Finally, we give an insight in a less known but more and more important area, seeking ways for the renewal of the practical or vocational training.

The topic of using **clusters for performance improvement** is a curiosity, which draws our attention to the fact that in order to solve an actual problem, we always have to find the most competent actors, those who are the fastest and most effective to respond to the needs of their partners. We outline how the frameworks of clusters can help us increase effectiveness, how the cluster members mobilize their theoretical and practical experiences for delivering the service they are commissioned at competitive prices. At the endpoint of the train of thoughts stands the merger of talent and quality, emphasizing their synergic effect in the promotion of economic development.

Szeged, 5th February, 2013

Dr. Olga Farkas
The Author

2. TALENT AND QUALITY

2.1. Challenges of the 21st century

In this chapter of the book, we intend to outline the main aims and features of two nationwide programmes. We aim to share those experiences and methods with professionals working in vocational education and training and adult education that are in line with the National Talent Programme and the strategic orientation of the VET development scheme. These programmes provide an excellent framework to publish and present our good practices.

2.1.1. National Talent Programme

According to the 2013 information of the website www.tetalap.hu, the National Talent Programme (hereinafter: the Programme) set the goal to support gifted youth living within and even beyond the national borders. The Hungarian Parliament endorsed the Programme on 4th December 2008, and by so doing, it pledged itself to the permanent promotion and support of talents, which is a prime task from the nation's point of view. The working out of the Programme has been done in constant cooperation with the National Talent Support Council (hereinafter: the Council).

The 126/2008. (XII.4.) OGY parliamentarian resolution declared that **providing support to talents is a national priority**. The resolution laid down the fundamental principles of supporting talents: 1. long term policy; 2. value preservation; 3. diversity;

4. equal opportunities; 5. permanence and permeability; 6. selection, self-selection and self-education; 7. efficiency, gradualness; 8. responsibility and social responsibility; 9. recognition of talent mentors; 10. sustainability and social support.

Nonetheless, talent management existed before the endorsement of the Programme, but now due to the stronger state involvement, more effective cooperation and significant results can be achieved. Previously, only the respective professionals and civil sphere assumed responsibility for talents, however, in the last five years, the state has also taken an active stance in talent management.

The Council, which is a kind of umbrella organization that brings together more than one hundred civil organizations involved in talent management, provides the professional background for the Programme. One of the aims of the cross-border initiative is to draw up a so called talent map. The concept is to establish a database which would gather those organizations and institutions (foundations, kindergartens, schools, etc.) that deal with talented children in order to inform the public about talent management centres in their area.

On the basis of the 2010 publication of the Ministry of Human Resources, the aim of the new measure outlined in the New Knowledge Programme concerning the implementation of the Programme is to follow up talents and provide various supports for them. This is a complex programme that joins forces of the state, municipal, institutional and civil sphere, and harmonizes the utilization of the state and the New Hungary Development Plan (ÚMFT) resources.

With this Programme, which enables stakeholders to provide permanent and safe support for talented youth, the Parliament ensures the resources for the development of talent support for a twenty years' term. In order to promote talent development and its benefits for the society, the long term goals of the Programme are the following:

– to find talented young people,

– to provide uninterrupted support in realizing abilities depending on the profile and level of talent,

– to promote opportunities to exploit talent in the society.

The short term priorities of the Programme between 2009 and 2010 were the following:

– preserving and enhancing talent support traditions,

– establishing an integrated system of talent support programmes,

– ensuring equal availability in the area of talent management,

– increasing the social responsibility of talented youth,

– recognizing mentors and organizations working in talent management,

– forming an environment that promotes talent development and its proper social exploitation.

The scope of activities of the Hungarian Genius Integrated Talent Management Programme (2009–2029) embraces the following: getting to know the system of forms of national talent support, pooling together the international practices of talent support, establishing talent centres, organizing regional talent days, developing the network of talent management, helping the establishment of Talent Support Councils, building and maintaining the relationships of the national and cross-border talent support organizations, incorporating the subject of talent care in kindergarten, lower elementary and higher level teacher training, introduction of programmes that develop the talented youth's leadership, innovative and managerial abilities, setting up a Talent Club, Talent Bonus programme, a Gift Inc. and Gift Credit scheme, a talent fund, the national and international communication, quality assurance and evaluation of high priority projects. The school talent management programme is an important element of the above detailed action plan, which includes the following supportable activities:

– teachers' further training targeted at talent recognition and management (see the three videos on the website of the National Talent Management Programme that are caricatures of the pedagogical practice related to Kálmán Kandó, László Biro, and Albert Szent-Györgyi as pupils; see also Carl Rogers's questions to himself, whose message is that dealing with talented children requires sensitivity, professionalism and commitment to the profession);

– organizing and implementing programmes that promote talent identification and recognition;
– supporting talented and well performing pupils/students in their studies, acquisition of a vocation and in harmonizing their studies with sports achievements;
– student talent care and leisure sports programmes organized during school holidays;
– establishing cooperation and regional network of talent centres;
– organizing and implementing school competitions in all sorts of disciplines (individual or team, regional Internet based or distance competitions, etc);
– inviting both students and their teachers who achieve excellent results into talent management projects.

According to the www.geniuszportal.hu, the implementation of the Programme has entered a new phase of its implementation: by the support of the European Union, the talent management schemes in public education and civil sphere can get considerable funds in the framework of the Talent Bridges Programme. The Talent Bridges Programme, as part of the New Széchenyi Plan and in the management of the MATEHETSZ (Association of Hungarian Talent Support Organizations) provides attractive opportunities for talented young people from 2013 January to 2014 summer, cooperating with their teachers, psychologists and parents. The MATEHETSZ is to start the implementation of the Talent Bridges Programme building on the experiences of the Hungarian Genius Programme that ended in 2011 as well as on the network of the Talent Centres incorporating nearly one thousand institutions.

The main aims of the Talent Bridges Programme:
– supporting the especially talented youth,
– working out specific projects for disadvantaged and special need talents,
– providing support for extraordinarily talented youth during the academic year and school holidays,
– supporting peer groups of talented kids,
– developing relationships between the talented kids learning at the Talent Centres, their parents and teachers,

– establishing a Talent Marketplace in the interest of direct social utilization of talent,
– inclusion of young adults/kids who are successful either in the country or abroad in the promotion of mentoring and networking,
– training talent managers and mentors,
– disseminating good practices in talent care, ensuring exchanges of practices for the Hungarian Talent Centres,
– working out a record keeping and monitoring system for the follow up of the national talents' career,
– communication campaign both in the country and the European Union in order to establish and promote a talent-friendly social environment.

Parallel to the first announcement of the Talent Bridges Programme, the Council's already traditional call for application of **Our Geniuses** was also published. The newly discovered young talents were introduced on the National Talent Day in March 2013.

(See more on the website a WWW.GENIUSZPORTAL.HU: PRESS RELEASE ON THE TALENT BRIDGES PROGRAMME – 15th December 2012, and the extract from the TALENT BRIDGES FEASIBILITY STUDY – 14th February 2013.) Further information on the Programme can be found on the WWW.TEHETSEGPONT.HU webpage.

In the next chapter, we are going to present a possible procedure of working out a **complex talent development programme** as a good practice of the South Plain VET Round Table, taking the above aims and characteristics into consideration.

2.1.2. Strategy for the Development of Vocational Education and Training

According to the web page information of the Ministry of Human Resources, the VET development strategy (hereinafter: the Strategy) was drawn up for the period of 2005–2013. The measures needed for the implementation of the Strategy were published in the **governmental decree of 1057/2005. (V. 31.).** The mission statement of the Strategy is in line with both the individual and

social requirements of the 21ˢᵗ century, that is, establishing a high standard vocational education and training that contributes to Hungary's socio-economic development, meanwhile by the realization of the individual capabilities, it prepares the individual for a successful life career.

In order to realize its mission, it set the following **main goals**: 1. the promotion of economic competitiveness, 2. and mobility, 3. increasing effectiveness, 4. promotion of regionalism and 5. improving availability of information and ensuring proper information flow.

The economic and social changes are closely linked to the transformation of the labour market and to the strengthening of the small and medium-sized enterprises. These processes require the reformation of the content and structure of the Hungarian VET so that to satisfy the requirements of market economy. Improving the qualification of the Hungarian labour force, ensuring and constantly developing people's competitive knowledge are fundamental conditions for meeting the constantly changing demands of the labour market. To this end, the improvement, development and increasing efficiency of the infrastructural conditions of education and training is indispensable.

The aims set out in the Strategy are closely linked to the ones in the Lisbon Strategy, and are based on the situation assessment of the Hungarian VET system. The situation assessment contains an analysis of the socio-economic environment, demography, qualification of the workforce and the school-based VET. On its basis, the Strategy laid down the following **VET development principles**: 1. widespread implementation of the life long learning policy, 2. system-level and comprehensive development of the educational system, 3. **promoting quality development and quality management**.

The Strategy contains detailed operative aims and tasks in five areas. The following aims and tasks are important from our topic's point of view. **In the area of increasing socio-economic competitiveness:** development of the vocational education and training system, strengthening the on-the-job training, increasing the proportion and duration of the practical training at the expense

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of general subjects, and the dissemination of practice-oriented training methods are the most important. **In the area of efficiency:** improving and spreading the quality management system. **In the area of regionalism:** modernizing the system of the occupational interest conciliation, increased involvement of business stakeholders, establishing central training workshops by setting up regional integrated VET centres (TISZK), establishing and developing their infrastructural conditions.

The below general principles should be realized in the implementation of the Strategy:

– creative response to the changing conditions of the globalized world;

– aligning with the demands of the national economic structure and labour market;

– general improvement of the output, quality and appeal of VET;

– establishing a financing system that is able to satisfy the differentiated needs of VET and to promote structural change;

– creating new forms of cooperation by the participation of all stakeholders of VET (industrial chambers, trade unions, occupational and civil organizations, churches, schools, pupils, parents and students' organizations);

– increasing the overall motivation for life long learning;

– flexible adjustment to labour market demands.

Taking the situation assessment and the general principles into consideration, we can highlight the following medium term priorities:

– foundation of life long learning by developing key competences,

– mitigation of inequalities,

– improvement of the quality of VET,

– creating a modular vocational training system that complies with the EU's norms,

– promotion of the teaching profession,

– development of the application ICT in VET,

– modernization of the physical conditions of VET,

– building state-of-the-art training sites,

– renewal of cost efficiency and management of VET,

– increasing the ratio of young people acquiring secondary school and vocational qualification,

– enforcing a greater role of key competences, e.g. information technology, foreign language skills to offer competitive vocational qualifications,

– strengthening the cooperation between the school-based and independent forms of VET,

– providing competitive vocational qualification for young adults and adults at any age,

– providing training for minorities,

– increasing the rate of employment,

– cooperation between the economy and VET,

– supporting the establishment of training consortiums.

The high priority areas determining the framework of European level activities that deal with the issue of the quality of VET and show similarity also with the national policy priorities are the following: better employability of the workforce, greater harmony between the training output and the labour market demand, furthermore, ensuring better availability of VET for the disadvantaged groups of the society.

Regarding the principle of 'realizing quality development and quality management', we emphasize that the Education and Training Directorate of the EU endorsed the common quality assurance framework system in May 2004, and called on the Member States and the EU Commission to promote the voluntary application of the Common Quality Assurance Framework, CQAF, within their scope of authority, by involving and closely cooperating with all stakeholders of VET.

The primary aim of the CQAF is to promote the development of the quality of VET and the increased transparency as well as the consistency of the VET policy initiatives of the EU Member States.

Its further aim is to offer a common direction for the establishment and development of national and institutional level quality management systems. The application of the CQAF brings such advantages as the reinforcement of the European dimension, the increase of transparency and mutual trust in the vocational training systems equally at national and international level.

Based on the experiences so far, it can be stated that activities conducted in the last few years have considerably contributed to the fact that quality development now is present in the institutions in the long term, and naturally, the operation of institutions are more transparent and realistically assessable for the partners. Besides the ability of constant renewal, sustainable improvement has also become part of the institutions' organisational culture. That is, by regularly assessing their work, they can modify and develop their aims, activities and applied methods, consequently, they are becoming more and more able to deliver their training tasks appropriately.

The European regulation – recommendation – endorsed officially by the European Parliament and Council on 18th June 2009 established the European Quality Assurance Reference Framework, the EQARF. Member States apply the EQARF, as a common European instrument for quality assurance and quality assessment, for the evaluation and permanent improvement of their VET and quality management practices, the quality of their VET systems and programmes, and for the increase of their efficiency. Establishing quality assurance systems based on the EQARF is indispensable in the view of life long learning as well.

The aim is therefore, concerning the entire VET, is to create and apply such a common quality assurance system that makes the uniform treatment of VET's quality development possible, respecting the EU requirements. This way it promotes compatibility among EU Member States, consequently, it contributes to greater mobility, the increase of employability as well as to the improvement of accountability, transparency, efficiency and successfulness of national vocational education and training systems. (See more details in MOLNÁRNÉ – KRÁLIK (ED.), 2010, STRATEGY FOR THE DEVELOPMENT OF VOCATIONAL EDUCATION AND TRAINING 2005–2013; GOVERNMENTAL

DECREE 1057/2005. (V.31.) ON THE MEASURES NECESSARY FOR THE IMPLEMENTATION OF THE VOCATIONAL EDUCATION AND TRAINING DEVELOPMENT STRATEGY.)

In the view of the above aims and principles, in the following chapter, we are going to present a possible form of the **institutionalized cooperation** and an alternative way of **bettering performance by using clusters** as a good practice of the South Great Plain Round Table.

2.2. Interpretations of concepts

In this chapter, we are going to interpret those concepts related to talent and quality that we use in exchanging good practices. Following a brief review of the reference literature, we are going to define what we mean by terms such as **talent, talent identification, talent recognition, talent management, differentiated development, complex talent development programme, quality and quality assurance**.

2.2.1. Concepts related to talent

According to the Pedagogical Lexicon, we consider someone a talent if he or she is capable of having higher achievements than the average in an activity or activity complex (BÁTHORY – FALUS (ED.), 1997. 518.). The Glossary for the Talent Centres (basic version) says the following: there are quite many theories trying to define what talent is, but today the most generally accepted concept is by **Renzulli's**, in Hungary, **Czeizel's** (1997, 2003).

These models highlight four elements of talent: higher than average general abilities, higher than average special abilities, creativity, commitment and motivation to the task. Among the higher than average abilities we can find high level abstract thinking, developed native language skills, good memory and effective information processing strategies, etc. Their role of course is different according to the specific talent areas. The special abilities give a specific character to the talent, which can be very diverse.

Creativity also has several components: originality, flexibility, fluency and sensitivity to problems, etc. This element is also decisive in the functioning of talent since among others a talented person can be also characterized by that he finds new solutions in problematic situations, which cannot be imagined without creative abilities. The commitment to the task embraces such personality features that provide energy for high level achievement, for example, interest, competitiveness, stamina and emotional stability, etc. Regardless how high the abilities develop, without the perfection of these background features, no advanced level performance can be achieved (BALOGH – MEZŐ, 2010. 19–20.). In January 2007, the National Talent Support Council accepted the following simplified definition: "Those people can be considered talented who are capable of outstanding achievement in an activity area of life, owing to their excellent endowments, or in other words, to the amalgamation of the above four components" (BALOGH, 2007. 3.).

Referring to **József Veckó**, people's cognitive ability status can be an important basis for the preparation of special training. According to the Gauss distribution, 70% of people belongs to the group of good IQ (85–115 IQ), measured and quantified by intelligent tests. Accounting for 2.4%, people with 70–84 IQ belong to the group of low abilities. People under 70 IQ suffer from mental deficiency. Those between 116 and 130 IQ are considered **talented**. The ratio of the extraordinarily talented ones is 2.14% with 130–145 IQ score. The number of people above 145 IQ is approximately ten thousand, and there are about 330 super talented people in the country, whereas the number of extraordinarily genius people theoretically may be three (VECZKÓ, 2002. 139–140.).

In the view of the definitions, according to teachers representing the humanistic approach, the traditional teaching is especially successful in giving the sense of failure to those children who are not able to take in the content immediately (CARL R. ROGERS – H. JEROME FREIBERG, 2007). It is a general phenomenon and almost lawful that just the original and especially talented children are treated badly at home and at school (KEY ELLEN, 1911, 1976). A child with good abilities can easily loses his motivation for learning and his

attention if a lower ability class mate struggles for too long on a task or is unmotivated. They mutually inhibit each other: the latter one gives up hope for advancement if he thinks that he is not able to catch up with the other one.

According to teachers of visual education, there are characteristic individual differences already in aesthetic choices. This requires teachers to apply **individually tailored treatment** as well as to follow the principle of diversity in determining the learning content. It is desirable that all pupils reach the optimum of their developmental capabilities. Therefore, a teacher who takes talent management seriously does his job adjusting his work to pupils' actual developmental level. He mobilizes and adapt his professional skills so that to consider the children's real experiences. In this case, pupils really develop because they are always able to accomplish their tasks. The satisfaction and sense of achievement upon real efforts may mean a new motivation (Farkas, 2004. 37., 2005).

According to the "Glossary for the Talent Centres"**, the talent identification and talent recognition** is the process in which we discover the underlying promise of talent in people. Many look at this area as the most critical point of talent management. This is not by chance since if we do not find the real talents, not even the most carefully drawn up programme can be effective. On the other hand, it is a critical element also because it is very difficult to identify talent appropriately. Finding the right solution to this issue requires professionals to work very thoughtfully.

Following **László Balogh**, below we are outlining **the most important aspects for the interpretation of talent identification**, which can provide guidance for the practical work. The formerly mentioned Renzulli and Czeizel models offer a direction for the identification. We must pay attention to all four components in the identification process.

– The not unfolded and dormant talent is hiding, thus it is often difficult to recognize it, so we have to be cautious by using the label of 'not talented children'.

– The ability and achievement are two different things. On the one hand, there are quite many underperforming talented children,

and on the other hand, the good school attainment does not always hide talent.

– The psychological diagnostic methods (tests) can provide help to the identification, however, they are not unerring in themselves, thus they do not offer an exclusive solution.

– The common activity of the teacher and child can offer a hint for the recognition of talent.

– The more sources we get information from concerning the identifiable individual's achievement and abilities, the more reliable the identification is. The following methods ensure complexity together: 1. description of a teacher or mentor; 2. tests and assessments; 3. questionnaires – general and per subjects; 4. school psychologists' opinion; 5. parents' description; 6. student fellows' description (Balogh – Mező, 2010. 22–23.).

The **talent management** is the process in which we develop the systematically explored talent promises with the tools of enrichment, acceleration and differentiation in the framework of complex programmes (Balogh – Mező, 2010. 26.). Enrichment is the fundamental instrument of talent development efforts. By applying it, we constantly offer talents more and more in order to unfold their talent in harmony with their talent promises and endowments. **Passow's** (1958) research is the baseline here. He identified four types of enrichment, which provide a good guidance for the implementation of the differentiated enrichment programmes (quoted by Páskuné, 2000).

– **Enrichment in depth:** When employing this, we offer more opportunities for talented children to test and apply their knowledge and abilities than to other pupils in general.

– **Content enrichment** means that we edit the learning content so that it is pupil-centred, taking their interest and needs into consideration, while developing these.

– **Enrichment of the processing abilities** primarily means the development of the creative and critical thinking during discovery and interdisciplinary activities.

– **Enrichment in pace** is based on the talented kids' faster than average way of working: they are able to process more things in a specific period of time than their fellows, thus we can incorporate supplementary elements in the developing process (Balogh – Mező, 2010. 8.).

The **basis of acceleration** is that gifted pupils are able to process and accomplish more and faster than others. This aspect was extended to the entire system of talent support, thus the concept of acceleration was created. The essence of this is that gifted pupils develop faster than their fellows, therefore, those circumstances must be ensured that make it possible for them to advance in their individual pace (faster). Various forms of acceleration have been developed, among them, we are presenting the most important ones based on **Feger's** overview (1997): 1. early entry to school, 2. skipping certain forms, 3. D-type classes (consisting of selected gifted children), 4. shortening the time of schooling, 5. starting university studies prior to the regular age limit (Balogh – Mező, 2010. 10–11.).

Differentiated (individual and group) development

Differentiating is inevitably a fundamental aspect of effective talent management. Even children with good abilities need alternatives to the standard curricula. Meanwhile, the exceptionally gifted ones need substantially more difficult tasks than the others. As **Mária M. Nádasi** (2001) suggests "The application of differentiation and comprehensive education organized in a way that considers individual characteristics can be called adaptive education, by using a common terminology." It is essential in practice for schools to focus on the principles of both equality and excellence.

The **National Talent Support Council** (hereinafter: Council) takes the following stance: The Council supports and protects any practices that comply with the professional requirements of complex talent support. This support and protection extends to the support and protection to the methodological element as well that involves

the segregation of those taking part in talent support provided that this segregation is temporary, inclusive and open. Nonetheless, the Council disapproves any initiatives that claim to be talent support but do not have any professional foundation and lack the above detailed contents of individual development, and uses the title of talent support for a one-sided or final exclusion of a group or groups of young people defined one-sidedly from an advantageous situation." (The full text of the Council's declaration can be found on the webpage www.tehetsegpont.hu.)

The practical aspects and principles formulated here are in full harmony with the talent support practice of the European Union, the essence of which is that the practical methods of both the integration and differentiated development should be applied in order to develop the abilities and personalities of the succeeding generations more effectively to reach their potentials, regardless whether the individual is less or more gifted. Without the simultaneous enforcement of these two principles, school education cannot be high standard and effective for any children (Balogh – Mező, 2010. 4–7.).

Complex talent support programmes
In designing the complex talent support programmes, it is a requirement to focus on the previously detailed four components in the development. Shaping the personality traits should be given an important role in the programmes in addition to the development of abilities. Within these two main directions, four more generally approved principles can be formulated concerning objectives. During programme planning, it is advisable to pay attention to the following aspects as well: 1. developing the strong qualities of a gifted child; 2. developing the weak qualities of a gifted child (almost all gifted children have weak points that can hinder the unfolding of their strong points such as low self-esteem, lack of security, etc.; 3. creating an appropriate atmosphere (harmonious relationships with teachers, mentors and fellows); 4. free time and leisure activities that ensure rejuvenation and relaxation (Balogh – Mező, 2010. 13.).

2.2.2. Concepts related to quality

There is no universal agreement in interpreting **quality**. There are authors who consider quality as a 'competition category' (BÁLINT – BODOR, 1999), others describe it as a 'system of views'; it is referred to as an 'enormous concept' in the vision of the 'European quality' (MOLNÁR, 2000, 2001). The wider and narrower concepts of quality overarching from the industrial approaches (DÁNYI – KÁLMÁN, 1999) to the social, organizational and pedagogical approaches (HALÁSZ, 1999).

Some professionals believe that it is debatable whether quality can properly be defined, and that the concept of quality has not been elaborated on fully in the documents of numerous professional bodies and initiatives, whereas others think that it is possible to draw up an appropriate definition. The Comenius 2000 Quality Development Programme urges professionals to work out their local quality definition through harmonizing the central requirements and the local specific conditions (MINISTRY OF EDUCATION, 2000; SUGÁR ET AL, 1999).

Zsuzsanna Horváth gives an overview about the conceptual changes of quality from the classic Latin heritage to present day. As for her, quality has become a relative concept from a descriptive one (HORVÁTH, 1999). In writings of **László Németh** at the beginning of the 20th century, we can read about individual passion that when manifests itself drives the man striving for quality to create a masterpiece (NÉMETH, 1933). At the end of the 20th century, **Benő Csapó** clustered the contemporary approaches around four focal points: 1. quality is the opposite of quantity; 2. standards, levels; 3. word uses associated with such as refinement, sophistication, elaborateness, clarity, noble simplicity and 4. the industrial inter-pretations (CSAPÓ, 1999A,B).

According to the publication of the Industrial Quality Club of the Industrial Machinery Scientific Association, the internationally influential authorities defined the term differently, depending on what they considered important, for example, "satisfying certain needs", "adequacy with the aim" (ed. KONDOR, 1997. 97–99.).

Many authors use the terminology of quality assurance for education matters. For instance, as the analogy of the MSZ EN

ISO 8402:1996 standard, "we call quality those features that make education suitable to meet the explicit and implicit needs of school users as much as possible" (SETÉNYI, 1999. 25.). Legend to the letters: MSZ EN ISO=Hungarian Standard, Norme Européenne, International Organisation for Standardisation. As a conclusion, we can say that quality is generally interpreted as the rate of satisfaction with the product or service in the relationship between the manufacturer (service provider) and the consumer. The industrial approach can be described so that its primary aim is to satisfy the need that is interpreted as quality, that is, to achieve consumer's satisfaction.

Quality assurance

Depending on the quality concept, the described, recommended and applied instruments are different. Basically two distinguished approaches can be identified: the industrial and the pedagogical. It is characteristic to the industrial approach that by applying the industrial quality assurance procedures, positive changes can be brought about (ANDRÁS BARDÓCZ TÓDOR, 1999). The standard is a guarantee for the constancy of quality that can be achieved by a specific manufacturing procedure (standardization), for the identification of specific elements of the production process (transparency) and for their reparability (replaceability) (HORVÁTH, 1999).

On the whole, it is the main characteristic of the large-scale industrial quality policy that it precisely regulates the manufacturing processes, and the manufacturer's operation is driven by the consumer. According to this concept, the school functions as a service provider, therefore, the teaching activity can be described by the service provider as a consumer relationship. In this spirit starting from the 1999/2000 academic year, a great number of schools have invested a lot in their quality assurance programmes hoping for improvement by using the following models: TQM, EFQM, QPSA, BGR, Comenius I., II., III. (Explanation to the acronyms: TQM = Total Quality Management, EFQM = European Foundation for Quality Management, QPSA = Quality of Public Service Audit, BGR = Internal Management System.)

The professional fundament of the Comenius 2000 Public Education Quality Development Programme is the TQM and ISO 9001: 2000 (DIS) system (BERNÁTH, 2001). The Hungarian equivalent of the ISO 9000:2005 standard, is the MSZ EN ISO 9000:2005 "Quality Assurance Systems". According to the standard titled "Basics and dictionary", the quality is "the rate of how well the innate features of something satisfy the requirements. Quality assurance is the component of quality management that focuses on trust building, which gives the promise that the quality requirements will be realized in practice".

2.3. Talent and quality development

The Centre for Vocational, Further Training and Distance Learning of the University of Szeged (hereinafter: the Centre) was founded in 1998 with the aim to provide such vocational education and training as well as further training courses that equally satisfy the needs of the higher education, economy, society and region. With **András Döbör's** management, it has extended its scope of activities and training offer according to the changes of the social demands. For the time being, besides school-based, higher education vocational trainings, OKJ (National Register of Qualifications) and in-service teacher trainings are also on offer.

In this chapter, we are presenting the Centre's two good practices. One is related to talent, the other to quality. Both good practices are in line with the national guiding principles and orientations. Their spirit is similar to that of the National Talent Programme and the Vocational education and training development strategy.

2.3.1. Talent Centre: South Plain Pedagogical Modernization Foundation

Being aware of its society shaping role, the Centre pays attention to the issue of talent management. It joined those institutions, organizations whose motto is: "Talent support is a national cause." It serves this national mission in cooperation with the South Plain

Pedagogical Modernization Foundation as a Talent Centre. This successful relationship is mutually beneficial for both parties. The Centre can count on the well established talent development expert and other services of the Talent Centre. Whereas, the Talent Centre realizes its mission, actual project tasks with the Centre's knowledge pool and infrastructural conditions, as well as with the involvement of its staff and students.

The South Plain Pedagogical Modernization Foundation is the **Talent Centre under TP 110002622 registration number**. As **Mrs Ferencné Bali** put it, the aim of the foundation is to empower students to live up to their potentials in a constantly changing economic environment, to ensure sustainable development, to develop the competences needed for building a career path, to identify talent and provide proper support, advice and assistance for talents.

The technical development and flow of information of our modern days calls for an inclusive educational system that prepares young people for the acquisition of essential competences to develop in their chosen career. Only learning and gaining general knowledge and skills can lead to high attainment and breaking through. Consequently, the definition of talent, learning and school education also have to change, otherwise neither the individuals nor our institutions will be able to meet the modern challenges of our age.

With its pedagogical and psychological work, the Talent Centre aims at enabling students to become socially useful and individually successful people. It believes that high standard work, constant renewal and modernity are the key to success, the guarantee of which is the employees' professionalism, training and self-education, as well as being conscientious in one's work. Moreover, it is also essential to establish such a pedagogical environment that welcomes diversity and is resistant to any negative discrimination.

It also believes that talent support must be incorporated in education, in everyday practice, and the underachieving talent must be identified as early as possible. Talent identification can effectively be done in the course of everyday talent management activities. Pedagogists must learn those practically applicable methods with which they can recognize talented students. To this end, properly

trained teachers are needed who know diverse teaching methods and are able to employ them. It is the school's duty to recognize differences, the fact that all children are equal but not the same, thus their capabilities cannot be the same either since each child comes from a different background.

The good practice leads to success, which motivates both students and teachers to maintain and continue their activities. By the cooperation of teachers, families and partners, the innovative talent support activities get fostered. In the view of its activities, the Talent Centre set its priorities as detailed here: becoming successful in a constantly changing economic environment, ensuring sustainable development, nurturing competences (social, existential, facing up to environmental problems, instrumental, etc.) needed for the talents to build up their career path, talent identification, talent development, counselling and assistance.

The fundamental principles of the Talent Centre are the following: supporting gifted youth with ideas, discussion topics, proposals and advice. The development of talents is more successful if professionals involved in talent support can participate in conferences, trainings and short courses. In the field of business enterprises, the permanent pedagogical and psychological counselling promotes young people's becoming entrepreneurs and further development of their personality. Talent support is more effective if we rely more on practice and provide opportunities for practical/vocational training:

Activities that serve the implementation of aims are the following:
– finding and supporting gifted students (contests, competitions, calls for application);
– organizing forums, trainings, and short courses;
– transferring expert and expert's knowledge;
– institutional level counselling;
– organizing talent support camps;
– preparing a talent data bank;

- organizing programmes;
- cooperation with partners involved in talent care (educational institutions, business enterprises, chambers, organizations, experts, professionals, etc.);
- journeys for gifted students;
- aiding students' special subject and self-learning groups;
- joining national talent-information system, running the system locally, establishing regular contact and cooperation;
- setting up and constant extension of a reference base of literature concerning talent;
- gathering and analyzing scientific and experiential results, and adapting them for the practice;
- recommending methodology, talent development methods, task sheets also disseminated for parents and teachers;
- transferring experiences;
- assistance in solving problems individually or in groups;
- training parents for educating their gifted children;
- assistance in dealing with aggression;
- talent identification and counselling (for gifted ones achieving under their abilities);
- career orientation and psychological guidance;
- compiling a bibliography;
- organizing methodological workshops.

In order to realize the aims in practice, it is indispensable for all those professionals, professional workshops, organizations and private persons that have already achieved a lot in talent support and wish to share their results with the public to cooperate. (See for example the brief description of the South Great Plain Pedagogical Modernization Foundation providing the operational framework for the Talent Centre on the website: HTTP://GENIUSZPORTAL.HU/NODE/7116.)

2.3.2. Quality Development Group of the SZTE JGYPK SZTTK

SZTE JGYPK SZTTK = Centre for Vocational, Further Training and Distance Learning of the Juhász Gyula Faculty of Education of the University of Szeged

The Group's good practices to be shared are targeted at two areas: one is the professional, another is the operational aspects. In this part, we are looking at the professional area which deals with the quality of VET. It improves the quality of VET with the following two activities: it examines the courses of higher education vocational training and the training programmes from the quality's point of view. In the view of the overall aims of VET development, it examines the **course** descriptions, their content and methods. The primary aims of the study is to explore how much the courses contribute to the effectiveness of VET, the satisfaction of labour market demands, how much the economic enterprises are involved in delivering the training and the application level of modern technology. Then it gathers the results of such investigations and makes proposals for upgrading both the content and methods. Additionally, it draws up recommendations for the harmonization of the courses and coordinates the harmonization processes.

In its work, it takes the main characteristics of VET development, the outcome-driven regulation, competence-based and modular training delivery as well as regional development into consideration. By regional development, we mean the mission, quality policy and future vision of the currently operating TISZKs (an acronym for regional integrated vocational centres).

It is a well-established practice of the Group that besides the actual courses, it outlines recommendations concerning content development **for the totality of the training programmes**, which it also coordinates. The final aim is to harmonize **the requirements of content development** with the identified aims and requirements of the training programmes. It urges that the requirements should clearly define the knowledge and skills students have to attain. It controls the coherence of the programme elements that are the

following: number of lesson hours, assessment and evaluation methods, thematic units, applied methods, modes of instruction, ratio of theory and practice, the identified teaching aids and materials, determining the compulsory ratio of attendance in the view of the content requirements, finally, fulfilling the quality assurance obligations.

With the above detailed activities, the Group effectively contributes to the improvement of the VET provision of the Centre, and by so doing, to satisfying the economic needs. The Group's another area of work relates to the operational mechanism of vocational/practical training. We are giving an overview on the quality assurance system of the higher education vocational training in the chapters titled "Talent-focused quality assurance system in vocational training" and "Establishing and operating a quality management system in higher educational practical training".

Photo 1: Director of the SZTE JGYPK SZTTK András Döbör is delivering
a lecture on the activities of the South Great Plain Roundtable,
Seat of the MTA SZAB, Hungarian Science Festival, Szeged, 21 November 2011

Photo 2: Students of the SZTE JGYPK SZTTK after László Kinyó's lecture:
Studying specific components of citizenship competence and community
activities among 7th and 11th grade pupils,
Central and Eastern European Citizens Network, Citizen Participation Week,
Seat of the MTA SZAB, Szeged, 30 September 2013

3. GOOD PRACTICES IN THE DEVELOPMENT OF VOCATIONAL EDUCATION AND TRAINING

3.1. Institutionalized cooperation

Upon the initiative of the Centre, institutionalized cooperation forms have been established. In this chapter, we are presenting three good practices whose frameworks are the following: **South Great Plain VET Round Table, South Great Plain VET Association** and the **Competence Cluster for Economic Organization and Human Resources Development**. All three are different in their focuses but similar in that they can achieve better results by combining their forces.

3.1.1. South Great Plain VET Round Table

The South Great Plain VET Round Table (hereinafter: Round Table) was brought to life by that everyday experience that achieving high standard vocational education and training is very much hindered by the fact that the actors in VET – maintainers, institutions, training sites, industrial chambers, representatives of the labour market and other stakeholders – do not appropriately cooperate with each other, that is, **there would be a dire need for an institutionalized cooperation**.

The cooperation model developed and implemented by the Round Table provides good opportunities for both national and international interested parties for learning about and adapting new good practices in order to improve the quality of VET, by promoting talent identification and support in specific vocations, harmonizing the theoretical and practical training delivery in higher education VET with the labour market demands and talent management. Presumably this will considerably contribute to the increase of competitiveness and the talent exploitation both in the economy and society.

Below, we are introducing those cooperation forms that focus on quality improvement of VET. Then, in the next chapter, our readers can get to know the good practice that aims at talent development.

The Round Table was founded in 2010 in the cooperation of the Hungarian Chamber of Commerce and Industry, the Csongrád and Békés County Chambers of Commerce and Industry, the South Plain Regional Labour Office, the Csongrád County Municipality, SZTE JGYPK SZTTK, the National Development and Adult Education Institution and the 1000 Masters TISZK. The mission of the Round Table is to promote labour market oriented VET. Its aim is to support **partner and quality-centredness** both in short and long term in all those issues that concern VET institutions, business enterprises, companies and organizations. It also aims at the initiation and reconciliation of debates of social interest, the common representation of certain affairs and the achievement of consensus in high priority areas related to VET. The role of the University of Szeged in meeting the vocational training requirements has been becoming more and more significant in the last decade and a half. Additionally to the already existing experiences, the new tasks and duties bring new challenges for the Centre as well.

In order to satisfy these new challenges, the Centre gives especially high importance to this new type and ongoing **institutionalized cooperation** with the South Great Plain's county chambers of commerce and industries, the regional centres and branches of the labour office, the maintainers of public and VET institutions as well as other important actors of VET, and for this reason, it established the Round Table, too.

The Round Table **endeavours** to offer all VET actors opportunities for exchanging and testing their opinions, for learning and adapting others' experience as well as for identifying and disseminating good practices in the wider public. It offers a formal framework of cooperation for those involved in delivering labour market-oriented VET, committed to quality, talent care and practical training. It ensures such a multi-element platform that **makes the following possible:**

– strengthening the relationships among those leaders, managers and professionals who are actually able to influence the quality of VET; channelling experiences, notes and opinions concerning particular issues and topics;

– spreading the national and institutional programmes, projects, measures and recommendations affecting the quality of VET, presenting and disseminating good practices and experiences;

– promoting the European norms and philosophy of life long learning and competitive professional/vocational skills;

– building and managing relationships between the education-training, higher education institutions and labour market.

3.1.2. South Great Plain VET Association

Building on the Round Table's good results and initiative, the South Great Plain VET Association (hereinafter: the Association) was established that since then has provided the framework for further cooperation.

The Association's aims are the following:

– conducting research concerning the connections of VET, higher educational vocational training and the labour market demands in order to improve the sectorial, regional and institutional cooperation of the involved labour market actors;

– contributing to the improvement of VET and promoting cooperation with the labour market stakeholders by mapping and managing the labour market trends and R&D&I relations;

– harmonizing the workforce output of higher education with the needs of the labour market;
– promoting partner and quality-focused solutions in handling significant issues that equally concern VET organizations, companies and relevant bodies;
– promoting significant debates, reaching consensus, initiating and conducting negotiations, and where necessary, representing specific matters in important issues of VET;
– providing further training for VET instructors, higher educational and vocational trainers, working out and implementing a training portfolio in order to shape their views and attitudes;
– developing the new higher educational vocational qualification system, promoting it by giving special importance to the engineering and natural scientific aspects.

In order to realize the above aims, the Association does the following activities:

– working out and implementing research programmes, giving feedback based on research results and using them in the VET improvement;
– organizing regular consultations;
– working out and channelling professional recommendations for the involved professional bodies;
– forming opinions in specific VET matters for the administering authorities and policy makers;
– operating a network, maintaining relationships and cooperation with higher education, adult education and civil organizations dealing with VET;
– organizing forums, professional days, events, workshops;
– working out educational materials, aids, making and disseminating publications;
– making and promoting video and film educational materials;
– identifying, collecting and sharing good practices, shaping the culture of learning from each other.

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3.1.3. Using clusters in performance improvement

Quoting **Ferencné Bali**, a cluster is an establishment of equal partners who cooperate with and trust each other. The **Competence Cluster for Economic Organization and Human Resources Development** (hereinafter: Cluster) is a network of legal and natural persons who conduct activities related to business organization and human resources development in the South Great Plain region.

The Cluster's mission is to connect the representatives of the civil and economic sphere in order to successfully deliver the tasks of business organization and human resources development by improving vocational skills, professionalism and expert's competence. The Cluster's members' work is based on the conviction that in order to successfully solve a problem, the most competent actors should be found who are able to react to the market and customers' demand possibly most quickly and efficiently.

The Cluster's aim inside the Cluster is to develop the business and professional coordination, to develop a common Internet portal and web page, to improve the innovative performance of the Cluster's enterprises and organizations as well as to increase the efficiency of their existing cooperation.

The Cluster's aim outside the Cluster is to build new sectorial relationships, to increase competitiveness, to extend and deepen higher educational and **scientific cooperations**, to establish cooperation with local and regional professional organizations, institutions and research sites, to establish a partner's network with foreign clusters in order to improve information flow and quality as well as to modernize information channels. The Cluster's stable and reliable scientific partner is the Citizenship Competence Working Group of the Hungarian Academy of Sciences, Szeged Branch. The knowledge and skill based on scientific and economic views form a fortunate combination in the partner cooperation.

In order to achieve its aims, the Cluster cooperates with both the national and international partner organizations. It gets the necessary funds to financing its programmes from county, regional, national and international grant applications.

The Cluster's services and products are the following:

– providing expert's opinion and consultancy (with priority to public, adult, higher education and vocational education and training);
– generating, planning, managing and implementing projects, fund raising;
– planning and implementing dissemination and communication programmes;
– designing and issuing publications;
– assessing training needs, developing related educational material and pedagogical methodology;
– working out and implementing coaching programmes;
– organizing civil cooperation;
– planning and implementing projects that aim to improve the flow and quality of information coming from the youth;
– planning and realizing cross-border human and economic programmes;
– conducting research on the development of intercultural competences, working out and managing targeted programmes.

The Cluster's founding members: ARCAS Cultural and Service Provider Partnership, South Plain Pedagogical Modernization Foundation, South Plain VET Round Table, Dissemination Research and Development Consultancy and Service Provider Ltd, Network for the Free Information Foundation and Invokáció TQM Consultancy Ltd. (Baliné, 2011).

3.2. Working out a complex talent development programme

The detailed procedure and training-like implementation of the "Working out a complex talent development programme" (hereinafter: training) was done in harmony with the spirit of the National Talent Programme and the VET-development Strategy,

the European standard training culture, quality policy of the Centre, the relevant sections on development of the acts regulating higher, public and vocational education and training in force and the development principles and practices of the South Great Plain VET Round Table.

The training content and methodology builds on the Centre's training practice (see more details in the study APPLICATION OPPORTUNITIES OF THE TRAINING METHOD IN TEACHING THE TOPIC OF MAN AND SOCIETY, NATASA FIZEL, 2013, ED.). **The training's aim** is to provide actors of VET with a framework for the establishment of a complex talent development programme (hereinafter: programme) in cooperation. The underlying aim is to bring the partners' potentials to the fore, to rely on their synergy and achieve a heightened pedagogical effect by applying the programme.

Participants of the training (hereinafter: the group) are the following: representatives of maintainers, educational institutions, training sites, industrial chambers, labour market and other actors, thus we can talk about a heterogeneous group. They enhance the training content by adding their views and contribution within their scope of activities. The partners can learn about each others' opinions and establish such a common professional ground that more or less is acceptable for all members. Gaining training experience, participants become more motivated to initiate projects in their narrower professional environment. They also become able to work and carry out talent development programmes.

3.2.1. Work procedure

The **concrete aim** is to equip participants with basic skills of programme development. Prior to the workshop, they get informed about the anticipated events. This chapter undertakes to present the script and pass on the programme testing experiences. The training is divided in five distinctive phases. Below, we are describing the work procedure phase by phase and later on, the test results and conclusions as well.

Phase 1: The topic in the view of the national guidelines

The group processes the relevant directives in five parallel teams, each focusing on the following issues: 1. Why is the matter of talent and quality is topical now? 2. Define the following concepts: talent, talent identification, talent development, quality, quality development, quality assurance. 3. What is the essence of the National Talent Programme and VET-development Strategy? 4. What do we mean by talent and quality-friendly organizational culture? 5. As a transitional task, the fifth group identifies and assesses the team members' organizations' talent and quality development efforts.

Phase 2: Outlining the aims of talent development

After elaborating on the national directives, the group develops the programme for VET stakeholders in a **simulation process**. First, the group determines the goal, then draws up the relevant programme. The group sets the goal in smaller teams, then the team representatives come together. Then five teams consisting four-five members define and systematize the general and applicable aims. The definitional context of the aims refers to the managerial, training and learning processes taking place in VET, thus adjusting to the actual training practice, needs and demands. Each team draws up five recommendations concerning the content of talent supporting factors. The team representatives further discuss and rank the five times five recommendations. They determine the first to fifth factors as the targets for development of a given VET institution.

Phase 3: Working out a complex talent development programme

This phase consists of two parts. First, the five teams work parallel on the identified five targets or in other words subareas. The programme components aiming at the development of the subareas are drawn up in accordance with the following aspects: 1. aims, 2. how to prepare them, 3. specific tasks, 4. deadlines, 5. responsible individuals, 6. how much it will cost, 7. how we know whether we have achieved our aims and 8. how control should be exercised. Then, the representatives of the five teams make plenary recommendations for the development of each subareas.

The group's programme gets established ad hoc by harmonizing these proposals. Outlining the talent development aims and the programme for their implementation is done in compliance of the Round Table's mission, discussing and reconciling the various views of the group together seeking the possible best solution. This way, VET stakeholders are in dialogue, the programme is worked out in a **reconciliation procedure**, taking the internal and external regulating factors into consideration. Such a programme drawn up this way later is taken care of by a specific VET institution.

Phase 4: The criteria of the programme effectiveness

The team representatives assess the development proposals for the subareas according to five aspects, then make a new proposal for the final form (only after learning each team's ideas). These aspects are the following: 1. fitting the set goal(s), 2. real feasibility, 3. developing effect, 4. upgrading the current situation and 5. parallel development of the professional and operational areas. The five aspects in a way anticipate the viability of the programme in the practice of real institutions and organizations involved in VET provision.

Phase 5: Putting the main principles of the development into work

The main principle of development is constant monitoring, evaluation and correction in the view of the results. On the ground of this approach, participants permanently monitor and evaluate themselves on a scale of 0–10. Then they build up their individual profile of work intensity. This profile shows the rate of participation in the common work, phase by phase. Based on the profile, participants make a textual self-characterization as well. Establishing such a profile and self-description is based on constant self-check and self-assessment, according to preliminary indicators. The specific aspects of self-check and self-appraisal are in line with the underlying processes of learning, and correspond with the anticipated rate of advancement in the learning process. These are the following: the rate of involvement in the common work (in phase 1), rate of active participation (in phase 2), rate of creative and innovative participation (in phase 3), rate of endeavouring to reach common understanding (in phase 4), rate of endeavouring for active application of the newly gained knowledge

(in phase 5). The trainer also evaluates the group on a scale of 0–10, and creates the group profile of work intensity. Such a profile indicates the group's work intensity, also phase by phase. Based on the profile, the trainer appraises the participants. The training ends by comparing the results of self and trainer's appraisal, then by making conclusions on the outcome.

3.2.2. Results and conclusions

Phase 1: The topic in the view of the national guidelines

At testing the training script, a detailed minutes was made, which made the analysis of the activities possible after the training. Participants solved the tasks on previously prepared and easily manageable task sheets in a written form, then they presented them orally. This kind of work form ensured taking written records. The primary task of a training is to facilitate the acquisition of competence-based knowledge, therefore, dealing with the rather theoretical tasks in phase 1 and 4 did not require analysis. We also looked at the tasks of the transitional phase between theory and practice (phase 5) to the necessary extent.

At the task 'Identify and evaluate your own organization's talent and quality development efforts', most participants mentioned delivering project tasks financed by various grant applications as well as quality management schemes mandated by the 1999 regulation. The spirit of the training was validated by a teacher's report, according to which her institution implemented a quality development programme that had been worked out internally and focused on special need pedagogy, which later won a Shiba Prize. In the view of this, we also drew participants attention to that we were just putting a project into real practice that focused on complex talent development, relying also on own funds.

Phase 2: Outlining the aims of talent development

Five teams in the group made recommendations for the characteristic features of the talent support factors. In processing them, we dealt with them as data and arranged the proposals into three categories:

'solved and correct concerning content', 'solved but not correct concerning content' and 'not solved'. The primary aim of the training was to equip participants with basic skills how to make a **programme plan**. Therefore, we first looked at data from the final results' point of view: whether the teams had determined the five factors or not (and we did not analyze the content in details). In this regard, the number of those who mentioned fewer than five factors is not significant. We looked at the characteristic features of the talent development factors with the aim to follow up how much efforts participants had made to **observe the rules of the reconciliation procedure**. If out of five or four suggestions in the content features of the factors, at least one was indicated, we concluded that the representatives had done noteworthy work. That is, they listened and accepted others' ideas, and in the view of those, they re-evaluated their own standpoints, and were able to come to an agreement. Based on the suggestions, the team representatives agreed on the following five talent support factors: 1. teamwork, 2. clear aims, 3. committed leadership, 4. human resources and 5. constant development. The efforts made in the interest of agreement were satisfying.

Phase 3: Working out a complex talent development programme
Similarly to phase 2, the primary data processing aspect was to focus on the results whether the teams had developed the programme of a specific subarea according to the instructions. The working out of the subareas was acceptable, and the inequalities in the teams' performance got levelled when putting the whole programme together. The representatives' team had worked effectively, which meant that by the end of the training, the development programme was accomplished.

The secondary data processing aspect was the content-focused work. While the technical and script-like execution of the programme development was quite good, the content elements were not acceptable in quite many cases. For instance, 1. 'higher level teaching and pedagogical activity' is not acceptable as a specific aim, 2. 'motivating' as a specific preparatory activity, 3. 'professionally good work' as

a specific task, 4. 'prompt headlines' as meeting exact deadlines, 5. 'subject teachers and teachers' team leaders' instead of specific individuals in charge, 6. 'due time performance' instead of scheduled budget calculation, 7. 'partners' feedback' as achieving the aim and 8. 'the school's retaining force increases measurably' as the mode of control.

Let's give an illustration with the first team's work: 1. aim: the number of talent promises should increase by 25% as compared to the previous academic year; the number of participants in talent development programmes should increase by 15% as compared to the previous academic year. 2. preparation: situation analysis, need assessment, brainstorming, promotion activities; 3. specific tasks: convening teachers' and parents' meetings, designing a leaflet, contacting the media; 4. deadlines: according to the targeted schedule of the autumn period; 5. persons in charge: vocational training supervisor, head of the training workshop; 6. costs: HUF 150-200 thousand, 7. indicators of achieving the aim: number of identified talents, number of talent promises taking part in development programmes, 8. mode of control: comparing per capita data. The content evaluation of tasks is needed for the assessment of the programme's effectiveness criteria.

Phase 4: The criteria of the programme effectiveness

We evaluated the group's final programme in accordance with the requirements of programme planning, i.e. its internal coherence of its components. In this phase, participants had to understand that a programme is good if the specific tasks, methods, tools are in the service of achieving the aims, that is, it satisfies those promises (currently theoretically) which it anticipated on the ground of its set aims, content, methods and outcomes. A programme promise can be, for example that 1. team work will be increased in the VET institution, 2. factors of talent support will be identified and based on them the aims of the development programme will be set and promoted, 3. the leadership will become more committed to talent and quality development than before, 4. the internal resources supporting talent will be exploited more considerably and 5. constant development will be put in practice.

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The following examples are to illustrate when there is discrepancy between the subarea and the set objective(s). Targeted area: 'Setting goals' (the wish 'to have a unified goal accepted by all in the school' manifests here). Objective: 'increasing standards of educational attainment'. It is not likely that achieving this objective will result in the improvement of the target area. Let's have another example where the target subarea is 'honesty and consistency' and the objective is 'increasing personal and professional integrity', where the perception whether this objective has been achieved or not is based on internal and external measurements. It is not likely either that the identified tools will result in the increase of personal and professional integrity. Consequently, the overall goodness of the group's programme, that is the coherence of the aim, tools and results was weaker than expected.

Phase 5: Putting the main principles of the development into work

It is a characteristic feature of the experience-based learning that the more involved the individual is, the more he learns. Thus the learning effectiveness is ensured by the individual's intensive and active participation. It is an essential question whether the individual does his best to learn most from the offered learning situation, and whether he is really committed to serious (self)-development. The quality assurance obligations of the training were met according to the following details. The trainer permanently checked and assessed his as well as the participants' work. He collected and analyzed the participants' opinions. On the ground of the results, he set and implemented correctional aims concerning content and form, that is, he permanently improved his own professional activity. The trainer actively joins the group consultations organized for the VET actors and conducts exchange of experience concerning results.

Summing up, the training's quality assurance is realized in the following activities: 1. permanent monitoring and assessing during trainings, 2. analyzing training minutes, 3. collecting and analyzing participants opinions, 4. constant development on the ground of experiences and feedback, 5. and group consultation and exchange of experiences among VET actors. It is obvious that a participant who arrives at the training with a passive attitude and the aim to

take notes will not appreciate the methods of experience-based learning, theoretical and practical summaries adjusted to reality, or being urged for contemplation and action. In other cases when participants expect the trainer to lecture, it is most likely that the trainer's rather facilitating and coordinating way of working will be alien for them. For those who are accustomed to that control comes from the top, it may appear a bit strange that here not the trainer's but the individual's self and other's control prevails. Those who feel less motivated to get involved in the common work may find unusual that the training's guiding principle is active participation, which requires and also provides opportunities for personal performance and contribution. The "Working out a complex talent development programme" training is the result of countless corrections concerning its content and form. It is a tendency in such a long lasting development work that the content and methods are gradually getting simplified and clarified. The instructions of the task sheets are more precise, there are fewer tasks, there are more responses, and the preparatory work is more thoughtful. In general, understanding the essence of the content is becoming more important, and the principle of 'the lesser, the better' is becoming more prevalent.

Now, let's have some feedback from the participants: 'it was well-organized', 'I liked the workshop', 'I really appreciate the trainer's work, I enjoyed being here and find the workshop useful', 'the practical tasks helped me to widen my horizon'. The content of this chapter is not only about sharing good practices but can be a subject of further debate among VET stakeholders, for instance, at the next event of the Round Table. The debate provides a good opportunity for the further development of good practices and the preparation of professionally justified modifications.

4. TALENT-FOCUSED QUALITY ASSURANCE SYSTEM IN VOCATIONAL TRAINING

4.1. Quality assurance system in higher educational practical training

In this chapter, we are presenting the good practice of the Quality Development Group of the Centre for Vocational, Further Training and Distance Learning of the Juhász Gyula Faculty of Education of the University of Szeged (hereinafter: the Centre) aiming at the improvement of the operation of practical training.

The **quality management system** of practical training as part of the higher educational vocational training courses offered by the Centre consists of three parts: **quality planning, implementation of quality assurance** and **quality control**. Thus, the quality management is a wider, whereas the quality control is a narrower concept. Quality management supports quality control, however, they complement each other. The aim of quality management is to enforce the quality assurance principles, norms in everyday practice, to improve the actual operation, for which managing and realizing quality is necessary. The quality management as a word partnership comes from this concept. The quality assurance system of practical training is a planned and scheduled series of activities. The quality assurance system is characterized as a separate entity in the organizational structure. The Centre measures, evaluates and possibly influences the work done by the different organizational

units according to the same effectiveness and efficiency criteria. The quality assurance system of practical training is a rational tool of mitigating risks. What kind of risks do we have to consider in practical training? What is a great advantage from professional aspect means a risk factor from operational aspect: it is difficult to harmonize the practical training supervisors with the vocational trainers since they are employees of different organizations. Thus, considering the employment of many trainers and managing the countless courses without problems is a source of risk. Other risks can be that vocational trainers are not able to meet those vocational training requirements that would meet the labour market demand because of the lack of modern infrastructure, time, expertise, interest or else. The aim of the quality assurance system of practical training is to identify risks. The quality assurance system works out a **risk management plan** to tackle risks, which gets implemented as necessary.

The quality assurance system offers a framework for identifying problems and for us to work out solutions for tackling them. Such kind of problems can be the insufficient quality of infrastructure, information loss or inappropriate personal capabilities. It may happen that the involved parties do not or only unattentively read the recommendations and guidelines, consequently, understanding and meeting the tasks lag behind the desired standards. Provided that the quality assurance system reveals the risks and recognizes the problems as well as manages them at an optimum level, **the set goals are more likely to get implemented within the planned budgetary and time frame**. As a result, the knowledge, skills and behaviour may as well become apparent in the students' views and attitudes, as regulated in the vocational training output requirements.

The quality assurance system focuses on activities related to the provision of practical training, its comprehensiveness, integrity and documentation. Documentation is needed for the follow up of processes. We often hear that we do too much paper work and administration at the expense of meaningful work. We can proudly state that in case of practical training things are different. Precise

documentation has its value since with its help we can analyze and reconstruct processes, let alone, they can be the ground for making important decision especially in critical situations. The quality assurance system of practical training consists of two components: one is monitoring activities and operating related correctional mechanisms and the other one is quality assurance of phase-final documents and products related to milestones. In the first component, it is important to have all pieces in the chain. By a phase-final 'product' we mean the knowledge and skills having been attained by the vocational final exam and qualification. In the view of the above argument, we can formulate what the implementation of the quality assurance of practical training really means. As in general when establishing a new concept, now, based on the difference specifics, we can define our quality assurance concept textually as well. **The quality assurance of practical training is the application of the planned and systematized quality management activities in order for the practical training to implement all those processes that are necessary to meet the vocational training requirements and for the actors to perform constant corrections concerning vocational training.**

4.1.1. Quality planning

The first component of quality management is quality planning. It is an issue what kind of **inputs**, for example preparatory activities were considered or done at the time of planning the vocational training programme. The quality assurance guidelines, norms, procedures and the quality policy of the University of Szeged provided the actual framework. Quality planning was considerably affected by the know-how and experience accumulated during the implementation of the Human Resources Operative Programme – 3.3.1-P-2004-06-0054/1.0, managed by the UoSz between 2004 and 2006, titled 'Establishing a benchmarking-based quality assessment system of the South Great Plain higher educational institutions'.

During the two-year development work, a network of professionals having experience in quality development was also created. The project results were incorporated in the organizational processes and were reported under the title 'The university's quality assurance system' in Chapter 14 of the Organizational and Operational Rules of the University of Szeged, entering into force on 12th February 2007.

The **aims** were precisely defined in the description of the scope of the document in order for the quality assurance system to meet the requirements concerning its implementation. These are the following: the aims must be s**pecific, measurable, achievable, realistic** and **timed**. Defining aims this way must guarantee their realization as well. It is a commonplace that it is almost impossible to follow up the realization of aims formulated in general terms, the unrealistic aims cannot be materialized, and it is not advisable to rely on pure chance. We determined the **threshold values** in the view of cost-time-resources expressed numerically for a specific parameter. We also determined the **acceptance conditions** in advance, which refer to the realization of the basic and performance requirements.

What kind of **tools and methods** did we use in quality planning? First of all, we conducted **cost-benefit analysis**, the result of which showed that financially it is not always worth providing all training courses on the palette outside the school system, for example, the OKJ (National Registry of Occupations) qualification of Controlling and quality assurance specialist in 2012 and 2013. In spite of this, we offered this training hoping for long term success and future benefits of cooperating with students.

We **compared** our views concerning practical training with the practices of other higher and public educational institutions and organizations involved in VET provision. We collected the previous training experiences since throughout of the years such a know-how had accumulated that could give us some directions in quality planning. **As an experiential feature, we planned** the activities targeted at the development of educational materials, harmonization of the teaching content, quality control and quality assessment. We used publicity as a tool to promote quality.

The **output** of quality planning was that we determined the indicators of quality, that is, knowledge and aptitude tests were developed (and this work is still going on) for measuring the fulfilment of the output training requirements. These measuring tools meet the general requirements of assessment instruments such as objectivity, reliability and validity. Quality check lists were also worked out, consisting word pairs of an imperative and interrogative: 'Do it!' – 'Did you do it?'

Another output is the **process correctional plan** of practical training. In this plan, it is clearly written when and who should give feedback, who is to process feedback, how the interested ones can get to know the results, how the correctional measures will be incorporated in the next training cycle, etc. In the process correctional plan, the process boundaries and configurations as well as their indicators as baselines for comparisons are determined in advance.

4.1.2. Implementing quality assurance

The second element of quality management is the implementation of quality assurance. The above detailed quality planning phase means the input of the quality assurance of practical training. Formerly, we pointed out that quality control is supported by quality management. We worked out the quality management plan that describes the **schedule of its implementation**. The realization of the plan guarantees quality and supports the fulfilment of the aims.

What kind of tools and methods help the implementation of quality assurance? We can mention the **quality audits** as examples, during which we look at whether the practical training activities satisfy the principles, processes and procedures of practical training. We **analyze the processes** to see whether they serve the realization of the aims, and if they do, to what extent. We **collect data** from trainers, students and organizations employing our graduates by the help of questionnaires.

The output of the implementation is the **modifications** and **suggested correctional measures** based on feedback. As a result of implementation, the **knowledge base** and **management plan** connected to the organizational processes get upgraded.

4.1.3. Implementing quality control

The third element of quality management is the execution of quality control. The **quality management plan** forms the baseline of the **input** of the implementation of quality control, which describes an attainable, ideal state. The quality management plan refers to **processes, aims** set in the training and output requirements and also the performance of the **costs** and **schedule.** The **quality check list** prepared for professionals involved in practical training and the **guideline for self-check** put together for students mean a further baseline or input, as well as the quality indicators used for the objective assessment of the products.

With what kind of tools and methods do we perform quality control? We compare the processes in reality with the fulfilment of the aims as laid down in the plans. Actors of practical training compare their own activities with the ones in the plans by the help of a quality check list. Students perform self-check based on the guideline. We can get an objective picture on the rate of accomplishing the aims by applying the knowledge and aptitude tests, processing and analyzing data.

The final result, i.e. output of quality control is the beginning of a new quality cycle, where the output becomes input. The correctional measures and suggested changes are formulated and also performed. The constant improvement of practical training is dependent on the used correctional measures based on the control and its results, that is, on a consequent application of the PDCA method: P = plan, D = do, C = check, A = act. This is a cycle-based tool of organizational development, which is suitable for the constant improvement of the activities.

Summing up, the meaning and benefit of the quality assurance of practical training is that changes have their established mechanisms, and **it also changes things in the interest of better operation**. It increases flexibility, uptodateness, proper attitude, expertise and availability demanded by the markets.

4.2. Model of the talent-focused quality assurance framework system

The Talent-focused quality assurance framework system (hereinafter: Framework system) was brought to life by that experience that the quality assurance of training sites in the VET system hardly existed. If there are some initiatives, they fail to involve talent identification and support.

The Framework system includes the issue of talent into its identified and regulated processes, offers a well-defined framework for development and constantly improves the practice of talent identification and management. Talent support appears in the operational document, then in practice as well. Consequently, this results in enhanced talent exploitation. Making the Framework system, developed by the South Plain VET Round Table available to the wider public and its application at the in-company training sites is most likely to increase training standards and practice-oriented talent management.

4.2.1. Foundations

In an optimal case and general approach, the **mission** of a training site is to ensure the acquisition of practice-oriented and competitive knowledge by students of VET, by harmonizing the actors' needs and effectively operating the in-company training site. Its aim is to enable students to become such a workforce that has up-to-date vocational knowledge and skills, to flexibly adapt themselves to the changing economic and labour market conditions. It is desirable for the training sites to meet the new VET tasks up to the highest standard.

In the spirit of the quality policy of practical training, the management and other involved professionals of vocational training are committed to quality work, ongoing development and partner-centred functioning. They think that maintaining close cooperation with maintainers, professional partners and participants of the training has a key

importance. They also believe that the vocational training can react to the partners' needs faster and more effectively only this way. Constant communication with the involved parties helps the thoughtful planning of cooperation, the evaluation of the outcomes and the harmonization of the organizations' institutional management, pedagogical and control processes.

With their modern machinery, teaching aids and up-to-date learning materials, practical training sites help students to acquire their chosen vocation successfully. It is a common goal with the theoretical training providers to train and equip students with marketable and transferable vocational skills. Owing to this, students can take part in such a **vocational education and training** that meets **high quality standards** and demands of the labour market. In order to achieve this, the practical training is open to development, receiving feedback, raising issues and solving problems. For this reasons, it is especially important to put emphasis on high level further and in-service training for the involved professionals – in-company trainers, teachers and vocational instructors, etc. – to maintain and improve their professional/vocational knowledge and skills.

Expectations from the practical training:

– adaptability, **concentrated** and efficient use of resources;

– **guaranteeing high quality practical training;**

– establishing a structure and operational mechanism based on internal development, in harmony with external developments;

– effective reconciliation mechanism between the practical training output and demand of the labour market;

– fast and flexible response to the changes of the labour market needs;

– establishing and maintaining **partnership**;

– disturbance free information flow and feedback;

– promoting innovation and innovative behaviour.

4.2.2. Characteristics of the Framework system

Based on the former argument, the general **aim** of the Framework system is to ensure that the practical training fulfils its mission, its everyday practice is in compliance with its established quality policy and its talent management aims are also met. It is also the aim of its application that the **organizational and individual** actors should be able to prove that they are able to deliver training according to the requirements of this kind of service provision. Furthermore, it is also an expectation to increase the **satisfaction** of participants and other involved parties (e.g. labour market) by using the quality system, as well as to increase trust in that the training complies with the qualification and legal requirements, with special attention to the labour market expectations.

As for its **logic**, we can state that the Framework system follows the logic of the European Quality Assurance Reference Framework (EQARF) in the sense that it adopts the quality assurance and quality improvement logic of it: 1. planning (aims, plans), 2. implementation, 3. assessment supported by measurements, 4. review, feedback and development (MOLNÁRNÉ – KRÁLIK, 2010. 47.). Thus the quality development cycle has four areas, which can be described by the PDCA phases.

The most important feature of its **approach** is that it believes in regional development. It implements the practical training by the unified potentials of the actors involved in VET, which is a guarantee for the highest standard task delivery. It harmonizes with the tendency-like, macro level regional processes, which it incorporates into the micro climate of a specific organization. It assumes the task to develop processes related to practical training appropriately and professionally.

The system **goes beyond** the harmonization of the quality management programmes of institutions and other involved organizations, but builds on the VET **institutional processes under mandatory regulation**. The documented system directly embraces four forms of the practical training that are the following:

1. practical training of the higher educational VET, 2. central training workshop, 3. in-company training with student (apprentice) contract and 4. school-based training by vocational trainers. It indirectly relates to other organizations involved in VET.

In harmony with its **philosophy**, the system's approach to practical training is based on the PDCA method, and is closely linked to the ability and talent development processes. Since it operates in a legally regulated manner, employees involved in vocational training provision hold the necessary and legally obligatory qualifications and expertise.

The lawful operation is ensured by **external and internal rules**. The Framework system goes beyond the legal frameworks in the sense that it offers a framework for the permanent improvement of the processes, thus for constant development and advancement. From the development's point of view, regulations in the documents are static, whereas the Framework system has a dynamic character. The lawful and appropriate operation is necessary but not sufficient enough for achieving the aims of practical training. For an optimal operation, it is a necessary and satisfactory condition if besides meeting the legal requirements, the practical training realizes the **principle of constant development**, thus the accomplishment of the aims. In order for the practical training to achieve its aims, it is necessary that it implements all those processes in the value generating chain that contribute to the fulfilment of the aims, and it does not follow any processes that do not serve this. Considering the above details, the introduction of the Framework system based on the PDCA should be enforced in **two meanings**.

On the one hand, it refers to the regulation of the entire process of the practical training (as well as to its all sub-activities). On the other hand, we interpret it as the fundamental criterion of permanent development. Thus, based on the accomplished practical training, the Framework system's operation becomes a subject of evaluation as well and if necessary of further development. This can be implemented in the framework of an **internal review programme (audit)** (P – planning, D – doing, C – checking, A – acting, action plan, identifying development measures).

The internal audit programmes involves the task and responsibility evaluation: 1. observing the relevant legal and professional regulations, 2. content, technical and formal preparation of the practical training organization, 3. organizing, implementing and checking the organization of practical training 4. and the evaluation of the achieved results in the view of the satisfaction analysis.

The training site applying the Framework system declares its commitment to quality, establishment, introduction and effective application and further development of the Framework system. Besides observing the legal regulations and other rules, its under-taking also involves monitoring feedback and needs of students benefitting from the training and other interested parties (actors of the labour market).

The Framework system of the practical training always reflects the actual situation. In order to follow up the changes of the activities, the system is flexible and the regulation can be modified to the desired extent and as necessary. The system can be described at the following levels: 1. laws, regulations, 2. regulatory documents of the constant development (Framework system), 3. internal regulations – professional and operational documents, forms, notes, minutes and 4. other professional documents.

The Framework system contains professional background materials as well. These reference, legal, research and analytical documents serve the actors' self-training involved in the process, thus their development. It is essential for the actors of practical training to get familiar with the relevant regulations, research results and practical information since introducing a completely new training and examination system that is output-regulated, modularly structured and competence-based, and indeed is a great challenge for the actors of practical training.

All of this requires constant monitoring and the correction of the system according to the arising needs in order to provide students with a lawful, highly professional and permanently improving vocational training. By this, we can ensure that well-trained young people equipped with modern vocational knowledge and skills will enter the labour market. The **process-centred approach**, i.e. handling the processes in accordance with the PDCA is fundamentally important

in looking at the Framework system as a whole and in planning tasks accordingly. The below figure shows the general approach of the process-centred Framework system.

Figure 1.: The process-centred approach of the Framework system

The logic of the diagram is identical with the process diagram of the guideline MSZ EN ISO 9001:2009 "Quality assurance systems. Requirements". In accordance with the logic of the process approach, the scope of the Framework system extends from knowing the legal, professional, quality, environmental needs and requirements through organizing, implementing and optimalizing practical training to market service provision.

It **measures** and permanently **monitors** the regulated processes. It surveys the satisfaction of the labour market and other stake-holders. It also permanently and well-documentedly perfectionates the Framework system itself. (This is reflected in the practical training as well.) The area in the circle of the diagram illustrates the Framework system, whose main task is to manage those processes that are closely linked to the organization and implementation of practical training. The sufficient resources needed for the operation

of processes are provided by the resource management (see the arrow pointing at the product and/or service), which is the duty and responsibility of the management (see the arrow starting from there).

The Framework system measures the processes of practical training (see the arrow starting from the product and/or service). It analyzes the measured data, and based on the results, it determines the actions for the **improvement** and correction whose implementation and the provision of the necessary resources is the management's duty and responsibility. The processes contributing to the establishment and optimalization of practical training embrace the whole **value generating** chain, which starts with learning and assessing the legal, professional, quality, environmental needs and requirements (◂— management's responsibility).

The legal, professional, quality, environmental needs and requirements provide the input to the establishment of practical training. At the end of the value generating chain stands the produced market service. The output for the labour market is the outcome of the practical training – **market service**, i.e. the well-trained workforce with up-to-date knowledge and skills. Meeting the labour market needs and monitoring employers' satisfaction are essential elements of the Framework system (◂—).

Summing up we can point out that the Framework system consists of two – **operational** and **correctional** – **cycles**. The correctional cycle is supported by the internal audit programme (see the arrow starting from the circle and pointing upward). In the correctional cycle, the Framework system uses the measured and analyzed results for the perfection of the quality assurance process, and it sets out **actions** aiming at development.

4.2.3. Processes

According to the EQARF, the processes under mandatory regulation in the school-based VET institutions are the following:

– meeting legal requirements,

– strategic planning,

– annual planning,

– ensuring internal orderly operation of the institution,
– management supervision,
– self-evaluation of the institution,
– identification of partners, measuring their needs and satisfaction,
– follow up, validation study,
– operating a performance evaluation system,
– planning the local training offer, main process,
– enrolment, admission, main process,
– career orientation, vocational preparation, selection of vocation, measuring and accepting preliminary knowledge, main process,
– annual pedagogical planning, main process,
– establishing and developing a methodological culture and toolkit, main process,
– measuring and assessing students taking part in the training, main process.

The processes under mandatory regulation in institutions offering adult education are the following:
– meeting legal requirements,
– strategic planning,
– annual planning,
– ensuring internal orderly operation of the institution,
– management supervision,
– self-evaluation of the institution,
– identification of partners, measuring their needs and satisfaction,
– follow up, validation study,
– operating a customer service and complaint management system,
– planning the local training offer, main process,
– enrolment, admission, main process,
– career orientation, vocational preparation, selection of vocation, measuring and accepting preliminary knowledge, main process,
– providing services connected to adult education, main process,
– measuring and assessing students taking part in the training, main process. (MOLNÁRNÉ – KRÁLIK (ED.), 2010. 74.)

As it could be seen before, the Framework system of practical training is a **novel element** since the process of practical training is not included in the processes under mandatory regulation. The Framework system can be adapted to the following **practical training** types: higher education vocational training, practical training in central training workshops, on-the-job training in the framework of apprenticeship contract and school-based practical training offered by vocational trainers. Furthermore, it can also be applied in institutions such as higher education, public education, occupational and civil organizations providing VET either in the formal school system or outside the school system. The Round Table introduced the system at the beginning of the 2012/2013 academic year as a pilot project, which is now undergoing the testing phase. Revising and correcting the programme was done at the end of the academic year.

By the uniform application of quality principles and procedures, the **Framework system** offers an opportunity for the harmonization of practical training offered by higher educational institutions, vocational training schools and vocational secondary schools. The Framework system is put into practice under the supervision of the quality assurance manager, professional supervisor, the responsible vocational trainer, head of the training workshop and vocational teachers, and financed from the operational budget of the training sites. The scopes of responsibility are supplemented by the responsibilities of the top leaders of the institutions providing either theoretical education or practical training.

A quality assurance data base has been established as part of the training sites' information and administrative system in order to build up a network and help the administration for the actors involved in the programme. The function of the Round Table as interpreted by the Framework system is that it gathers, processes and transfers information, coordinates the activities and develops the practical training so that to provide support also to talent management conducted in the framework of practical training. If a training site has adapted the Framework system, we can talk about a truly operating system.

The identified and regulated processes of the talent-focused quality assurance framework system are the following:

1. Operation of the talent-focused quality assurance framework system (guiding process)
2. Practical training (main process)
    A. Higher educational vocational training,
    B. Central training workshop,
    C. On-the-job training in the framework of apprenticeship contract,
    D. School-based training (practical training offered by vocational teacher-trainers)
3. Talent support with internal partners (main process)
    A. Talent identification at training sites,
    B. Talent support at training sites,
    C. Human resources development (for supervisors of practical training).
4. Talent support with external partners (main process)
    A. Cooperation with partner institutions,
    B. Using expert's opinion,
    C. Establishing and maintaining contact with talent developing professionals and Talent Centres.

Below, we are identifying the key actors in charge of operating the processes: the Round Table, heads of the central training workshop, in-company trainers in the framework of apprenticeship contract, heads of practical training in school-based VET, training supervisors in higher educational vocational training, training committees at professional partners, the top leader(s) in any VET institutions, quality assurance managers and vocational trainers. In the organizational hierarchy, the quality assurance manager comes above the top leader in the view of that the quality regulations, principles, processes, agreements, instruments and methods equally pertain to the top leader, too. By professional partners, we mean the partners of the Round Table: occupational and occupational policy making organizations, the managing authority, higher, public education and civil organizations dealing with VET.

1. Operating the talent-focused quality assurance framework system (guiding process)

Aim of the process: Increasing the effectiveness of talent identification and talent support by operating the talent-focused quality assurance system.

Indicator: Routine like operation of the talent-focused quality assurance framework system.

Notes: By the possible actors, we mean the actors of a specific training site during the implementation of the process.

Quality cycles of the process		Responsible
P = Planning	According to the objectives of the National Talent Programme, VET Development Strategy, VET institutions and training sites	Top leader, quality assurance manager, training workshop head, responsible in-company trainer, head of practical training, training committee, training supervisor
D = Doing, implementation	Heads of practical training sites and students taking part in the training	Training workshop head, responsible in-company trainer, head of practical training, training supervisor in higher education
C = Checking, evaluation	**1. measuring point**	Comparing the agreed aims and the real processes	Quality assurance manager
	2. measuring point	The rate of implementing high standard practical training	Quality assurance manager, top leader
	3. measuring point	Measuring satisfaction of those involved in practical training	Quality assurance manager
	4. measuring point	According to the relevant parts of the process titled "Partners' identification and measuring their needs and satisfaction" by the VET institutions	Quality assurance manager, top leader of theoretical education
A = Acting, alteration, development	Employing correctional mechanism based on feed-back	Top leader

Quality cycles of the process		How?	When?
P = Planning		Making plans according to regulations, the orientations of national and local strategies and programmes	Before the practical training process
D = Doing, implementation		Managing and implementing practical training according to plans	In the process of practical training
C = Checking, evaluation	**1. measuring point**	Comparison	Yearly
	2. measuring point	Internal audit, explorative and analytical investigations	Two yearly
	3. measuring point	Measurement and analysis	Yearly
	4. measuring point	Monitoring the process of practical training and entering results into the data base	According to the quality assurance programme of the VET institution providing theoretical education
A = Acting, alteration, development		Development	Before training cycles

2. Practical training (main process)
A. Higher educational vocational training

Aim of the process: Mobilizing the traditionally high standard human capital and infrastructural opportunities in the interest of practical training. Harmonizing the professional and operational documents of training sites having different infrastructural and human resources.

Indicators:

– Number of highly qualified instructors,

– Number of state-of-the-art IT laboratories,

– Number of harmonized professional and operational documents.

Quality cycles of the process		Responsible
P = Planning	Relevant regulations, partners cooperating in practical training, cooperation agreements	Quality assurance manager, training supervisor
D = Doing, implementation	By using the infrastructure and human resources making the fulfilment of the requirement of practical training possible	Training supervisor, head of practical training, trainers
C = Checking, evaluation	**1. m. point**	Internal revision, baseline of comparison: training documents	Quality assurance manager
	2. m. point	Meeting vocational and exam requirements during exam	Chairman of the examination board
	3. m. point	Measuring labour market satisfaction	Quality assurance manager
A = Acting, alteration, development	Based on feedback, developing practical training, considering professional and organizational aspects	Top leader

Quality cycles of the process		How?	When?
P = Planning	Planning the training offer that is able to meet the labour market requirements with the available human resources and infrastructure scheduling the document harmonization	Before the training cycle
D = Doing, implementation	Document harmonization according to practical training contracts, agreements, training guidelines and recommendations	During the training cycle
C = Checking, evaluation	**1. m. point**	Measurement, analysis, evaluation	During the training cycle
	2. m. point	Following up results, information gathering, entering results into data base	At the end of the training cycle at the acquiring the qualification
	3. m. point	Measurement, analysis, evaluation	During the training cycle and/or at its end
A = Acting, alteration, development	Drawing up and controlling the implementation of an action plan	At the end of the training process, during the training as needed

B. Central training workshop

Aim of the process: Decreasing regional differences by operation practice-oriented central training workshops with high technological profile.

Indicator: Number of students accomplishing their practical training in central training workshops.

At the 1st measuring point, the internal revision has two directions: one contains the relevant parts of the Pedagogical Programme and local curriculum of the schools providing theoretical training, the other involves the training programme plan, the training requirements and their harmonization.

Quality cycles of the process		Responsible
P = Planning	Relevant regulations, partners cooperating in practical training, cooperation agreements	Top leader, training workshop head, responsible in-company trainer, head of practical training, training supervisor
D = Doing, implementation	By using the infrastructure and human resources making the fulfilment of the requirement of practical training possible	Workshop head, trainers
C = Checking, evaluation **1. m. point**	Internal revision, baseline of comparison: Pedagogical Programme, local curriculum, training programme in compliance with the training and exam requirements of the VET institution	Quality assurance manager
2. m. point	Meeting vocational and exam requirements during exam	Chairman of the examination board
3. m. point	Measuring labour market satisfaction	Quality assurance manager
A = Acting, alteration, development	Based on feedback, developing practical training, considering professional and organizational aspects	Top leader

The 2nd measuring point is at the acquisition of the qualification, i.e. at the final exam. We compare the knowledge of a graduating students with the vocational and exam requirements, and look at how successful the practical training was in the view of the requirements.

The 3rd measuring point refers to both the internal and external partners. The measuring and evaluation priorities of the partner's satisfaction are determined by the aims of the practical training. The practice-oriented knowledge, practical experiences and competences that graduating students have acquired during their practical training are in the focus. The aim of measuring partner's satisfaction is for actors to learn about each others' expectations and opportunities as well as to promote cooperation in the hope of a permanently improving output of VET. Surveying partner's satisfaction involves partners delivering practical training, the VET sites providing vocational theoretical education, maintainers of central training workshops, students and their parents.

Quality cycles of the process		How?	When?
P = Planning		Document harmonization according to the Pedagogical Programme, local curriculum, training programme in compliance with the training and exam requirements of the VET institution	Before the training cycle
D = Doing, implementation		Operating central training workshops based on agreements, guidelines for practical training and the deed of operation of the workshop	During the training cycles
C = Checking, evaluation	**1. m. point**	Measurement, analysis, evaluation	During the training process
	2. m. point	Following up results, information gathering, entering results into data base	At the end of the training cycle at the acquiring the qualification
	3. m. point	Measurement, analysis, evaluation	During the training cycle and/or at its end
A = Acting, alteration, development		Drawing up and controlling the implementation of an action plan	At the end of the training process, during the training as needed

C. In-company training in the framework of the apprenticeship contract
(based on the contract between the business enterprise and the pupil/student)

Aim of the process: Increasing standards of practical training by extending apprenticeship contracts.

Indicator: Number of students fulfilling their practical training in the framework of student contract.

At the 1st measuring point, the internal revision has two directions: one contains the relevant parts of the Pedagogical Programme and local curriculum of the schools providing theoretical training, the other involves the training programme plan, the training requirements and their harmonization. Additionally, the implementation of all these.

Quality cycles of the process		Responsible
P = Planning	Relevant regulations, partners cooperating in practical training, cooperation agreements, apprenticeship contracts	Top leader, responsible in-company trainer
D = Doing, implementation	Business enterprises and students	Responsible in-company trainer
C = Checking, evaluation / **1. m. point**	Internal revision, baseline of comparison: documents of practical training, content of the apprenticeship contract	Quality assurance manager
2. m. point	Meeting vocational and exam requirements during exam	Chairman of the examination board
3. m. point	Measuring labour market and other partners' satisfaction concerning practical training	Quality assurance manager
A = Acting, alteration, development	Based on feedback, developing practical training, considering professional and organizational aspects	Top leader

The 2nd measuring point is at the acquisition of the qualification, i.e. at the final exam. We compare the knowledge of a graduating students with the vocational and exam requirements, and look at how successful the practical training was in the view of the requirements.

The 3rd measuring point primarily refers to the labour market. The measuring and evaluation priorities of the partner's satisfaction are determined by the aims of the practical training. Here, the labour market's perception of the graduating students' practice-oriented knowledge and practical experience is in the focus. The highlighted aim of measuring partner's satisfaction is to offer feedback to the training sites on their quality of work, based on which they can improve their professional and operative practices. Surveying partner's satisfaction involves actors of practical training, students and their parents.

Quality cycles of the process		How?	When?
P = Planning		Document harmonization according to the Pedagogical Programme, local curriculum, training programme in compliance with the training and exam requirements of the VET institution, making plans	Before the training cycle
D = Doing, implementation		Management, operating an in-company training site, based on separate agreement, practical training guideline according to the enterprise's rule book	Training cycles
C = Checking, evaluation	**1. m. point**	Measurement, analysis, evaluation	During the training process
	2. m. point	Following up results, information gathering, entering results into data base	At the end of the training cycle at the acquiring the qualification
	3. m. point	Measurement, analysis, evaluation	During and/or at the end of the training process
A = Acting, alteration, development		Drawing up and controlling the implementation of an action plan	At the end of the training process, during the training as needed

D. School-based (practical training delivered by vocational teacher-trainers)

Aim of the process: Increasing the effectiveness of practical training by increasing the qualification and pedagogical culture and harmonizing the theoretical and practical requirements.

Indicator: Number of practical trainers holding the appropriate qualification, practice and pedagogical training.

Quality cycles of the process		Responsible
P = Planning	Development orientations, training documents, vocational programmes	Top leader, head of practical training, practical teacher-trainers
D = Doing, implementation	Harmonized labour market demands; implementation of further training plan in accordance with the practical requirements; improving infrastructural conditions	Head of practical training, practical trainers
C = Checking, evaluation	**1. m. point** Assessing the training needs and expectations of trainers; surveying the infrastructural facilities	Quality assurance manager, head of practical training
	2. m. point Mapping up trainers' vocational qualifications, practice and pedagogical qualifications	Head of practical training
	3. m. point Evaluating the efficiency of professional and pedagogical trainings offered for vocational trainers	Quality assurance manager
A = Acting, alteration, development	Introducing of improving mechanisms in the view of the results of measurement and analysis	Top leader

Quality cycles of the process	How?	When?
P = Planning	Drawing up plans by harmonizing labour market demands and practical requirements, determining the development and further training orientations, based on infrastructural conditions and professional competencies	Before training cycles
D = Doing, implementation	Training, participation in training, infrastructural developments	Before training cycles
C = Checking, evaluation (1–3. m. p.)	Measurement, analysis, evaluation	Two yearly
A = Acting, alteration, development	Modification of development plans meeting training requirements and schedule of their implementation, implementation and monitoring of measures aiming at the improvement of human resources	Yearly

3. Talent support with internal partners
A. Talent identification at training sites

Aim of the process: Talent identification: systematic identification of the talent promises of pupils/students taking part in VET at the training sites.

Indicator: Number of identified talent promises.

Quality cycles of the process		Responsible
P = Planning	Training documents, practical activities	Workshop head, responsible in-company trainer, head of practical training, training supervisor
D = Doing, implementation	Opportunities of the training sites	Workshop head, responsible in-company trainer, head of practical training, vocational teachers, training supervisor
C = Checking, evaluation 1. m. point	According to the specific plan supporting talent identification	Quality assurance manager, workshop head, responsible in-company trainer, head of practical training, training supervisor

Quality cycles of the process			Responsible
C = Checking, evaluation	2. m. point	According to the VET institutions' processes under mandatory regulation	Quality assurance manager
	3. m. point	Analyzing talent identification programmes according to the development orientations	Workshop head, responsible in-company trainer, head of practical training, training supervisor
A = Acting, alteration, development		Formulating recommendations based on feedback for the practice of talent identification	Top leader

Quality cycles of the process		How?	When?
P = Planning		Drawing up plans for talent identification, based on the methodology of talent identi-fication	Before training cycles
D = Doing, implementation		Applying the methodology of talent identification	During training cycles
C = Checking, evaluation	1. m. point	Face-to-face talks and interviews	During training cycles
	2. m. point	Cooperation: according to the relevant parts of the VET institutions' "Measuring and evaluating pupils taking part in VET main process"	According to the practice of training institutions
	3. m. point	Making reports based on analyzing notes, minutes, products and documents	After training cycles
A = Acting, alteration, development		Drawing up an action plan for the improvement of talent identification; implementing the action plan and checking its implementation	Before training cycles

B. Talent support at training sites

Aim of the process: Development of the systematically identified talent promises.

Indicator: Number of targeted developments.

Quality cycles of the process		Responsible
P = Planning	According to talent promises identified at practical training sites	Workshop head, responsible in-company trainer, head of practical training, vocational trainers, training supervisor
D = Doing, implementation	Individual and group talent support programmes according to the talent promises development plan	Workshop head, responsible in-company trainer, head of practical training, vocational trainers, training supervisor
C = Checking, evaluation	**1. m. point** — Talent support programmes and plans	Workshop head, responsible in-company trainer, head of practical training, vocational trainers, training supervisor
	2. m. point — Comparing individual and group talent support programmes, the talent promises development plan and practice	Quality assurance manager
	3. m. point — Marking actual talent support on the national talent plan	Quality assurance manager
A = Acting, alteration, development	Based on feedback, drawing up an action plan for improvement of talent support	Top leader

Quality cycles of the process		How?	When?
P = Planning		Drawing up of individual and group talent support programmes; talent promises development plans	Before training cycles
D = Doing, implementation		Operative work	During training cycle
C = Checking, evaluation	**1. m. point**	Coherence study: coherence of aims, activities, contents, requirements and time	Before training cycles
	2. m. point	Comparison	During training cycle
	3. m. point	Operative work, maintaining contact with the makers and maintainers of the national talent map	As needed
A = Acting, alteration, development		Implementation of the action plan and checking its implementation	Before training cycles

C. Human resources development (concerning practical training providers)

Aim of the process: Selecting workforce and offering systematic training for the existing workforce in order to enforce high standard talent identification and talent support as well as their realization in practice, satisfying the requirements of talent support. Organizing further training, talent days for vocational training leaders.

Indicators:
– Number of participants taking part in organized development programmes,
– Number of people involved in self-education.

The baseline of comparison of the 1st measuring point is the goals set in the development and further training plans. The measurement, analysis and evaluation relate to the development plan and the results of the plan's implementation, that is, the two endpoints are compared.

The 2nd measuring point is in the organization of the VET institution according to the institutional practice. The quality assurance manager cooperates with the VET institution and makes proposals for the inclusion of the topic in the process of "Operating a performance evaluation system" under mandatory regulation. Then he follows up the results and enter them in the data base.

The 3rd measuring point is also in the organization of the VET institution according to the institutional practice. The quality assurance manager cooperates with the VET institution and makes proposals for the inclusion of the topic in the process of "Operating and developing a methodological culture and toolkit" under mandatory regulation. Then he follows up the results and enters them in the data base.

The 4th measuring point takes place in the group of VET providers and participants. The aim is to look at how well the activities concerning

Quality cycles of the process			Responsible
P = Planning		Based on experiences, individual capabilities and skills, drawing up in-service training plans	Workshop head, responsible in-company trainer, head of practical training, training supervisor
D = Doing, implementation		People involved in human resources development and in further training	
C = Checking, evaluation	**1. m. point**	Internal revision, the baseline of comparison is the development and further training plans	Quality assurance manager
	2. m. point	In the view of the VET institutions' processes under mandatory regulation; monitoring the results and entering them into the data base	Quality assurance manager, top leader
	3. m. point		Quality assurance manager
	4. m. point	Measuring partners' satisfaction of trainers and participants	
A = Acting, alteration, development		Improving the effectiveness of human resources development and further training	Top leader

the selection and systematic training of the workforce served the aims of the identified and regulated process.

In the A = alteration of the quality cycle, based on the results and feedback, measures for the improvement enter into action. The improving measures involve making plans, selection, organization/implementation, professional solutions and their application in practice.

Quality cycles of the process		How?	When?
P = Planning		Based on situation and demand assessment, drawing up a training plan, by using the talent identification and talent support experiences	According to the practice of VET institutions
D = Doing, implementation		Selecting workforce and offering systematic training for the existing workforce; organizing further training, talent days for vocational trainers	Before training cycles, or during training cycles
C = Checking, evaluation	**1. m. point**	Estimation, measurement, analysis, evaluation	during training cycles and after training cycles
	2. m. point	Cooperation; according to the relevant parts of the VET institutions' "Operating a performance evaluation system" process	According to the practice of VET institutions
	3. m. point	Cooperation according to the relevant parts of the VET institutions' "Development and operating a methodological culture and toolkit main process"	
	4. m. point	Measurement, analysis, evaluation	At the end of the training cycle
A = Acting, alteration, development		Drawing up an action plan, implementation of the action plan and checking its implementation	Before starting a new training cycle

4. Talent support with external partners (main process)
A. Cooperation with partner institutions

Aim of the process: Establishing a cooperation framework with VET stakeholders in order to increase the standards of talent support, by harmonizing the talent-focused activities of the VET actors.

Indicators:

– Number of consultations,

– Number of agreements and contracts,

– Number of cooperations.

Quality cycles of the process		Responsible
P = Planning	National Talent Programme, relevant regulations, intentions of partners taking part in talent support	South Plain VET Round Table
D = Doing, implementation	Partners taking part in talent support	South Plain VET Round Table, representatives of partner institutions
C = Checking, evaluation	**1. m. point** — Internal revision, baseline for comparison: written and oral agreements, contracts	Quality assurance manager
	2. m. point — Motivations, views and other organizational and personal plans of persons and partners taking part in talent support	
	3. m. point — Measuring partner's satisfaction involved in talent support	
A = Acting, alteration, development	Professional, methodological development of talent support, improvement of cooperation in the view of feedback	Top leader

Quality cycles of the process		How?	When?
P = Planning		Coordination, drawing up plans: talent support	Before training cycles
D = Doing, implementation		Cooperation	During training cycle
C = Checking, evaluation	**1. m. point**	Measuring, analysis, evaluation	At the end of training cycles in even years
	2. m. point	Interviews, face-to-face talks	Permanently at professional events
	3. m. point	Measuring, analysis, evaluation	At the end of a training cycle in odd year
A = Acting, alteration, development		Development, drawing up an action plan, implementation of the action plan and checking	Per training cycles, during training cycles as needed

The C = checking, evaluation quality cycle aims, on the one hand, at the features of partner cooperation and common implementation of the objectives concerning talent support, on the other hand, at the results achieved by the regulated processes.

At the 1st measuring point, the internal revision has two directions: on the one hand, it looks at whether the aims of the documented agreements and contracts meet the aim of the identified and regulated process, on the other hand, it compares the rate of how much the aims have been achieved in reality.

The 2nd measuring point is subjective in the sense that the motivations of the partner institutions and individuals involved in talent support, furthermore, other organizational and personal plans provide important aspects for how the direction of talent support should be determined. The quality assurance manager follows up the results and enter them in the data base.

The 3rd measuring point refers to the actors of talent support. The measuring and evaluation priorities of partner's satisfaction are determined by the aims of talent support. Here, there are issues concerning talent support in the focus. The aim is to harmonize the talent management activities in the partner institutions. The aim of measuring partner's satisfaction is for the concerned ones to get to know each others' expectations and opportunities, to make them

aware of their role and harmonize their approaches in the value creation process of talent support. Based on the results, development directions get determined in the hope of a permanently improving outcome. The labour market's feedback gives an overall picture about the results of talent support.

In the A = Acting, alteration, development, modification, development quality cycle, the pedagogical, professional and methodological development of talent support as well as the improvement of the cooperation mechanism take place based on feedback.

B. Using expert's opinion

Aim of the process: Increasing the quality of talent identification and talent support by using expert's opinion and and contribution.

Indicator: Number of actions and/or events implemented by the involvement of experts and/or resolved tasks by their help.

Quality cycles of the process		Responsible
P = Planning	According to the experience of the training site	Top leader, workshop head, responsible in-company trainer, head of practical training, vocational trainers, training supervisor
D = Doing, implementation	Actions, events and tasks implemented by the involvement of talent development expert's activities	Talent development expert, workshop head, responsible in-company trainer, head of practical training, vocational trainers, training supervisor
C = Checking, evaluation	**1. m. point** Checking the talent development expert's activities according to the content of the contract	Quality assurance manager
	2. m. point Price – value ratio in the view of the efficiency of the talent development expert's activities	Quality assurance manager, financial manager
	3. m. point Measuring satisfaction among actors affected by the expert's activity	Quality assurance manager
A = Acting, alteration, development	In the view of results and feed-back, taking measures for the improvement and increasing the quality of the talent development expert's activities	Quality assurance manager and top leader

Quality cycles of the process		How?	When?
P = Planning		Cooperation, mutually exchanging information	Before expert's activity
D = Doing, implementation		Implementing talent education by using talent development expert's activity	In the process of expert's activity
C = Checking, evaluation	**1. m. p.**	Analysis	In the process and after expert's activity
	2. m. p.	Financial and efficiency review	After expert's activity
	3. m. p.	Measuring, analysis	
A = Acting, alteration, development		Development, drawing up an action plan, implementing and checking its implementation	Before the next quality cycle

C. Establishing and maintaining contact with the talent development expert and the Talent Centre

Aim of the process: Increasing the quality of talent support by establishing and maintaining partner relationship with talent development expert and the Talent Centre.

Indicators:

– Number of consultations with the talent development expert and/or the Talent Centre,

– Number of using the services of the Talent Centre,

– Number of interventions following consultations and cooperations with the talent development expert and the Talent Centre.

Quality cycles of the process		Responsible
P = Planning	According to the experiences of talent identification and talent support	Workshop head, responsible in-company trainer, head of practical training, training supervisor
D = Doing, implementation	development expert and the Talent Centre, activities in accordance with the agreement	

Quality cycles of the process		Responsible
D = Doing, implementation	development expert and the Talent Centre, activities in accordance with the agreement	
C = Checking, evaluation	**1. m. point** Establishing and maintaining contact	Quality assurance manager
	2. m. point Individual and group developments	Workshop head, responsible in-company trainer, head of practical training, training supervisor
	3. m. point Comparing the content of the talent management programme with the real processes	Quality assurance manager
A = Acting, alteration, development	Drawing up an action plan based on feedback in order to improve the system of talent support	Top leader

Quality cycles of the process	How?	When?
P = Planning	Consultation, workshop	Before the training cycle
D = Doing, implementation	Establishing and maintaining contact coordination, cooperation,	During and after the training cycle
C = Checking, evaluation	**1. m. point** Personal contacts, talks, interviews	Before the training cycle
	2. m. point Personal contact	During the training cycle
	3. m. point Operative work: comparison	In even year: talent identification; in even year: talent support
A = Acting, alteration, development	Development, implementing the action plan and checking it	Before the training cycle

4.2.4. Responsibilities and procedures

Below we are providing a summary on responsibilities according to quality cycles.

Responsibilities in the P (plan)=planning phase[1]:

	DSZK	EV	MBV	KMF	VGYKR	IGYV	FSZF	PKB	GYO	VE
Operating the talent-focused quality assurance framework system										
		X	X	X	X		X	X		
Practical training (main process)										
Practical training in higher level vocational qualification			X				X			
Central training workshop		X		X	X	X				
Company training in the framework of apprentice contract		X			X					
School level (vocational trainers)		X				X			X	
Talent support with internal partners (main process)										
Talent identification at the on-the-job training sites			X			X	X		X	
Talent support at the on-the-job training sites				X	X	X	X		X	
Development of human resources (training managers)				X	X	X	X			
Talent support with external partners (main process)										
Cooperation with partner institutions	X									
Using expert's advice		X		X	X	X	X		X	
Contact keeping with talent developers, Talent Centres				X	X	X	X			

[1] **Legend:** DSZK= South Great Plain VET Round Table, KMF=central training workshop, head of the workshop, VGYKR=apprentice contract with external companies, on-the-job training manager IGYKV= training manager in school-based VET, GYO= on-the-job trainer,

Responsibilities in the D (do) = implementation phase[2]:

	DSZK	EV	MBV	KMF	VGYKR	IGYV	FSZF	PKB	GYO	VE
Operating the talent-focused quality assurance framework system										
				X	X	X	X			
Practical training (main process)										
Practical training in higher level vocational qualification							X		X	
Central training workshop				X					X	
Company training in the frame-					X					
School level (vocational train-						X			X	
Talent support with internal partners (main process)										
Talent identification at the on-the-job training sites				X	X	X	X		X	
Talent support at the on-the-job training sites				X	X	X	X		X	
Development of human resources (training managers)				X	X	X	X			
Talent support with external partners (main process)										
Cooperation with partner institutions	X							X		
Using expert's advice				XX	XX	XX			XX	
Contact keeping with talent developers, Talent Centres				X	X	X	X			

FSZF= instructor in charge of a specific higher level vocational qualification SZKB=training committee at professional partners EV= top leader at any training site MVB= quality assurance manager at any training site GYO= vocational trainers at any training site

[2] XX = and talent development expert

Responsibilities in the C (check) = control phase[3]:

	DSZK	EV	MBV	KMF	VGYKR	IGYV	FSZF	PKB	GYO	VE
Operating the talent-focused quality assurance framework system										
		X	X							
Practical training (main process)										
Practical training in higher level vocational qualification		X	X							X
Central training workshop		X	X							X
Company training in the framework of apprentice contract			X							X
School level (vocational trainers)			X			X				
Talent support with internal partners (main process)										
Talent identification at the on-the-job training sites			X	X	X	X	X			
Talent support at the on-the-job training sites			X	X	X	X	X			
Development of human resources (training managers)			X							
Talent support with external partners (main process)										
Cooperation with partner institutions			X							
Using expert's advice			XX							
Contact keeping with talent developers, Talent Centres			X	X	X	X	X			

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[3] XX = and financial manager

Responsibilities in the A (act) = alteration phase:

	DSZK	EV	MBV	KMF	VGYKR	IGYV	FSZF	PKB	GYO	VE
Operating the talent-focused quality assurance framework system										
		X								
Practical training (main process)										
Practical training in higher level vocational qualification		X								
Central training workshop		X								
Company training in the framework of apprentice contract		X								
School level (vocational trainers)		X								
Talent support with internal partners (main process)										
Talent identification at the on-the-job training sites		X								
Talent support at the on-the-job training sites		X								
Development of human resources (training managers)		X								
Talent support with external partners (main process)										
Cooperation with partner institutions		X								
Using expert's advice		X								
Contact keeping with talent developers, Talent Centres		X								

Procedures that are needed for the implementation of the pilot talent-focused quality assurance framework system within the frameworks of the Round Table are the following: **data collection,**

data analysis and reporting, data processing and intervention, system development and revision. To this end, the training sites build up a database and receive data from the institutions offering vocational theoretical education.

In the course of **data collection**, the training site conduct the following activities and tasks, building on the established data provision channels. It **collects** the actual results originating from its own measurements taken in compliance with the specific measurement points in the talent-focused quality assurance system. The quality assurance manager checks and evaluates the accuracy and validity of data. He records the result of the data analysis and assessment in the data base.

In the course of **data analysis and reporting**, the quality assurance manager prepares the implementation of the interventions concerning the talent-focused quality assurance system. He manages the following activities: processing data and measuring results, analyzing and evaluation of results, making conclusions, outlining tendencies, giving feedback to the management of the training site.

In the course of **data processing and intervention**, the training site ensures that the aims and the related indicators as well as the measurement results underlying the indicators are in harmony. The tasks and activities to be done are the following: analyzing results, planning and implementing interventions.

The **revision** ensures operation that complies with the specific features, requirements and rules determined in the documentation of the talent-focused quality assurance framework system. It contains the following activities: working out a revision plan, conducting an audit and preparing an audit report.

In order to operate the talent-focused quality assurance system as an effective management tool, its **regular improvement** is necessary. During development, alteration options should be examined and the effects of its application should be evaluated. In order for the talent-focused quality assurance framework system to fulfil its role and be sustainable, its documents must be updated and further training for stakeholders must be offered on a regular basis.

5. SUMMARY

The aim of this book is to contribute to social renewal, the better alignment of VET output with the labour market's demands and by so doing, to the overall economic development by disseminating good practices. In the sphere of vocational education and training, this aim will be realized in practice through the improvement of on-the-job training and talent support taking place simultaneously. The **Talent-focused quality assurance framework system** worked out by the South Great Plain VET Round Table and applicable in vocational education and training is in the focus of this publication. The special profile of the framework is that it incorporates talent support into the identified and regulated processes. While sharing its good practices the Round Table urges stakeholders to apply them in their work.

Any training organizations can adapt the framework system according to their organizational profile and actual tasks. It can be adapted and applied by training sites within higher educational vocational training courses, central training workshops, on-the-job trainers at companies in the framework of apprentice contract as well as leaders responsible for practical training at schools. The framework system combines practical training with talent support, meanwhile, by operating a quality assurance system, it improves the outcome of practical training. The anticipated gain of applying it is that the functional mechanisms of practical training will considerably develop and the standards of talent management will increase.

The content of this publication reflects the creativity and innovation of the Centre for Vocational, Further Training and Distance Learning of the Juhász Gyula Faculty of Education of the University of Szeged. It applies the PDCA approach in its organizational culture and activities, which leads to constant change and improvement. In presenting its good practices, constant change can be observed since the institute works out the methods and procedures to meet new challenges based on its formerly well tested good practices. In a normal situation, the framework of the Centre's work is formed by the actual education policies and social orientation. That is quality and talent management, which areas are markedly prevalent in the Vocational Education and Training Development Strategy as well as the National Talent Programme. The Centre has achieved remarkable results in both areas so far.

The South Great Plain VET Round Table set up by the Centre has systematically integrated both areas, based on a holistic approach and on the simple fact that they prevail in all segments of the Centre's everyday operation. The advantage of such a system is that it equally promotes the improvement of practical training and focused talent support under one managing apparatus and documentation. It incorporates the processes of talent identification and management into the well defined and regulated processes of practical training. It does so in the firm belief that in the process of the practical training the talent promises can be identified well, and the talent of pupils or gifted children having excellent traits and endowments can be developed in the same processes.

The constant development of practical training and talent support taking place simultaneously is guaranteed by the regulated procedures of alteration. In order to achieve a better outcome, the Round Table treats, interprets and manages practical training and the parallel talent support in their complexity, taking the various factors influencing practical training into consideration. It aims at balanced development, which it achieves by the synergy of all effects.

In the chapter of "Talent and quality", we presented the good practices of the Centre for Vocational, Further Training and Distance

Learning of the Juhász Gyula Teacher Training Faculty of the University of Szeged and the South Great Plain VET Round Table, placing them within the national framework. We gave an overview on the aims and main features of the **National Talent Programme** and the **Vocational Education and Training Development Strategy**. The importance of disseminating, sharing and learning about good practices becomes obvious in this framework. The need and opportunity to learn from each other becomes even more valuable, considering that there are no ready-made responses to the challenges of the 21st century. We are constantly searching for those ways and modes with which we can react to the permanently changing environment.

We looked at the current paradigms concerning **talent** by the help of the recently published "Glossary for Talent Centres". We grounded the **quality** concepts on professional literature. Already in the first chapter, we provided an overview on the organizational structure concerning talent support and the South Great Plain Pedagogical Modernization Foundation working as a registered **Talent Centre**. The Foundation has excellent references, which shows that it has proved its ability and preparedness to deliver the tasks of talent support. We also gave a comprehensive picture on the talent management activities and cooperating partners of the Centre for Vocational, Further Training and Distance Learning of the Juhász Gyula Faculty of Education of the University of Szeged. The Centre helps the achievement of the aims of the Talent Centre with its European training culture, a pool of theoretical and practical knowledge as well as its considerable experience in vocational education and training provision.

Parallel to the operation of the Talent Centre, readers could gain an overview about the work of the Centre's **Quality Development Group**. Here, it crystallized for the readers that the main topic, the **Talent-focused quality assurance framework system**, described in the last chapter could be developed upon uniting the expert's knowledge and the cooperation of the Talent Centre and Quality Development Group, coordinated by the South Great Plain VET Round Table.

In the chapter titled "Good practices in the development of VET", the Centre leaves its own organizational framework and "institutionalizes" the potentials of VET stakeholders. It founded the South Great Plain VET Round Table. In this function, it has united, first quite loosely then more tightly, the VET stakeholders – maintainers, educational institutions, training sites, industrial chambers, representatives of the labour market and other actors. In this chapter, we published three good practices of the Round Table: the mission and operation of the Round Table and the South Plain Vocational Education and Training Association, emerging from the former one, as well as the programme development practice of the Round Table as an integrating factor. The sub-chapter on "Complex talent development programme" showed how the partners' various ideas on talent management can be integrated into one programme. With this, we provided a possible model for talent support implemented in a partner cooperation.

We did this in a way that we worked out and shared the scenario and guideline with the help of which actors in VET could develop a common programme for promoting talent identification and talent support. This way the development does not get localized on a particular subfield, but it permeates a series of concerted processes leading to invaluable outcomes. The use of word 'complex' in the title also reflects this. With lesser or greater benefit, our guideline can be used by the various VET stakeholders – maintainers, educational institutions, training sites, industrial chambers, representatives of the labour market and other actors.

In the chapter on "Talent-focused quality assurance framework system in vocational training", we presented the quality assurance system targeted at the practical training as a good practice managed by the Centre. Then we provided more details on the specific features, identified and regulated processes of the "Talent-focused quality assurance framework system" as well as the procedures that make it work. Our vision that the Round Table would unify the matters of talent and quality became a reality in practice at this point, since it deployed and continues to do so the quality principles, methods

and procedures in the service of talent support. It is our sincere hope that owing to the synergic effects, the outcomes will be better, the quality of practical training will increase, consequently, the social exploitation of talent will further enhance.

Summing up, there are six good practices by two closely linked organizations in this education book. The presented good practices of the Centre for Vocational, Further Training and Distance Learning of the Juhász Gyula Faculty of Education of the University of Szeged are the following: **Cooperation with the Talent Centre, The activities of the quality development group and the quality assurance system of practical training**. The good practices of the South Great Plain VET Round Table included in this book are the following: The operation of the **Round Table and the South Great Plain VET Association** growing out of the former organization as the institutional framework of cooperation, the **Guidance for drawing up a complex talent development programme and the Talent-focused quality assurance framework system**.

By presenting the previously detailed good practices, the Centre and the Round Table has contributed to the implementation of the programme "Establishing a Vocational and Adult Education Knowledge Base and Consulting Centre in the Southern Great Plain Region" (SROP-2.2.4-11/1) as well as to learning about and disseminating good practices and to the exchange of experiences having gained in adult and vocational training among professionals in Hungary and other EU Member States.

Photo 3: Programme Director of the SZTE JGYPK SZTTK Károly Tóth is delivering a lecture on the issues of in-company vocational training, Seat of the MTA SZAB, Hungarian Science Festival, Szeged, 21 November 2011

Photo 4: Group Work. Students of Youth Work at the SZTE JGYPK SZTTK in the academic year of 2007/2008
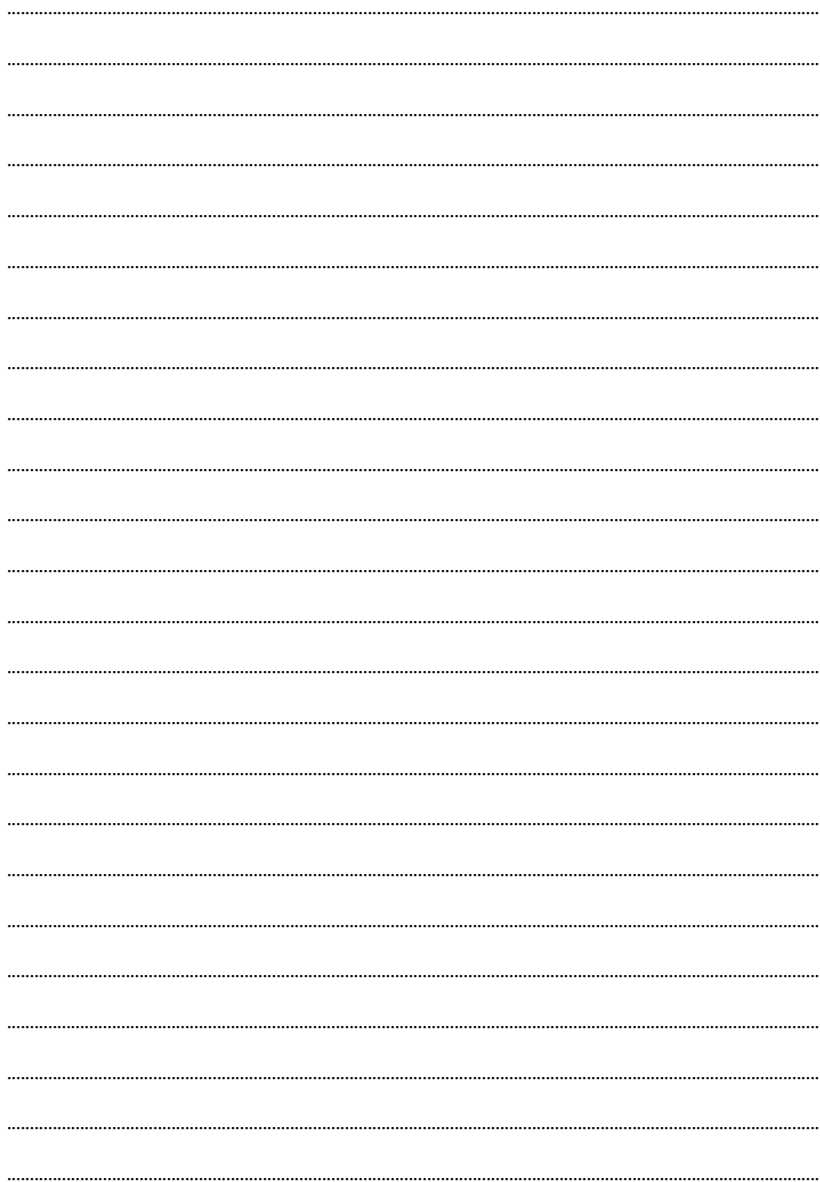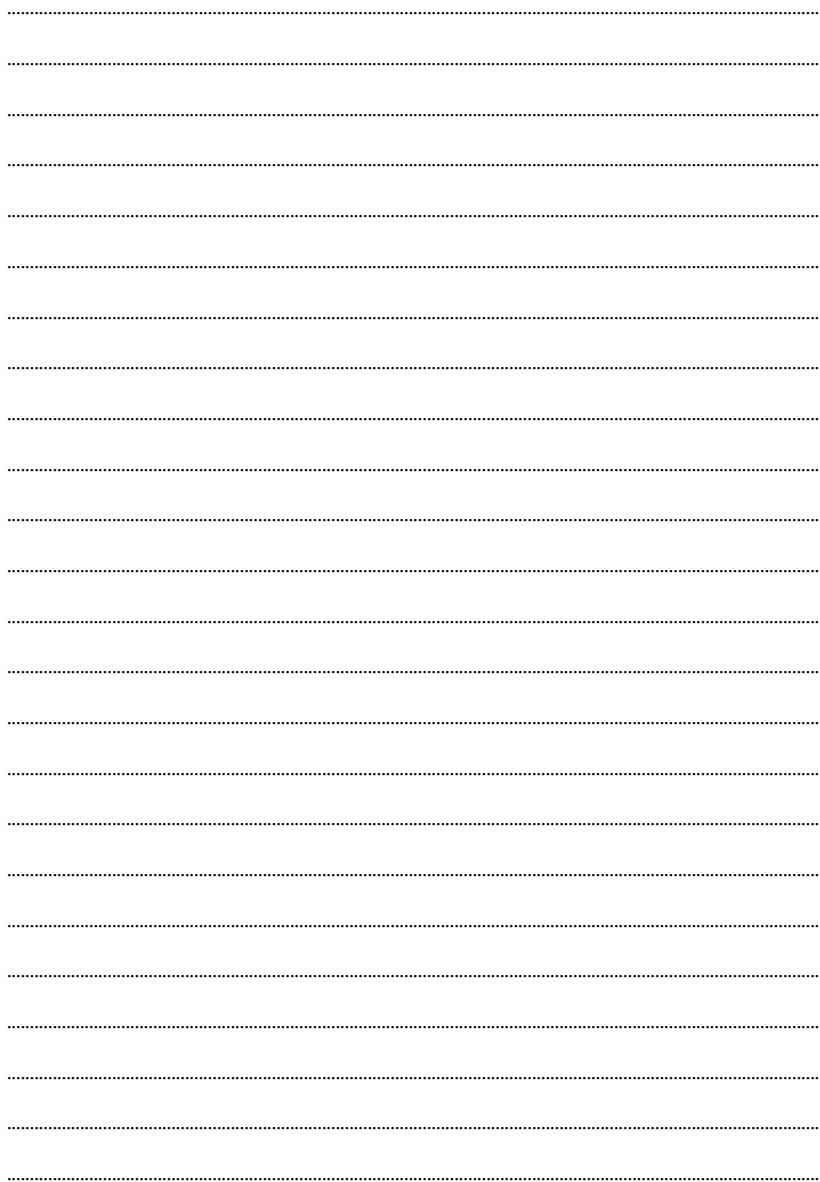
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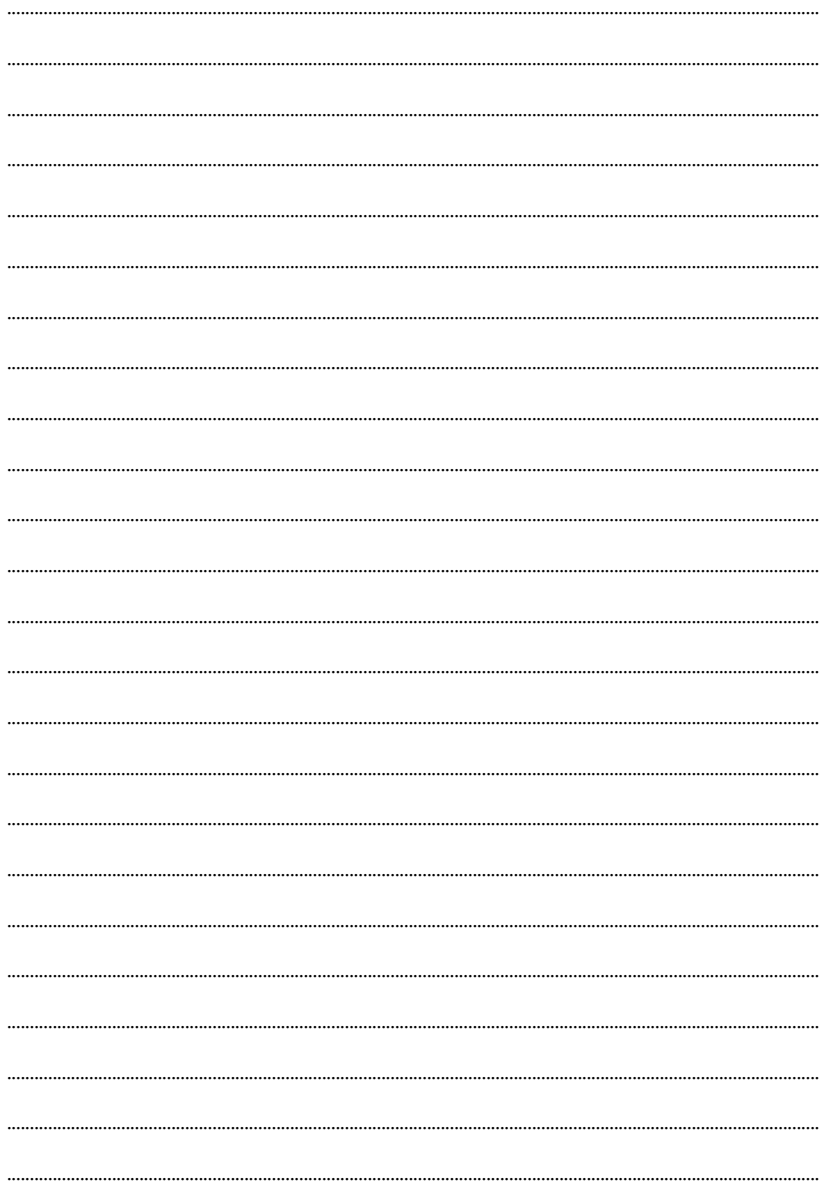
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