



ŠOLSKI CENTER VELENJE

**mavrica znanja** od 1958

*Šolski center  
Velenje*







ŠOLSKI CENTER VELENJE  
*mavrica znanja* od 1958



ŠOLA ZA STROJNIŠTVO,  
GEOTEHNIKO  
IN OKOLJE

*Šola za strojništvo,  
geotehniko in  
okolje*



# PEER REVIEW IN SCHOOL CENTER VELENJE

10. - 11. 4. 2018

Bled, 4, 12. 2019

JADRANKA URANJEK

MAG. ALBIN VRABIČ

# INTRODUCTION

*School Centre Velenje merges three vocational secondary schools, gymnasium and higher vocational school.*

*Each part of the Centre implements self-evaluation process on a yearly bases and plans its improvements on quality/quality assurance processes.*

*The international Peer Review Activity was focused on two schools: School of mining and environmental protection and School of Mechanical Engineering. The main reason for this kind of evaluation was aggregation of both schools in September 2018.*

*Both schools was following National Framework for Quality Assurance in VET which respects EQAVET and EQAVET + recommendations.*



# AIMS AND PURPOSE OF THE PEER REVIEW

The main aim of PRA were as follows:

- To get the external view on quality assurance at both schools
- With suggestions of external peer evaluators, to improve quality of quality areas selected for the evaluation
- To detect areas of education and work where schools still have reserves for improvement

# QUALITY AREAS

## 1. Teaching and learning

Criterion 1: Learning environments,

Criterion 2: Information to students

## 2. Assessment and Certification (connection with Management of WBL)

Criterion 1: Assessment and Certification concept

Criterion 2: Final Assessment of learning outcomes

# TEACHING AND LEARNING

When making curriculums teachers consider the national catalogues for different subjects. Teachers of theoretical and practical subjects write curriculums for certain modules together. The curriculums include goals, topics - contents, methods and criteria of knowledge assessment.

Students in mining programmes attend practical training in Velenje Coalmine  
Students in environmental protection programmes have practical training in labs in Business-to-business Training Centre.

Teachers of mechanical engineering and car-mechatronics plan and carry out practical training in modern workshops.

# ASSESSMENT AND CERTIFICATION (connection with Management of WBL)

## Final exam:

- Vocational matura of STT and VTT students (four exams)
- final exam for SVT students (two exams)



# SELF-EVALUATION/SELF-ASSESSMENT (optional)

Teaching and learning are evaluated by means of online questionnaires within EPoS.

# PEER TEAM

Aleksander Vrščaj and

Vesna Badjuk Kunaver (School Center Novo mesto)

Miloš Frelih (School Center Kranj)

Christoph Kimbacher (Austria)

Tuesday, April 10th 2018

Location	Šolski center Velenje, Trg mladosti 3, 3320 Velenje (School Centre Velenje)	
Time & Activity	a) The group of interviewees b) Peer Tandem/Peer Group c) QA for assessment d) Place	
8.30 – 8.50 Initial meeting with School Leadership	a) School leadership (director, principals) b) TP1, TP2 c) / d) Directors Office	
8.50 – 9.35 Interviews with students	a) 6 students b) TP1 c) QA1 d) Room: Soba kolegija	a) 6 students b) TP2 c) QA2 d) Room: Pika na i
9.35 – 10.30 Analysis of interviews with students (with coffee break)	a) / b) TP1, TP2 c) QA1, QA2 d) Room: Pisarna za kakovost	
10.30 – 11.00 Interviews with teachers	a) 4 teachers b) TP1 c) QA1 d) Room: Soba kolegija	a) 4 teachers b) TP2 c) QA2 d) Room: Pika na i
11.00 – 11.30 Analysis of interviews with teachers	a) / b) TP1, TP2 c) QA1, QA2 d) Room: Pisarna za kakovost	
11.30 – 12.00 Interviews with graduates	a) 4 graduates b) TP1,TP2 c) QA1,QA2 d) Room: Pika na i	
12.00 – 12.20 Analysis of interviews with graduates	a) / b) TP1, TP2 c) QA1, QA2 d) Room: Pisarna za kakovost	
12.20 – 13.05	Lunch Break	
13.05 – 13.45 Guided tour through school	e) Representative of leadership, PRA Coordinator, Peers, Observers f) TP1,TP2 g) QA1,QA2 h) Premises of School Centre	
13.45 – 14.15 Interviews with Quality Team members	a) 4 Quality team members b) TP1,TP2 c) QA1,QA2 d) Room Pika na i	
14.15 – 14.45 Analysis of interviews with Quality team members	a) / b) TP1,TP2 c) QA1,QA2 d) Room: Pisarna za kakovost	
14.45 – 15.15 Interviews with representatives of Economy (Enterprises)	a) 4 representatives from Enterprises b) TP1,TP2 c) QA1,QA2 d) Room Pika na i	
15.15 – 16.00 Analyses of interviews with representatives of economy	a) / b) TP1,TP2 c) QA1,QA2 d) Room: Pisarna za kakovost	

Wednesday, April 11th 2018

Time	<ul style="list-style-type: none"> <li>a) The group of interviewees</li> <li>b) Peer Tandem/Peer Group</li> <li>c) QA for assessment</li> <li>d) Place</li> </ul>
8.30 – 9.10 Interviews with School Leadership	<ul style="list-style-type: none"> <li>a) Leadership representatives</li> <li>b) TP1,TP2</li> <li>c) QA1,QA2</li> <li>d) Room: Soba kolegija</li> </ul>
9.10 – 9.50 Analyses of interviews with leadership representatives	<ul style="list-style-type: none"> <li>a) /</li> <li>b) TP1,TP2</li> <li>c) QA1,QA2</li> <li>d) Room: Pisarna za kakovost</li> </ul>
10.00 – 13.00 Guided tour through InterEntrepreneurial Education Centre – including lunch break	Leadership representative, PRA Coordinator, Peers, Observers
13.00 – 14.15 Reflection of PRA and preparation of first oral feedback	<ul style="list-style-type: none"> <li>a) /</li> <li>b) TP1,TP2</li> <li>c) QA1, QA2</li> <li>d) Room: Sejna soba MIC 3</li> </ul>
14.15 – 15.00 Final meeting First oral feedback to VET provider	<ul style="list-style-type: none"> <li>a) Invited participants</li> <li>b) TP1, TP2</li> <li>c) QA1,QA2</li> <li>d) Room: Sejna soba MIC 3</li> </ul>



# RESULT OF ASSESSMENT OF QUALITY AREAS

## Quality Area 1: Learning and teaching

## Criterion 1: Learning environments

### Advantages

- The atmosphere at the school is excellent, there is a sense of mutual support and respect.
- Problems are resolved through good communication.
- The support system for the disadvantaged students is very efficient.
- Safety at work is very well taken care of, the students are familiar with occupational safety.
- The school provides well in adapting the learning environment to special needs students.
- The equipment at the school laboratories, the training centre and the Velenje Coal Mine is modern and good.
- Work-based training in the coal mine takes place in a real working environment.

## Opportunities for improvement

- We find no systematic support for the gifted and above average students at the school.
- The students would like more practice and professional content.
- The teachers would like more professional training.
- The laboratories in the programme Environmental Protection are well-equipped, but underutilised.
- In foreign language the share of general and professional contents could be more balanced.

## Criterion 2: Information for students

### Advantages:

- Very good awareness of the students about the educational programmes and enrolment.
- Very good awareness of the students about the vocational matura and final examinations.
- Good awareness of the students on further education possibilities and employment options.
- Satisfaction of the students with the school website.

## Opportunities for improvement:

- Upon the merge, the schools should examine the vision, mission and values of the school and at this unique opportunity pay more attention to acquaint the students, teachers and other stakeholders with them.
- Informing students about substitute lessons via text messages.
- More substitute lessons with professional subjects.
- Focus more on encouraging students to enrol in the programme Environmental Protection, rather than the general secondary school.



## Quality Area 2: Assessment and certification

### Criterion 1: Concept of assessment and certification (completion)

#### Advantages

- Assessment criteria are clear and well presented to the students.
- Ongoing knowledge examination is good and regular.
- The school prepares the students well for vocational matura, which takes place outside the school during project weeks.
- The school prepares the students well for retakes and the students have the possibility of additional learning aid.

## Opportunities for improvement

- In work-based training assessment it would be sensible to offer more descriptive feedback to the students instead of merely “passed” or “failed”.
- The permissible percentage of absenteeism in work-based training is not uniform at the schools.

## Criterion 2: Final assessment and learning outcomes

### Advantages

The school has exceptionally good and quality preparations for vocational matura (e.g. Project Week).

The businesses participate well in topics for the 4th examination unit of the vocational matura, as well as in assessments of final examinations.

The school carefully examines knowledge for vocational matura and offers thorough feedback to the students on their readiness.

## Opportunities for improvement

- We advise that students receive more descriptive information on their performance at vocational matura.
- The school should follow the scores at vocational matura more systematically and plan for measures for improvements if necessary.



<https://www.eqavet-nrp-slo.si/novice/na-voljo-je-nov-video-o-kolegialni-presoji/>