



EQAVET

European Quality Assurance
in Vocational Education and Training

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

The EQAVET Network

Strengthening the culture of quality assurance in VET

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EQAVET Secretariat

Rome 6 December 2018



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Supporting the development of a culture of quality assurance

- **Quality assurance of VET**
–almost 20 years of years
of EU cooperation
- **A partnership process – a
community of practice**
- The Recommendation
establishing a **European
Quality Assurance
Reference Framework** for
VET was agreed in *June
2009*





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The objectives of the EQAVET Recommendation

Promote better (higher quality) VET

Help MS and VET providers to promote and monitor the improvement of their provision

QA to systematically modernise education systems with a focus on improving the effectiveness of VET

-Supporting a quality assurance culture of VET



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The EQAVET Framework

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.



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EQAVET: deepening the QA culture - Holistic approach

CYCLE - Stages

PLANNING:

set up clear, appropriate and measurable goals and objectives

IMPLEMENTATION:

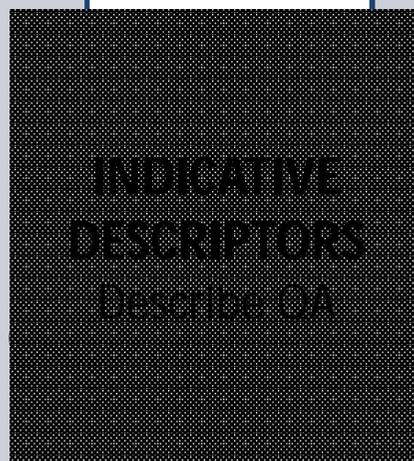
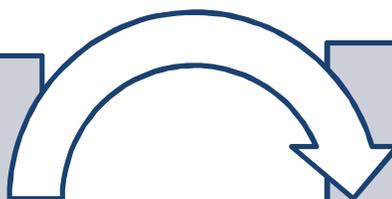
establish procedures to ensure the achievement of goals and objectives

ASSESSMENT and EVALUATION:

design mechanisms for the evaluation achievements by collecting and processing data to assess

FEEDBACK and PROCEDURES for CHANGE:

develop operations in order to achieve the targeted after discussion with key stakeholders



INDICATORS

- 1.Relevance of quality assurance systems for VET providers
- 2.Investment in training of teachers and trainers
- 3.Participation rate in VET programmes
- 4.Completion rate in VET programmes
- 5.Placement rate in VET programmes
- 6.Utilisation of acquired skills at the workplace
- 7.Unemployment rate
- 8.Prevalence of vulnerable groups
9. Mechanisms to identify training needs in the labour market
- 10.Schemes used to promote better access to VET



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Indicators – tool box

INPUT

- 1.Relevance of quality assurance systems for VET providers
- 2.Investment in training of teachers and trainers
9. Mechanisms to identify training needs in the labour market

CONTEXT/PROCESS

- 1.Relevance of quality assurance systems for VET providers
- 3.Participation rate in VET programmes (Outcome)
- 4.Completion rate in VET programmes (Outcome)
- 7.Unemployment rate
- 8.Prevalence of vulnerable groups
- 10.Schemes used to promote better access to VET

OUTPUT

- 5.Placement rate in VET programmes
- 6.Utilisation of acquired skills at the workplace

IMPLEMENTATION

Challenges faced by Member States

- Evolving labour market
- Social context for VET
- Migration
- Review phase
- IVET and system focus
- Skills obsolescence and mismatch
- New forms of learning and course delivery

Evolving European Policy Context

- European Area for Education and Training
- Learner and worker mobility – easy mechanisms for the recognition of qualifications
- Recognition of experience and qualifications
- Centrality of quality assurance

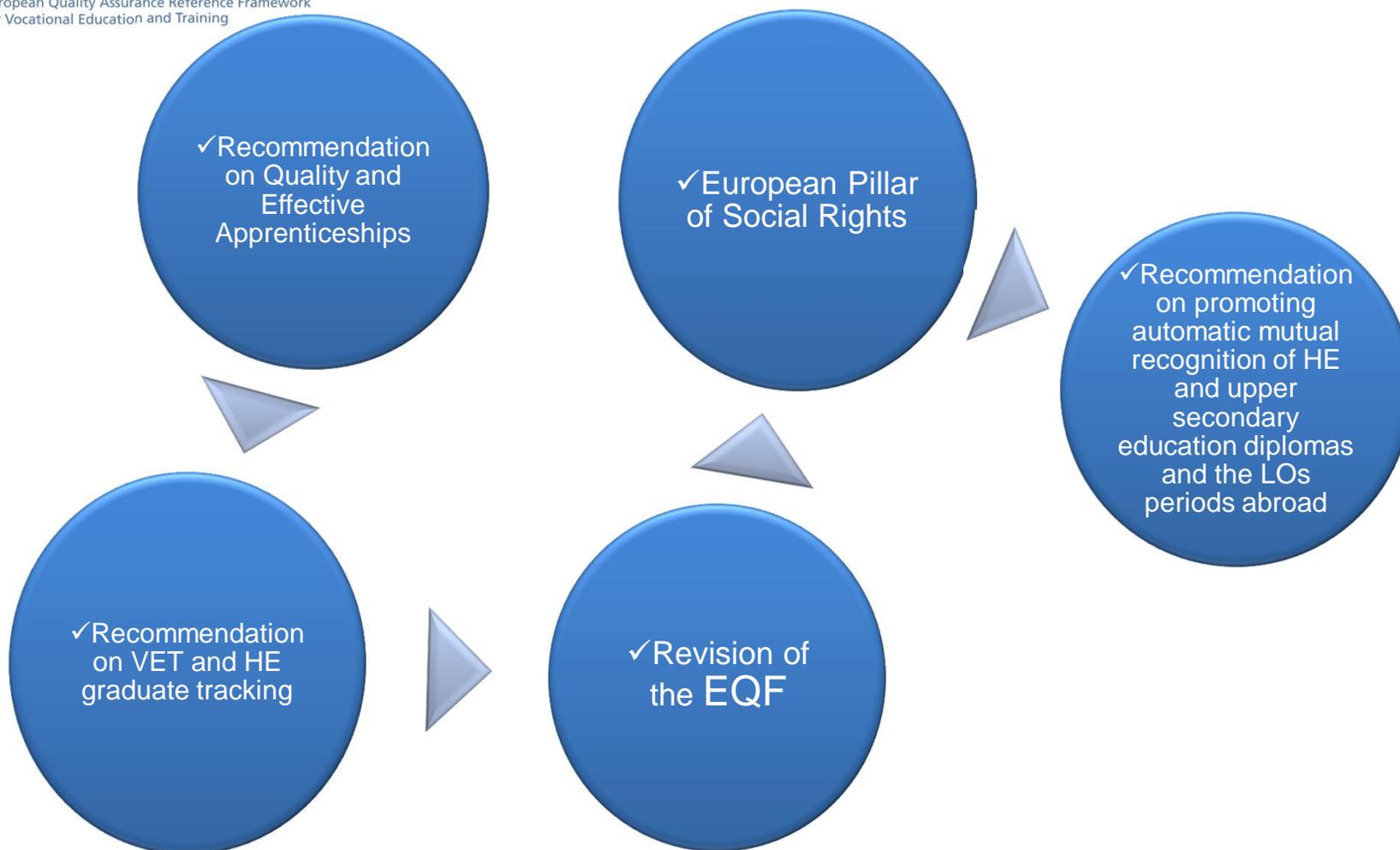


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Quality assurance in the EU policy context



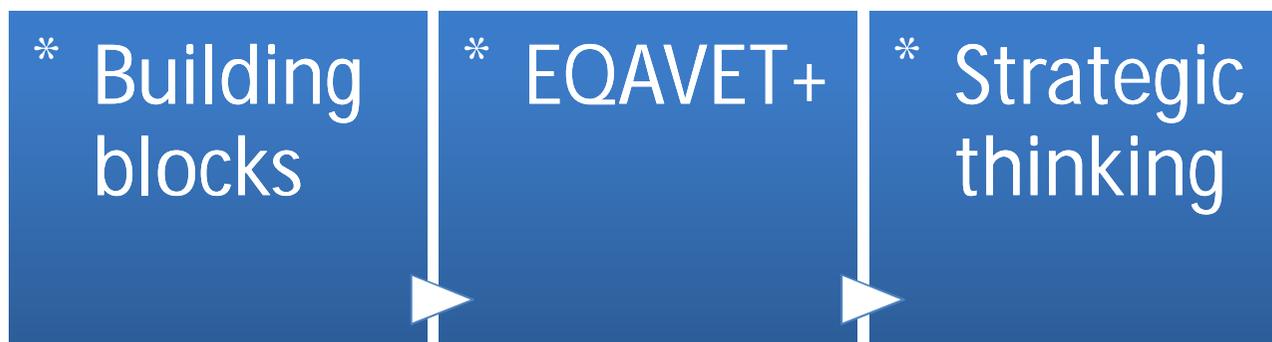


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Evolving a community of practice

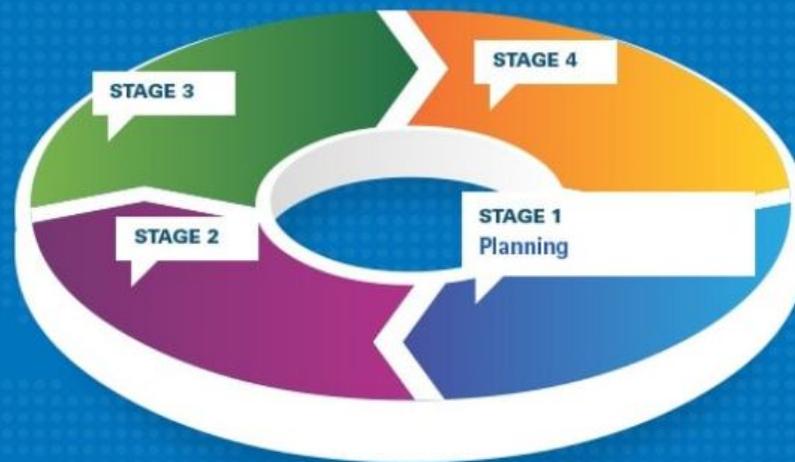


- Confidence building
- Responsiveness to policy development
- Evidence based
- Successive surveys and external evaluation

BUILDING YOUR SYSTEM

Stage 1: PLANNING. Set up clear, appropriate and measureable goals and objectives in terms of policies, procedures, tasks and human resources.

[More about Planning](#)



BUILDING YOUR SYSTEM



MONITORING YOUR SYSTEM



BUILDING BLOCKS FOR QA



EQAVET +



GLOSSARY



MATERIALS



CASE STUDIES



PARTICIPATING COUNTRIES



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Systematic approach to QA



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FOR VET PROVIDERS

CASE STUDIES

ACKNOWLEDGEMENTS

Indicative Descriptors (Planning)

The indicative descriptors can help Member States to review their quality assurance system and gauge how much progress has been made. The following analysis presents two contrasting statements for each descriptor. You are invited to consider which of these statements best describes your own system. The indicative descriptors cover all four stages of the quality cycle.

Goals/objectives of VET are described for the medium and long term, and linked to European goals.

Would you describe your system as one where:

1. all stakeholders, including employers and social partners are clear about what the VET system is seeking to achieve
2. stakeholders are confused or lack clarity about what the VET system is seeking to achieve

If you would like to see how other Member States have addressed this issue, you can review the case studies or review how the following building blocks have been used to support progress against this indicative descriptor.

- Austria - building a culture of quality assurance
- Austria - working within a national framework
- Finland - Quality Management Recommendation
- Germany - developing an annual plan
- Slovenia - a staged approach to using indicators

Member States who focus on this indicative descriptor are more likely to make progress on the following indicator(s)

- Indicator 4. Completion rate in VET programmes
- Indicator 7. Unemployment rate

- Link between the quality cycle, indicative descriptors and indicators
- Online guidelines
- Based on case studies from MS
- *Member States who focus on this indicative descriptor are more likely to make progress on the following indicator(s)*



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- Same approach
- Linkages based on case studies
- *‘Member States who focus on this EQAVET+ indicative descriptor are more likely to make progress on the following EQAVET indicator(s)’*

EQAVET+ indicative descriptors



EQAVET+ Indicative Descriptors

EQAVET's Network work on Complementing EQAVET:

Since the introduction of the EQAVET Recommendation there has been an increasing emphasis on the importance of work-based learning; learning outcomes; pedagogy which focuses on meeting the needs of individual learners; and the opportunity for learners to demonstrate their achievement through a wider range of learning contexts including the recognition of achievement through non-formal and informal learning.

Between 2015 and 2017, the EQAVET Network reflected on the need to be more explicit about the importance of these aspects of training/learning; and suggested an EQAVET+ approach that complements the EQAVET Recommendation and help Member States to further strengthen their quality assurance approaches in line with EQAVET.

EQAVET+ indicative descriptors

The Network's work on EQAVET+ adds information on the Annex I of the EQAVET Recommendation, i.e. related to the indicative descriptors. The additions comment on how to apply each stage of the quality assurance cycle to these aspects of training/learning. In some cases, the addition simply add further information to the existing EQAVET indicative descriptors; in others, new indicative descriptors are offered. To ensure clarity between the Recommendation and the complementary text from the EQAVET Network, **all the additions are written in red and highlighted.**

EQAVET+ indicative descriptors for the Planning phase:

- Social partners and all other relevant stakeholders participate in setting VET goals and objectives at the different levels
- Mechanisms and procedures have been established to identify the training needs of the labour market and society
- VET qualifications are described using learning outcomes
- Mechanisms are established for the quality assurance of the design, assessment, certification and review of qualifications

Social partners and all other relevant stakeholders participate in setting VET goals and objectives at the different level

- UK (Wales) - Using data to respond to national and sector priorities
- Czech Republic - Applying the quality assurance cycle to the development of the National Register of Qualifications

Member States who focus on this EQAVET+ indicative descriptor are more likely to make progress on the following EQAVET indicator(s):

- Indicator 5. Placement rate in VET programmes
- Indicator 9. Mechanisms to identify training needs in the labour market



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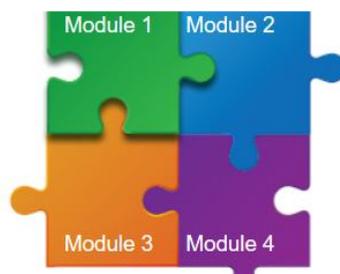
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Quality cycle and the Indicative descriptors



•Description of a
quality criteria for
each of the 4
phases



•Structuring an
approach to
quality assurance



•Focusing on
dimension and
scope



•What should be
addressed



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Enhancing the EQAVET Framework

EQAVET +

- Addressing topics not (sufficiently) addressed in EQAVET Recommendation, e.g.
 - work based learning
 - learning outcomes
 - pedagogy
 - qualification design and certification



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What is added in EQAVET +?

New indicative descriptors

AT SYSTEM LEVEL:

- VET qualifications are described using learning outcomes
- Mechanisms are established for the QA of the design, assessment, certification and review of qualifications

AT PROVIDER LEVEL:

- VET providers' programmes enable learners to meet the expected learning outcomes and become involved in the learning process
- VET providers respond to the learning needs of individuals by using approaches to pedagogy and assessment which enable learners to achieve the expected learning outcomes
- VET providers use valid, accurate and reliable methods to assess individuals' learning outcomes

PLA on QA process for defining qualification based on the learning outcomes approach

Include shared QA procedures at all levels of the process: learning outcomes definition and planning, curriculum design and implementation, LOs assessment, validation and certification and when reviewing the overall process at system and provider levels

Peer Learning Activities central part of work programmes

Deepen the work of QA on VET

- Sharing of experiences/knowledge
- Build the bank of resources and insights
- Identification of methodology and topics by EQAVET NRPs
- Subsequent questionnaire by Secretariat
- Informed by the SEC Survey
- Build on accumulated experience
- Work on complementing EQAVET
- Enable the Network to contribute to the developing policy context
- Include site visit



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Peer Learning Activities 2017-2019

Support the deepening of a culture of
**continuous QA improvement by addressing
needs of individual MS**

- **How quality assurance processes can be used to make VET more attractive** Berlin Autumn 2019
- **Approaches to self-assessment for WBL in line with EQAVET** Göteborg 27-29 March 2019
- **Involving teacher and trainers in the QA processes** Prague 9-10 Oct 2018
- **Higher VET and the role of QA** Larnaca 20-21 March 2018.
- **Using the EQAVET indicators to accredit VET providers** Tallinn 13-14 Sept 2017.
- **Supporting training providers to identify areas and implement actions for improvement in line with EQAVET** Lisbon, 29-30 March 2017

ERASMUS+ NRP work programmes

- Peer learning
- Peer Review
- Collaborative work on shared challenges
- Dissemination and embedding culture of quality assurance at various levels in Member State



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Study visit EU level - “Peer Review as a tool for quality assurance”

Rome May 2018

- INAPP and NRPs from EL, FI, RO, NL
- How to ensure the quality of VET, self assessment and external evaluation and the role of peer review
- The Italian experience
- Site visit: CIOFS-FP Lazio school - Why has Peer Review been useful for the school, and what about the impact on quality improvement?



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EQAVET Secretariat survey 2018

Key findings

- **Incremental approach** to improving and strengthening approach to QA of VET in the EU-28 countries
- Increasingly 'utilising' the **EQAVET Framework**; which is used as the **basis** for developing the QA of VET
- While progress is observed, data indicates that change in policy takes time but the **EQAVET process seems to be the anchor** and impetus that keeps developments on track and focus on QA in the policy agenda of Member States
- The work of the NRPs is strengthened by **collaborative actions at EU level** which is being embedded in national and regional systems
- Importance of **stakeholder collaboration** to develop a culture of QA at both system and provider levels
- Importance of continuing to work on the **evaluation and review phases of QA cycle** and the EQAVET indicators, particularly those which focus on 'outcomes'
- Key areas of QA: 1) **work-based learning and continuing VET**; 2) **addressing the needs of learners in a LLL context**; and 3) **defining and assessing learning outcomes**



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Network –supporting culture of quality assurance at all levels of VET

Effective quality assurance :

- includes a set of principles for VET
- covers all types of VET
- needs to cover all areas of the education and training processes
- sets out a clear view on strategic issues affecting the implementation, evaluation and effectiveness of any quality assurance approach
- covers the provider and the system level
- includes synergies with recent and forthcoming European developments affecting VET



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Thank you

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