

The European Quality Assurance Reference (EQAVET) Framework

Dana STROIE
Nicosia, 24-26 October 2016

Outline

1. EU Collaboration in Developing Quality Assurance in Vet:

- Milestones of EU cooperation in developing QA in VET
- EQAVET Recommendation (2009)
- EU Recommendations to MS

2. EU Support for EQAVET Implementation:

- EQAVET Working Programme
- EQAVET Indicators with examples from MS

3. EQAVET Online Tools:

- for system level
- for providers level
- for WBL

4. EQAVET Publications



1. EU Collaboration in Developing Quality Assurance in VET

Quality assurance in VET – milestones (1)

- **Copenhagen Declaration** – November 2002 – calls for enhanced cooperation in VET quality assurance
- **Establishment of a Common Quality Assurance Framework for VET (CQAF)** – 2003 – common principles, guidelines and tools
- **Recommendation of the European Parliament and Council on the establishment of CQAF**– May 2004
- **Helsinki Communiqué** – December 2006 - strengthening cooperation on quality improvement

Quality assurance in VET – milestones(2)

- **EQF recommendation** – April 2008 - common principles for quality assurance in higher education and VET
- **Development of a European Quality Assurance Reference Framework for Vocational Education and Training (EQARF) - 2008** - a reference instrument to help Member States to promote and monitor continuous improvement of their VET systems based on common European references, which builds on and further develops the CQAF
- **Recommendation of the European Parliament and Council on the establishment of EQARF for VET – 18 June 2009**

The European Quality Assurance Reference Framework

A **reference instrument** to help Member States to promote and monitor continuous improvement of their Vocational Education and Training (VET) systems, based on European common references.

The Framework should contribute to:

- **quality improvement in VET;**
- **building mutual trust in national VET systems;**
- **promote a borderless European lifelong learning area.**

The European **Quality Assurance** Reference Framework

- **Fully respects the competence of Member States.**
- **Forms part of a series of measures designed to support continuous improvement in the quality and governance of VET systems:**
 - **EQF**
 - **ECVET**
 - **principles of validation of non-formal and informal learning .**
- **Voluntary system to be used by public authorities and bodies charged with quality assurance and improvement in VET.**

The European **Quality** Assurance Reference Framework

- A quality assurance **cycle**, including planning, implementation, evaluation and review of VET
- A set of common quality **criteria** and indicative **descriptors**
- A set of **indicators**
 - » that fully respects the competence of Member States
 - » Complementary to EQF, ECVET and principles of validation of non-formal and informal learning

EQAVET model, deepening a culture of QA

THE QUALITY CYCLE

of the European Quality Assurance Reference
Framework for Vocational Education and Training

1. Purpose and Plan

Set up clear, appropriate and measurable goals and objectives in terms of policies, procedures, tasks and human resources.

2. Implementation

Establish procedures to ensure the achievement of goals and objectives (e.g. development of partnerships, involvement of stakeholders, allocation of resources, and organisational or operational procedures).



4. Review

Develop procedures in order to achieve the targeted outcomes and/or new objectives after processing feedback, key stakeholders conduct discussion and analysis in order to devise procedures for change.

3. Assessment and Evaluation

Design mechanisms for the evaluation of achievements and outcomes by collecting and processing data in order to make informed assessment.

Recommendations to Member States (MS)

- **Use and further develop EQARF** quality criteria, indicative descriptors and reference indicators
- **Devise (no later than 18 June 2011) an approach aimed at improving quality assurance systems at national level**, involving the social partners, regional and local authorities, and all other relevant stakeholders

Recommendations to MS

- **Participate actively in the EQARF network** as a basis for further development of common principles, reference criteria and indicators, guidelines and tools for quality improvement in VET
- **Undertake a review of the implementation process every four years**, on the basis of reference criteria to be defined under the framework network in cooperation with the Commission and the Member States

Recommendation to MS

- **Designate a Quality Assurance National Reference Point (QANRPs)**, bringing together existing relevant bodies and involving the social partners and all stakeholders in order to ensure the follow-up of initiatives.
- **The QANRPs should:**
 - keep a wide range of stakeholders informed about the activities of the EQARF network
 - provide active support for the implementation of the work programme of the EQARF network
 - take concrete initiatives to promote further development of the framework in the national context,
 - support self-evaluation to assure the measurement of success and the identification of areas for improvement
 - ensure that information is disseminated to stakeholders effectively

2. EU Support for EQAVET Implementation

**Culture of QA
of VET**

**Mutual learning
and
consensus building**

**Common principles,
reference criteria
and
instruments**

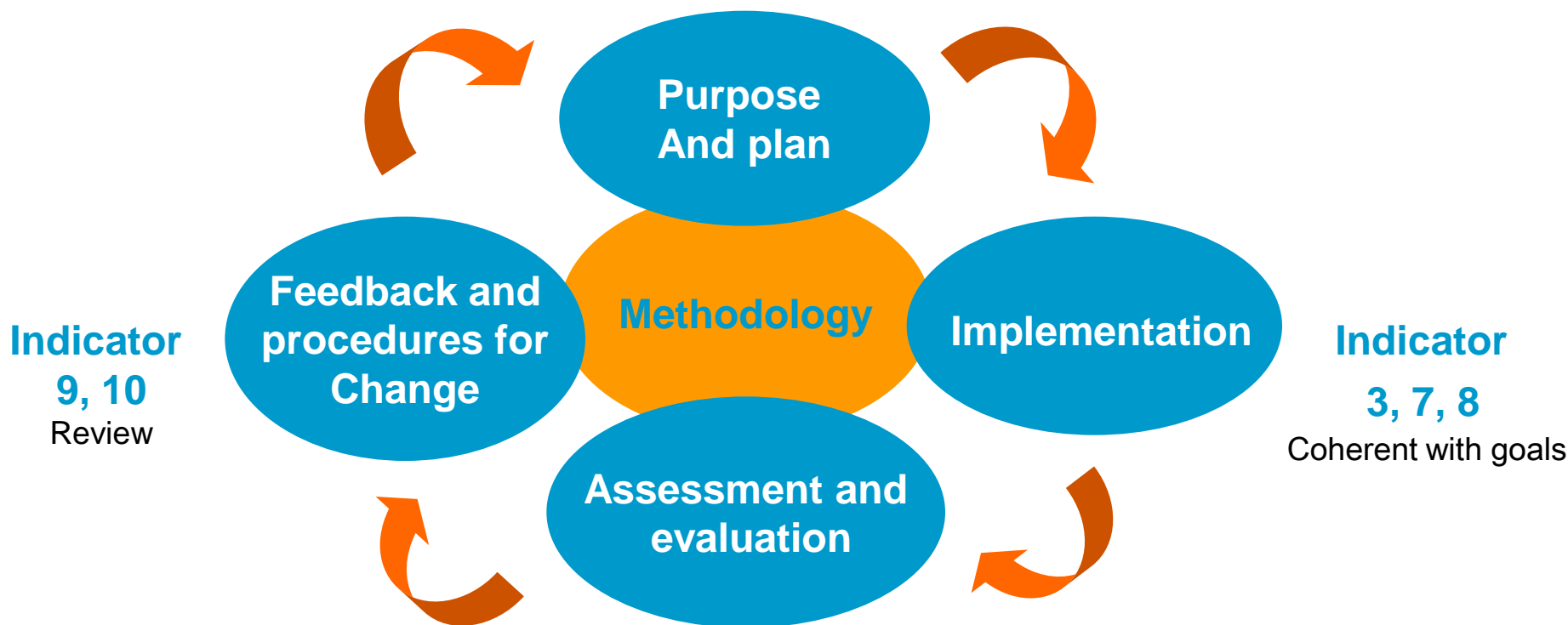
**Tools to support QA
at national,
regional levels**

Objectives of the Work Programme



EQARF: the Quality Cycle and Indicators

Indicator 1, 2 Define goals and objectives



Indicator 4, 5, 6 Collection and processing data; discuss results

Set of quality indicators

Phase 1: Planning

Indicator No 1:

- **Relevance of quality assurance systems for VET providers:**
 - share of VET providers applying internal quality assurance systems defined by law/at own initiative
 - share of accredited VET providers

<http://www.eqavet.eu/gns/what-we-do/peer-learning-activities/pla-budapest-2013.aspx> **FRANCE** example

QALEP Project

Supported by the european programme for “lifelong learning” (Leonardo)

EUROPEAN PARTNERS

Austria : ARQA-VET Austrian reference point for Quality assurance in VET

Hungary : Corvinus University of Budapest, Observatory for Educational development

Rumania: The national centre for technical and vocational development

GENERAL OBJECTIVE

Develop a culture of self- assessment in IVET schools

Taking into account :

- ❖ *the existing national framework – school action plan, contract of objectives*
- ❖ *the European EQAVET recommendation*



<http://www.eqavet.eu/gns/what-we-do/peer-learning-activities/pla-budapest-2013.aspx> **FRANCE** example

QALEP Project

MAIN DELIVERABLES

A self- assessment guide for IVET school + A training plan for management staff

KEY STAGES OF THE PROJECT

- Drafting of a methodological guide for self-assessment
- Test the self-assessment guide in 10 IVET schools located in 3 regional/academic education authorities
- Design of a training plan for management staff in how to use the self-assessment guide

INTENDED USERS OF THE GUIDE

Heads of the schools and educational teams



<http://www.eqavet.eu/gns/what-we-do/peer-learning-activities/pla-budapest-2013.aspx> FRANCE example

The methodological guide for self-assessment

The methodological guide defines 4 main entries including 28 theme sheets :

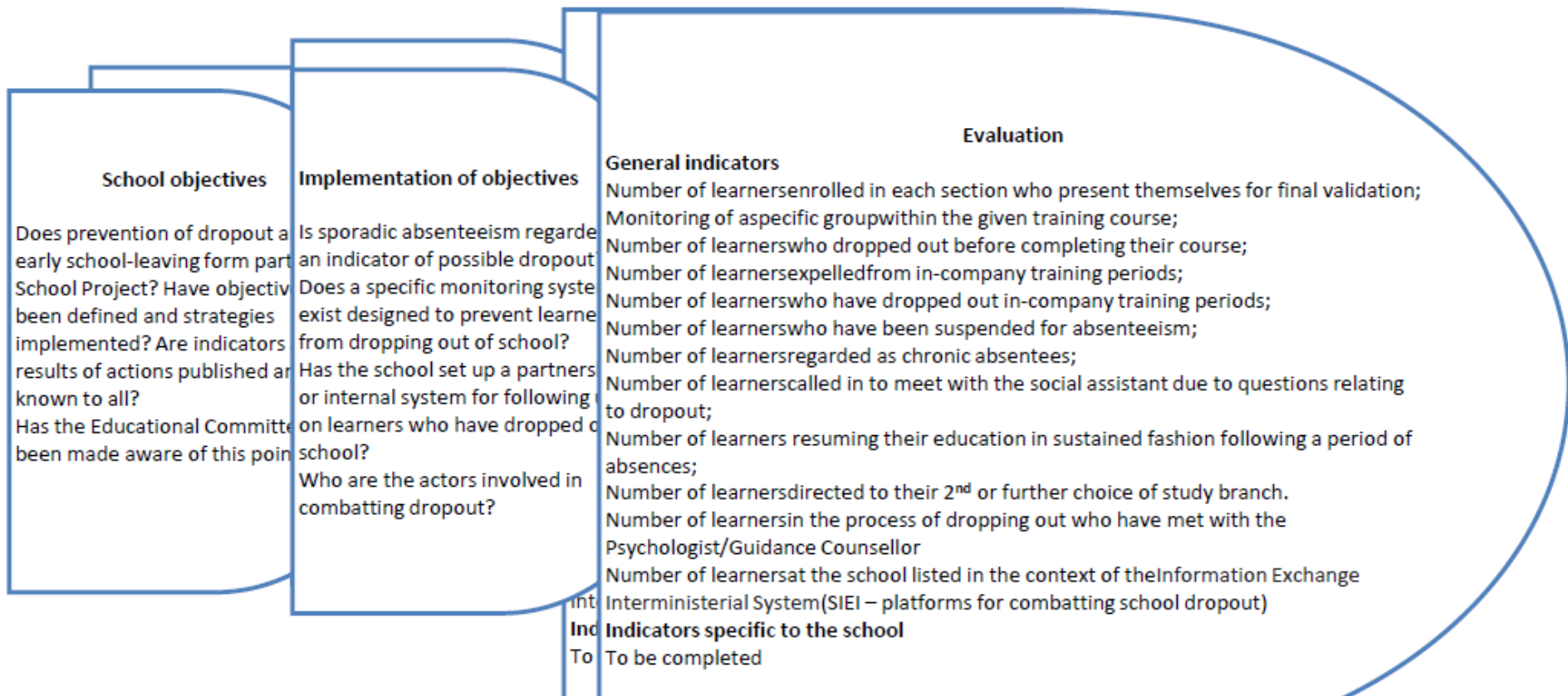
- Learners in the school,
- Learners outside the the school,
- School – workplace and regional authority relations,
- Quality of the governance

<http://www.eqavet.eu/gns/what-we-do/peer-learning-activities/pla-budapest-2013.aspx> **FRENCH** example

Example : Sheet 5 – Prevention of dropout

References:

Instruction no.09-060 JS du 22-4-2009 Prevention of school dropout and support for young people leaving the school system unqualified
Circular no. 2011-028 of 9-2-2011 Organisation and implementation of Articles L. 313-7 and L. 313-8 of the French Education Code



Shared and substantiated diagnosis

Forces :

Weaknesses :

Areas for improvement

Objectives :

Actions proposed and deadlines:

Set of quality indicators

Phase 1: Planning

Indicator No 2:

- **Investment in training of teachers and trainers:**
 - share of teachers and trainers participating in further training
 - amount of funds invested

HELLENIC MINISTRY OF CULTURE, EDUCATION & RELIGIOUS AFFAIRS



41 Ethnikis Antistaseos Avenue, 14234 Nea Ionia, Greece
www.eoppep.gr



Quality Assurance in the Certification System for Trainers of Adults in Greece

Dr Ioanna Dede

Head of Division for the Certification of Qualifications – EOPPEP

Peer Learning Activity on EQAVET indicator 2: Investment in training of teachers and trainers

11 May 2015



Legal Framework

Ministerial Decree (ΓΠ/20082/2012) on
«Certification System for the Competence of Adult
Trainers of non formal education»
(Official Government Gazette B' 2844/23.10.2012)

The Ministerial Decree defines the Certification System,
in terms of five steps for the validation of NFIL:

identification, documentation, assessment, validation, certification

1. Eligibility criteria for the certification of Adult Trainers competence
2. e- application of candidates with documentation
3. Certification exams (theoretical & practical part)
4. Certification of Adult Trainers
5. Compiling of the qualifications of the Certified Adult Trainers in an e-platform (e – portfolio)

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ΕΦΗΜΕΡΙΣ ΤΗΣ ΚΥΒΕΡΝΗΣΕΩΣ
ΤΗΣ ΕΛΛΗΝΙΚΗΣ ΔΗΜΟΚΡΑΤΙΑΣ

ΤΕΥΧΟΣ ΔΕΥΤΕΡΟ Αρ. Φύλλου 2844
23 Οκτωβρίου 2012

ΑΦΟΡΑΣΕΙΣ

1. Απόφαση Εκπαιδευτικής Επιτροπής Εκπαιδευτικών της Μη Τυπικής Εκπαίδευσης.

2. Ο ΥΠΟΥΡΓΟΣ ΔΙΑΣΤΑΣΕΩΣ ΚΑΙ ΘΡΗΣΚΕΥΜΑΤΩΝ, ΝΟΤΙΣΜΟΥ ΚΑΙ ΑΘΛΗΤΙΣΜΟΥ

3. Άρθρο 15 του Ν. 3896/2011 (ΦΕΚ 198 και 199), το άρθρο 19 του Ν. 3879/2010, 18723/4/18.12.2010 (ΦΕΚ 452/9/ΔΔ) απόφαση του Παιδείας, Δια Βίου Μάθησης και Νεανική προστασία του Διαθετικού Σχολικού Οργανισμού Παιδαγωγικής Προσόντων και απόφαση του Παιδείας, Δια Βίου Μάθησης και Νεανική προστασία στο εδαφικό και στο.

4. 15893/ Η2010 (ΦΕΚ 1966/8) απόφαση του Υπουργού Παιδείας, Δια Βίου Μάθησης και Θρησκευμάτων «Πρόσβαση εκπαιδευτικών εκπαιδευτικού προσωπικού Παιδαγωγικής Προσόντων

5. 18938/4/20.10.2011 (ΦΕΚ 2316/8) κοινή απόφαση των Υπουργών Παιδείας, Δια Βίου Μάθησης και Θρησκευμάτων «Συγκρότηση διασπασμένων Προσόντων Ιδιωτικού Δικαίου ο Παιδαγωγικής Δομικών Δια Βίου Μάθησης

6. 15893/ Η2010 (ΦΕΚ 1966/8) απόφαση του Υπουργού Παιδείας, Δια Βίου Μάθησης και Θρησκευμάτων

7. Της διατάξεις του Π.Δ. 67/987 (ΦΕΚ 61/Α) «Εθνικό Κέντρο Παιδαγωγικής Δομικών Συμβολώντων Επαγγελματικής Κατάρτισης και Συνθετικών Υποστηρικτικών Υπηρεσιών» όπως τροποποιήθηκε και ισχύει.

8. Την αριθ. 11073/219.2196 (ΦΕΚ 1703/8) κοινή απόφαση των Υπουργών Οικονομίας και Οικονομικών - Αποπληθύνσεως και Κοινωνικής Προστασίας «Τροποποίηση της αριθ. 11072/2008 (ΦΕΚ 1003/8) κοινής υπουργικής απόφασης των Υπουργών Οικονομίας και Οικονομικών και Αποπληθύνσεως και Κοινωνικής Προστασίας περί Συστήματος Παιδαγωγικής Εκπαιδευτικών Εγγλέων.

9. Την αριθ. 36952/275/2008 (ΦΕΚ 366/8) κοινή απόφαση των Υπουργών Εσωτερικών, Οικονομίας και Οικονομικών και Αποπληθύνσεως και Κοινωνικής Προστασίας «Τροποποίηση της αριθ. 10790/163.2101 (ΦΕΚ 99/8/21.3.2008) κοινής υπουργικής απόφασης των Υπουργών Εσωτερικών, Οικονομίας και Οικονομικών και Αποπληθύνσεως και Κοινωνικής Προστασίας με σκοπό την αναδιάρθρωση της Ειδικής Υπηρεσίας Συντονισμού και Παρακολούθησης Δράσεων Ευρωπαϊκού Κοινωνικού Ταμείου, σύμφωνα με το άρθρο 5 του ν. 3614/2007.

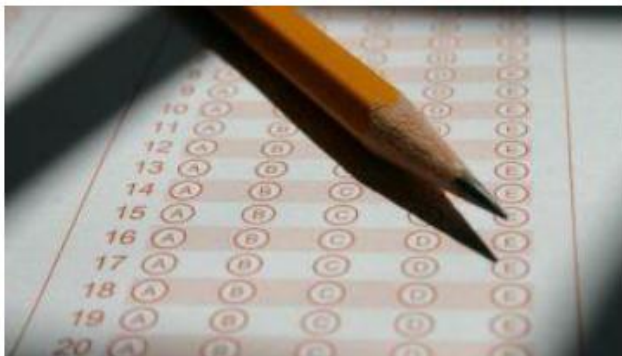
10. Την αριθ. 15186/ακ. 3968 (ΦΕΚ 916/8) κοινή απόφαση των Υπουργών Οικονομίας, Ανταγωνιστικότητας και Κοινωνικής Προστασίας του Δια Βίου Μάθησης και Θρησκευμάτων



Certification: Step 3 Assessment

Theoretical Part of certification exams:

- Data Bank of examination topics (in the field of training for adults).
- Duration: 1 hour.
- Candidates fill in the examination booklet (all candidate personal particulars are shield for reasons of transparency).
- Booklets are collected by the supervisor, are sealed and then delivered to EOPPEP for grading by specially trained evaluators.





Certification: Step 3 Assessment

Key Part of exams:

Presentation of a 20' simulation training

5' interview

20' simulation training is assessed by two specially trained assessors commissioned by EOPPEP



Set of quality indicators

Phase 2: Implementation

Indicator No 3

- **Participation rate in VET programmes** (Number of participants in VET programmes, according to the type of programme and the individual criteria)

Indicator No 7:

- **Unemployment rate according to individual criteria** (e.g. gender, age, early school leavers, highest educational achievement, migrants, persons with disabilities, length of unemployment)

Set of quality indicators

Phase 2: Implementation

Indicator No 8

- **Prevalence of vulnerable groups:**
 - percentage of participants in VET classified as disadvantaged groups (in a defined region or catchment area) according to age and gender
 - success rate of disadvantaged groups according to age and gender

Set of quality indicators

Phase 3: Assessment and evaluation

Indicator 4:

- **Completion rate in VET programmes**

(Number of persons having successfully completed/abandoned VET programmes, according to the type of programme and the individual criteria)

Indicator No 6:

- **Utilisation of acquired skills at the workplace**

- information on occupation obtained by individuals after completion of training, according to type of training and individual criteria
- satisfaction rate of individuals and employers with acquired skills/competences

people:skills:jobs:



Further Education Student Destinations & Impact of Learning Research

Thomas Coyle (NISRA)



people:skills:jobs:



Background:

- Substantial data availability governing student enrolments
- Recent development of retention/achievement/success statistics
- Much less is known about outcomes/outputs
- Where do leavers from FE courses end up?
- What is added economic/non-economic value/impact of FE learning?
- Key Trends?

Key Questions

- What was reason for enrolling on course?
- Economic activity prior to course?
- Level of study & mode of attendance of course?
- Focus on those completing/achieving?
- Time period after leaving course?

Economic Benefits of FE Learning:

- Did Individual progress into employment?
- Did individual achieve better job/promotion?
- Has salary changed as result of FE learning?
- Does subject area of employment map with that of FE course?
- Progression to further study (what level and what subject area?), gaining required qualifications?

people:skills:jobs:



Non-Economic Benefits

- Practical Skills?
- Gain Confidence/Self Esteem?
- Improve Quality of Life?
- Help Children with Homework?
- Want to undertake further learning at a higher level?
- Health/Social Benefits?

Qualitative/Quantitative Research

- Pilot Study underway (should be completed Jan 2014)
- Stratified Sample – college, age, gender, subject, mode & level of study
- Full telephone survey expected to commence April/May 2014 (6 weeks for approx 3,000 sample size)
- Research report and dataset expected to be available summer 2014
- Can merge with original enrolment dataset

Set of quality indicators

Phase 3: Assessment and evaluation

Indicator No 5:

- **Placement rate in VET programmes**
 - destination of VET learners at a designated point in time after completion of training, according to the type of programme and the individual criteria
 - share of employed learners at a designated point in time after completion of training, according to the type of programme and the individual criteria

http://www.eqavet.eu/gns/what-we-do/peer-learning-activities/PLA_2016_Cardiff.aspx -WALES example



Careers Wales Use of Client Destination Data

Powerpoint-corporate-cover.jpg

Sacna Davies



Destinations Survey

- The “destination” of every young person leaving year 11, 12 and 13 **on the 31st of October** are categorised and reported on a National and a Local Authority basis
- Local Authorities are held to account for the number of young people who have become NEET and will agree Powerpoint-corporate-main.jpg plans to reduce numbers year on year.



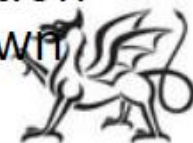


Ysbrydoli unigolion ar gyfer economi medrus

Inspiring individuals for a skilled economy

Destinations Survey

- The annual survey of school leavers undertaken by Careers Wales on behalf of the Welsh Government provides a useful snapshot of pupil destinations which informs careers staff in their work with clients, parents, teachers and employers. The data collected also proves an invaluable aid to partners and colleagues involved in planning learning, training and employment opportunities.
- In 2015, the survey reported the destinations of 61,840 pupils from secondary schools across Wales. It includes pupils who have reached statutory leaving age, Year 11, and pupils leaving school in Years 12 and 13. The destination information is recorded as a result of the pupil's known activity on 31st October 2015.



Set of quality indicators

Phase 4 : Review – procedures for changes

Indicator No 9

- **Mechanism to identify training needs in the labour market:**
 - information on mechanisms set up to identify changing demands at different levels
 - evidence of their effectiveness

http://www.eqavet.eu/gns/what-we-do/peer-learning-activities/PLA_2014_Rome.aspx - ITALY example

“Mechanisms to identify training needs in the labour market”

*case study Italy – the experience ISFOL
professionioccupazione.isfol.it*

**peer learning activity on EQAVET indicator 9
Roma, 11-12 dicembre 2014**

http://www.eqavet.eu/gns/what-we-do/peer-learning-activities/PLA_2014_Rome.aspx- ITALY example

The Ministry of Labour has faced this problem in order to increase opportunities for employment for people entering the labour market. The Ministry of Labour decided to build up a ***“National system for the observation of skill needs”***

The aim of this system, introduced as part of the institutional reforms in education, vocational education and the labour market, is to **monitor changes in the fields of occupation and to better coordinate the educational system with the labour market.**

http://www.eqavet.eu/gns/what-we-do/peer-learning-activities/PLA_2014_Rome.aspx - ITALY example

The screenshot shows the ISFOL website interface. At the top, there is a navigation menu with links like HOME, ABOUT, WARNINGS, etc. The main header features the ISFOL logo and the text 'Professioni, Occupazione, Fabbisogni'. Below this, a navigation bar includes 'HOME ->', 'SERVICES - % OF INDUSTRY WITH REQUIREMENT FOR BUSINESS SECTOR', and 'OCCUPATIONS'. The 'SERVICES' section displays a bar chart for Italy, with a legend for 'INDUSTRY' and 'SERVICES'. The 'OCCUPATIONS' section provides search options: 'Textual search', 'Search for classification', 'Search for Knowledges', and 'Search for Skills'. A news article titled 'Skill needs Audit: 1st edition data' is visible on the right, accompanied by an image of a clipboard and a red pen. The bottom of the page features a taskbar with various application icons and a system tray showing the time as 12:18 on 04/12/2014.

Set of quality indicators

Indicator No 10

- **Schemes to promote better access to VET:**
 - information on existing schemes at different levels
 - evidence of their effectiveness

http://www.eqavet.eu/gns/what-we-do/peer-learning-activities/PLA_2015_Finland.aspx- **FINNISH** example



Helsinki Diakonia College

A Dignified Future for Everyone

Implementation

- **Resources and multiprofessional co-operation / Funtsi**
 - 3 pedagogic coaches support students in their studies
 - amount of study consellers per students is sufficient
 - special teachers
- **Early interventions**
 - When absences from school, zero tolerance in teasing
 - Critical points> find solutions rapidly
 - Invitation to "hearing of student"
- **Learning surroundings**
 - Classrooms> living room –concept
 - looking after the well-being of students
 - On-the job-learning / common personel with Helsinki Deaconess Institute
 - Community spirit and happening, student cafes
 - Weekly meeting for the student welfare group
- **Summer school**, started last summer with good results
- **Good co-operation** with the city of Helsinki in student health and care
- **Teachers work in teams to support each other – and can get coaching when needed**

Evaluation

- **Follow up of the goals/indicators in relation to drop out**
 - Number of competence points per period
 - Qualifications
 - Student activity/non-attendance
 - Questionnaires, New: "How do you feel today." 10 questions taking place four times per year
 - Feedback from the meetings of support
 - Co-operation with student association (Hyde association)
 - College is evaluated/assessed on these themes
 - National indicators – after certain delay
 - E.g. early leaving record from 4 years in systematic/standard way

3. EQAVET online tools

EQAVET online tools - QA for VET systems

EU Quality Assurance in Vocational Education & Training

Visit the EQAVET Website



BUILDING YOUR SYSTEM

MONITORING YOUR SYSTEM

Home

About Us

Case Studies

Glossary

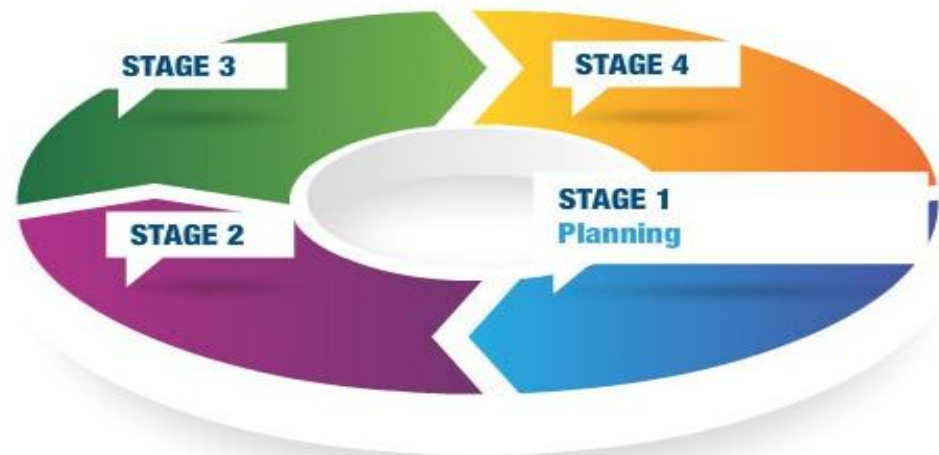
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The EU Quality Assurance in Vocational Education and Training is a tool based on the [2009 Recommendation](#) of the European Parliament and Council. The Recommendation invites Member States to use a series of [indicative descriptors](#) and [indicators](#) to support and develop their VET systems. The tool provides guidance on how to develop a quality assurance systems and contains [examples](#) of different approaches used by Member States.

STAGE 1 Planning

Set up clear, appropriate and measureable goals and objectives in terms of policies, procedures, tasks and human resources.

More about Stage 1



NE
ST.

Introduction



These guidelines set out what needs to be in place to support a [quality assurance](#) system that is compatible with the [EQAVET Recommendation](#). Each of the guidelines contains a “call to action” and suggests what needs to be done (if it is not already in place) to create an EQAVET compliant quality assurance system. The guidelines identify a series of case studies and associated “lessons learnt”. These case studies and lessons helped to frame and validate the discussions and create a structure for a practical resource to help policy makers.

1. Set clear rules for deciding who offers VET provision

2. Recognise and build on existing internal arrangements

3. Set clear roles and responsibilities for different parts of the VET system

4. Identify what information and data should be collected and used in VET system

5. Define and implement a communications strategy

6. Pilot initiatives and value success

7. Use feedback to improve VET

8. Provide clarity over funding

9. Ensure quality assurance covers all aspects of VET provision

10. Ensure VET is founded on a strong involvement of external and internal partners and relevant stakeholders

Case Studies

The Netherlands - risk based inspection

In the Netherlands inspection are based on the level of risk. Under the legislation institutions which perform well 'earn' the right to receive less supervision, whereas inspection is intensified at institutions where there are deficiencies in quality

In the VET system in the Netherlands, education institutions are primarily responsible for quality assurance. As part of the national quality assurance system VET providers are monitored through a national inspection system, organised by the Ministry of Education.

The current monitoring and inspection system has been in place since 1 January 2008 and is risk-based. The inspectorate draws up an annual inspection schedule which focuses on potential risks, which may be of an educational or financial nature. If no risks are detected, an individual institution is assigned a basic inspection status, which means the inspectorate does not consider any further studies into the quality of education. However, if the inspectors identify one or more risks, documents and data from the institution are examined more in depth.

All institutions – including those that perform well – are visited at least once a year. The inspectors discuss in their visit the results of the risk-analysis with the board of the institution. Reports of inspections are published on the inspectorate's website.

Case Studies

Finland - funding links to quality

In Finland funding for VET provision is increasingly recognising the quality of provision and a funding premium is offered to high quality providers. This helps to influence the national system and the activities in individual training providers

Finland's VET system and providers are supported by the Ministry of Education and Culture's in order to pursue excellence. The system encourages and supports self-evaluation combined with external evaluation in which VET providers are obliged to participate. While this provides assurances on quality, increasingly the available funding reflects the quality of training provision. Since 2002 the VET funding system has included a performance-based measure which takes account of the impact of training and the expertise of the staff.

- the number of learners with qualifications who gain employment in the labour market or on further programmes;
 - the drop-out rate;
 - the completion of qualifications in the agreed timescale;
 - the number of staff with formal teaching qualifications;
 - the resources assigned to staff development.
-

United Kingdom

UK - developing an “end to end” process for quality assurance

In the United Kingdom there are differences in the structure and functioning of the VET systems in England, Wales, Scotland and Northern Ireland. There are also differences in how these systems are quality assured.

In England a new quality assurance system for post-16 education and training was introduced in April 2010. The system has been designed to reduce and remove the burdens and bureaucracies that existed in previous performance management arrangements.

The new system is an “end to end” process. It includes:

- contracting and commissioning training provision;
- an annual performance assessment;
- schemes to recognise and reward excellence;
- managing underperformance and intervention.

Central to the system is the reliance on provider’s self assessment which is monitored through an inspection and reporting process.

EQAVET online tools - QA for VET providers

EU Quality Assurance in Vocational Education & Training

Visit the EQAVET Website



BUILDING YOUR QA
APPROACH

MONITORING YOUR QA
APPROACH

Home About Us Case Studies Glossary Contact Us

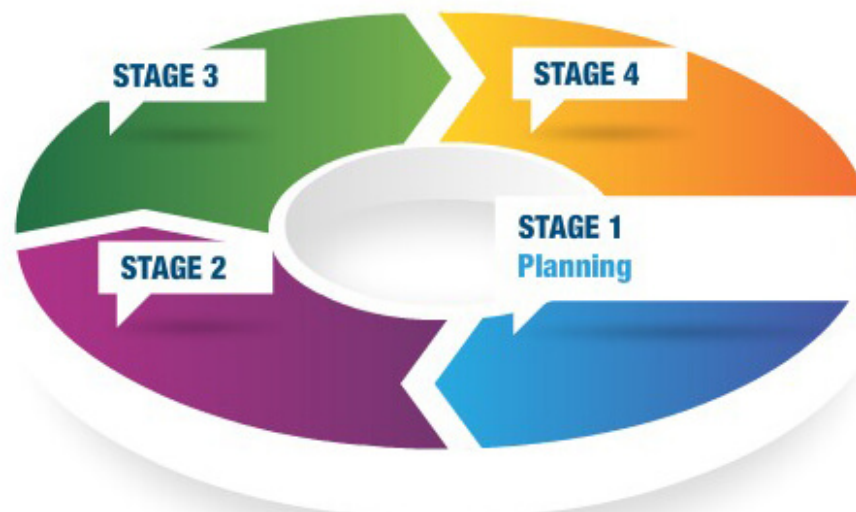
The EQAVET Quality Assurance reference framework for vocational education and training is based on the 2009 [Recommendation](#) of the European Parliament and Council. Currently VET providers are using many different approaches to quality assurance. Some of these are in line with existing national or international quality assurance systems. Others have been designed to meet the VET provider's own circumstances. EQAVET is an approach to quality assurance or a reference framework for VET which has been agreed by Member States. The [Quality Assurance National Reference Points](#) across Europe play an important role in supporting the implementation of the EQAVET reference framework.

EQAVET offers VET providers a straight forward way to monitor and improve the quality of their provision. It is based on the four stage cycle of planning, implementation, evaluation and review which is at the heart of many other quality assurance approaches. This web resource provides guidance on how to develop a quality assurance approach and contains [examples](#) of different approaches used by VET providers.

STAGE 1 Planning

Set up clear, appropriate and measurable goals and objectives in terms of policies, procedures, tasks and human resources.

More about Stage 1



NEXT
STAGE

Introduction

Please click a Building Block below to access information

01

**Management
Culture**

02

**Approaches
reflect the
provider's
circumstances**

03

**A culture of
self-assessment**

04

**Support staff
training**

05

**Use data and
feedback to
improve VET**

06

**Involvement of
stakeholders**

The Working Groups have identified and agreed that National Reference Points could encourage VET providers to use one or more of six Building Blocks to develop their approach to quality assurance. National Reference Points are likely to find that this approach is more useful for those VET providers that are still developing their approach. Those with more established quality assurance systems may find the Building Blocks a useful check which supports their improvement. The Building Blocks can be used by all VET providers including those that offer apprenticeships, company-based training, continuing and initial VET.

1. Ensure there is a management culture which is committed to quality assurance

Central to providers' implementation is a culture which supports and values quality assurance.

2. Develop approaches which reflect the provider's circumstances

The EQAVET Recommendation covers all aspects of VET provision. VET can be supported by building on existing quality assurance arrangements.

3. Develop a culture of self-assessment

A culture which encourages reflection and self-assessment will lead to improved quality of provision.

4. Support staff training in relation to quality assurance

VET is dependent on the knowledge, skills and competences of staff. VET can be enhanced if staff have an increased awareness of quality assurance.

5. Use data and feedback to improve VET

VET has to both meet employers' and learners' needs. Key to any quality assurance system is the way data on performance is systematically collected and used by VET providers to modify and improve provision.

6. Ensure VET is based on the involvement of external and internal stakeholders

VET is based on effective partnerships. These exist between government, social partners and national stakeholders; employers and VET providers; and learners and society. They create the foundation stone of the VET system which gives it strength, relevance and acceptability.

Case Studies

Italy – Standardising internal processes

CIOFS-FP was established in 1986 as a non-profit association which operates in 14 regions in Italy through 70 local centres. It provides vocational training in partnership with other non-profit and vocational training organisations, as well as social partners, public bodies, enterprises and their relevant organisations. Its main focus is to support young people, trainers and local networks, which sum up services and support granted by public and private bodies involved at a local level. To ensure the quality of its services the Association has obtained ISO 9001 Certification.

The Association's quality management system has led to a standardised approach to internal procedures. Initially only the core business processes linked to the design and delivery of VET and guidance services were reviewed. Later, as the system developed, other "soft" processes were reviewed - such as student selection, reporting arrangements, accounting systems, learning outcomes. When necessary each process, and the associated procedures, has been revised on the basis of national and regional regulatory requirements. This process-led quality management system has allowed the Association's to identify the needs of each VET centre and implement appropriate strategies which meet the local circumstances

This case study focuses on initial and continuing VET

For more information on this case study, click [here](#) or contact:

VET PROVIDER: CIOFS-FP Association

Case Studies

Slovenia – A focus on employability

The Biotechnical educational centre of Ljubljana, Slovenia is a publicly-funded school offering upper secondary VET courses, higher VET courses and adult education. Two of school's most important objectives are employability and the ability of learners to acquire the skills they need for the work place and in continue their education.

The school introduced a quality assurance system in 2001 (in advance of the 2006 legislation which required all VET schools to introduce a systematic approach to quality assurance). The focus has been on the four stages of the quality cycle and measuring performance against two of hard to measure indicators: employability and the utilisation of acquired skills at the work place and in further education. Information on these two indicators is collected once per year by a member of the teaching staff. Using a sample of students, a telephone survey takes place six months after they complete their training. Information is collected on issues such as student destination, type of employment contract (long or short term, part time etc.), how they got the job, whether the job is at the company where they were placed during the practical training. For those who are continuing with their studies, information is collected on which programme has been chosen and the reasons for continuing with education.

This case study focuses on initial VET, continuing VET and adult education.

Menu

[Home](#)

[News](#)

[About us](#)

[About Peer Review](#)

[Projects](#)

[Experiences](#)

[Events](#)

[Implementation](#)

[Research](#)

[Manual](#)

[Tool-box](#)

[Peer Training](#)

[Impact Guidelines](#)

[Downloads](#)

[Newsletter](#)

Welcome...

... to the website of the Leonardo da Vinci Peer Review projects 'Peer Review in initial VET', 'Peer Review Extended', 'Peer Review Extended II', and 'Peer Review Impact'.

01/31/13 (jp) [0 Comments]

LdV-Peer Review projects: Quality development through external evaluation in VET

The [European Peer Review projects](#) aimed at introducing Peer Review as a new instrument for quality assurance and development to the initial vocational education and training sector throughout Europe.

The procedure was laid down in the [European Peer Review Manual](#), the use of the procedure is supported by a [tool-box](#), a [curriculum](#) for the training of Peers, and [impact guidelines](#) to strengthen the impact of Peer Review in the institution.

Furthermore, reports of the [experiences](#) of pilot Peer Reviews within 25 institutions in 11 European countries between 2006 and 2009 are available.

Overall 38 [partner institutions](#) in 15 European countries participated in the projects. In several countries, the European Peer Review procedure was [implemented](#) on a national level.

Search



Last updates

01/31/13 (jp)
[LdV-Peer Review projects: Quality development through external evaluation in VET](#)

01/31/13 (jp)
[Peer Review Assessment Tool](#)

01/31/13 (jp)
[Peer Review Impact Guidelines](#)

01/31/13 (jp)
[Impact Guidelines](#)

02/14/11 (jp)
[Conference "Quality Assurance in VET", Dec. 2, 2010 in Rome](#)

[RSS](#)

Web-based guidance on work-based learning

■ HOME

■ GUIDELINES

■ BUILDING BLOCKS

■ CASE STUDIES

■ MAIN MESSAGES

■ ABOUT US

Welcome

The [Bruges Communiqué](#) of December 2010 outlined a series of actions to make vocational education and training (VET) a more modern and attractive option in order to support employability and economic growth; and strengthen social cohesion in Europe

The Communiqué includes a mid-term plan with specific measures at the national level. In relation to quality assurance (QA), this plan invites countries to 'establish a national common QA framework for VET providers, which also applies to work-based learning, compatible with the EQAVET Framework by 2015'. This site provides guidance on quality assurance in relation to work-based learning including many EQAVET compatible case studies which are used by Member States.

[Read More](#)

01

Design

02

Improve

03

Respond

04

Communicate

05

Train

06

Assess

Work with partner organisations to ensure relevance of learners' training during periods of work based learning



Next

Design - work with partner organisations to ensure the relevance of learners' experiences during periods of work place learning.

Respond - continue to be aware of the specific needs of learners throughout their work-based learning.

Improve - agree with partner organisations when the quality of training will be monitored and how improvements will be made

Communicate - ensure learners and partner organisations are kept well informed and receive frequent updates on all aspects of training

Train - ensure staff are well prepared for their training role which includes quality assurance

Assess - work with partner organisations to ensure learners' achievements are assessed accurately

Germany 1 – Developing a collaborative network

During their first year of initial training, company apprentices, attend an intercompany training centre – the ABB Training Centre which is a partner in the initiative. In their second and third years the training is organised by the companies. The quality approach aims to improve the latter part of the training. The key quality aspects considered during the in-company training were:

- designing and planning the work-based VET process;
- managing the in-company VET process;
- selecting and providing an initial induction to the trainees;
- organise learning so it became part of the working process;
- preparing the apprentices for their examinations and helping them to apply for a permanent position;
- evaluating the learning process;
- cooperating with the part time vocational school.

Austria 1 – The academy for apprenticeship trainers in Vorarlberg

Apprenticeship training is a very important part of the Austrian initial VET system. After completing compulsory schooling (nine years) about 40% of students receive occupational training through a legally recognised apprenticeship. The success of the company based part of apprenticeship training, where work-based learning takes place, is mainly dependent on the initial VET trainer's professional competence and pedagogical skills. These skills need to be proven through an initial IVET trainer examination or by completing a 40-hour trainer course. Additional training courses for initial VET trainers are offered - the Apprenticeship Trainers Academy in Vorarlberg is a good example of this practice. The training for the apprenticeship trainers includes personal, social, pedagogical and technical skills, as well as quality assurance. The main aim of the initiative is to further professionalise apprenticeship trainers and to recognise their competences through a certification process. Training can be offered by many different providers and their recommendations for who could receive additional training are sent to the apprenticeship trainers' academy. Those who are successful are awarded credits for their achievement and recorded as passing their "Further Training." This can also lead to certification using the following model:

- Certified Apprenticeship – trainer (25 credits)
- Excellent Apprenticeship - trainer (40 credits, project work)
- Graduate Apprenticeship - trainer (70 credits, project work)

Since 2003, more than 500 apprenticeship trainers have attended the Trainers Academy in Vorarlberg. Approximately 50 to 60 new apprenticeship trainers begin the programme each year.

3. EQAVET publications



EQAVET

European Quality Assurance
in Vocational Education and Training

Supporting the implementation of the
European Quality Assurance Reference Framework
for Vocational Education and Training

Information Gathering Exercise

Quality assurance procedures in the processes of
certification, curricula setting, accreditation and
training of trainers in European VET systems

Contents

INFORMATION GATHERING EXERCISE

I. Executive Summary – approach, results and concerns

Based on the last twenty years of common policies and instruments in education and training, known as the “Lisbon process” and the “Copenhagen process”, this information gathering exercise aims to identify trends, at European level, in the reform of European VET systems. These reforms aim to make VET systems more attractive, fair (in terms of access, particularly for disadvantaged groups and individuals) and to anchoring them in the realities of the labour market (in terms of employability and the match between demand and supply).

In this context, the purpose of this “exercise” is to:

- provide an overview analysis, a snapshot of the state of a VET system at a particular point in time, in the form of a matrix, in order to explore the quality assurance mechanisms that underlie some VET procedures among Member States;
- increase transparency and mutual understanding of very diverse systems and processes, offering an overview of methodologies based on common references in the quality assurance process in VET across Europe;
- foster mutual trust and exchange of information on practices within and across Member States.

This information is intended to support the implementation of the European Quality Assurance Reference Framework (EQAVET Framework) in the Member States and to support the decision making process at European and national levels.

The main topics analysed in this exercise are:

- the certification (assessment, validation and recognition) and qualifications processes in national VET systems;
- curriculum setting and the implementation of programmes in national VET systems;
- the accreditation of VET providers;
- the training processes for trainers/teachers in national VET systems.

The information gathering exercise explores the quality assurance mechanisms that underlie certification, qualification, accreditation of VET providers, curriculum setting and training of trainers/teachers in Member States, in order to increase transparency, mutual trust and exchange of information on practices within and across Member States. This is of crucial importance for the successful implementation of other European instruments designed to support mobility and transparency, such as the European Qualifications Framework (EQF) and the European Credit System for VET (ECVET). The information provided will be helpful in defining the concrete ways in which the Reference Framework can support the successful implementation of these instruments.

Mindful of the differences among VET systems across Europe, this exercise is descriptive and synthetic at a very general level and is not interpretative or analytical: it tends not to offer explanations, to make comparisons or to rank European VET systems. The information gathered is based on terms officially recognised and accepted by CEDEFOP (2008) and other official European sources of information (CEDEFOP websites and publications, the EQAVET website etc.). It builds on existing information, definitions, analysis, comparative studies and surveys (coming from European institutions, mainly from CEDEFOP) in order to identify trends and the elements of quality assurance (QA) that unite and indeed differentiate the mainstream of VET systems. The exercise does not claim to be exhaustive, but to be a working tool which will support future work within the EQAVET work programme. The exercise is addressed mainly to the Quality Assurance National Reference Points (National Reference Points).

The main aim of this instrument is to assist Member States to share know-how and information on policy experiences which may be of help in future policy development and/or reforms regarding QA in VET in the area of certification and curricula development.

The analysis of organisational arrangements of quality assurance in certification, curricula developments, accreditation of VET providers and training of trainers/teacher in national VET systems covers both continuing and initial VET (CVET and IVET). In this context, the information gathering exercise provides information about formal and non-formal/informal recognition of learning outcomes.



Study on the set of indicators proposed in the European
Quality Assurance Reference Framework for VET

1.5. Report Structure

This report provides an overview of the work completed and information gathered during this study and sets out the main conclusions from the work. It is structured as follows:

- Section 1 (this section) presents background information on the study, an overview of the project objectives, its scope, methodology and report structure;
- Section 2 provides the findings on general aspects, namely: the extent to which there is a common understanding of the proposed indicators, how feasible it is for EU Member States to use these indicators, the validity and reliability of the information likely to be provided by the indicators and the potential barriers to implementation faced by EU Member States;
- Section 3 explains the findings on technical aspects, namely: the extent to which the proposed indicators are already being used by EU Member States, whether alternate indicators are used, and the ease with which Member States are able to use each of the proposed indicators;
- Section 4 describes three case studies regarding the use, or proposed use, of quality assurance indicators;
- Section 5 outlines the main conclusions and recommendations of the study.

Separate annexes are also available providing further information on particular aspects of the study.

These include:

- Annex 1 Study Methodology
- Annex 2 List of Collected Literature.
- Annex 3 List of Contacted Organisations
- Annex 4 Survey Results
- Annex 5 Interview minutes
- Annex 6 Information on the VET Systems of the EU27 countries.

Policy Goals in Quality

Maintain minimum standards

Improve consistency across sector

Drive quality improvements across sector

Build world-class excellence

Encourage innovation and specialisation

Driving Excellence

Mature quality systems



QUALITY

SAY
WHAT
YOU
DO

DO
WHAT
YOU
SAY

PROVE
IT

IMPROVE
IT

Thank you for your attention!

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