The European dimension of Quality Assurance in Cedefop's work

Rome, 6 December 2018

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The common EU tools

EQF	European qualifications framework
QF-EHEA	Qualifications framework for the European Higher Education Area
EQAVET	European quality assurance reference framework for VET
ESG	Standards and guidelines for quality assurance in the European Higher Education Area
Europass	CV, Language Passport, Certificate Supplement, Diploma Supplement, Mobility
ECVET	European credit system for VET
ECTS	European credit transfer and accumulation system for HE
Validation principles	Common European principles on validation on non-formal and informal learning
ESCO	European terminology on skills, competences, occupations and qualifications

What quality requirements cover

Quality assurance in VET should address the following three levels:

- **inputs** (e.g. adequate infrastructure, training of teachers/trainers);

- **processes** (e.g. teaching, learning, assessment and validation);

- **outcomes** (e.g. response to the changing demands of the labour market).

Quality assurance: Shifting the focus (i)

A **qualification** is the <u>formal</u> outcome of an <u>assessment</u> and <u>validation</u> <u>process</u>, obtained when a <u>competen</u>t body determines that an individual has achieved <u>learning outcomes</u> to <u>given standards</u>.
(2017 revised EQF Recommendation)

The **definition is important as it helps to identify the key building blocks** of a qualification
- Learning outcomes
- Assessment
- Standards
- Recognition by an authorised body

Quality assurance: Shifting the focus (ii)

Without prejudice to national quality assurance arrangements that apply to national qualifications, **quality assurance of *qualifications* referenced to the EQF:**

- addresses the **design of qualifications** as well as application of the learning outcomes approach
- addresses **the process of certification**, **ensuring valid and reliable assessment** according to agreed and transparent learning outcomes based standards
- consists of feedback mechanisms and procedures for continuous improvement
- involves all relevant stakeholders at all stages of the process
- is composed of consistent evaluation methods, associating self-assessment and external review
- is an integral part of the internal management, including sub-contracted activities, of bodies issuing qualifications referenced to the EQF
- is based on clear and measurable objectives, standards and guidelines
- is supported by appropriate resources
- includes a systematic and cyclical evaluation by external monitoring bodies, based on at least the principles in this annex of internal quality assurance systems related to qualifications,
- includes the publication of its evaluation results, including electronic accessibility at national and European level

2017 Council Recommendation on the European Qualifications Framework for lifelong learning

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Common pathways
Common language

- ➤ **Qualifications Frameworks**
- ➤ **Quality Assurance**
- ➤ **Credit System**
- ➤ **Certification**
- ➤ **Learning Outcomes**
- ➤ **Mobility**
- ➤ **Permeability**

Intended
learning outcomes

Achieved
learning outcomes

Increase trust in certification

Not Reliable
Not Valid

Reliable
Not Valid

Both Reliable
and Valid

Involvement of labour market stakeholders

✓ Increases **validity** of assessment

✓ Provides useful **feedback** for teaching and learning process

✓ Increases **credibility** of certification and **trust** in qualifications

Quality assurance of qualifications

➢ Qualifications are developed with **labour market representatives**

➢ **Assessment** and **certification** standards are centrally defined and clearly communicated

➢ Results are **validated** by independent qualification committees

➢ Qualifications are reviewed based on **regular reviews** and on identification of labour market needs
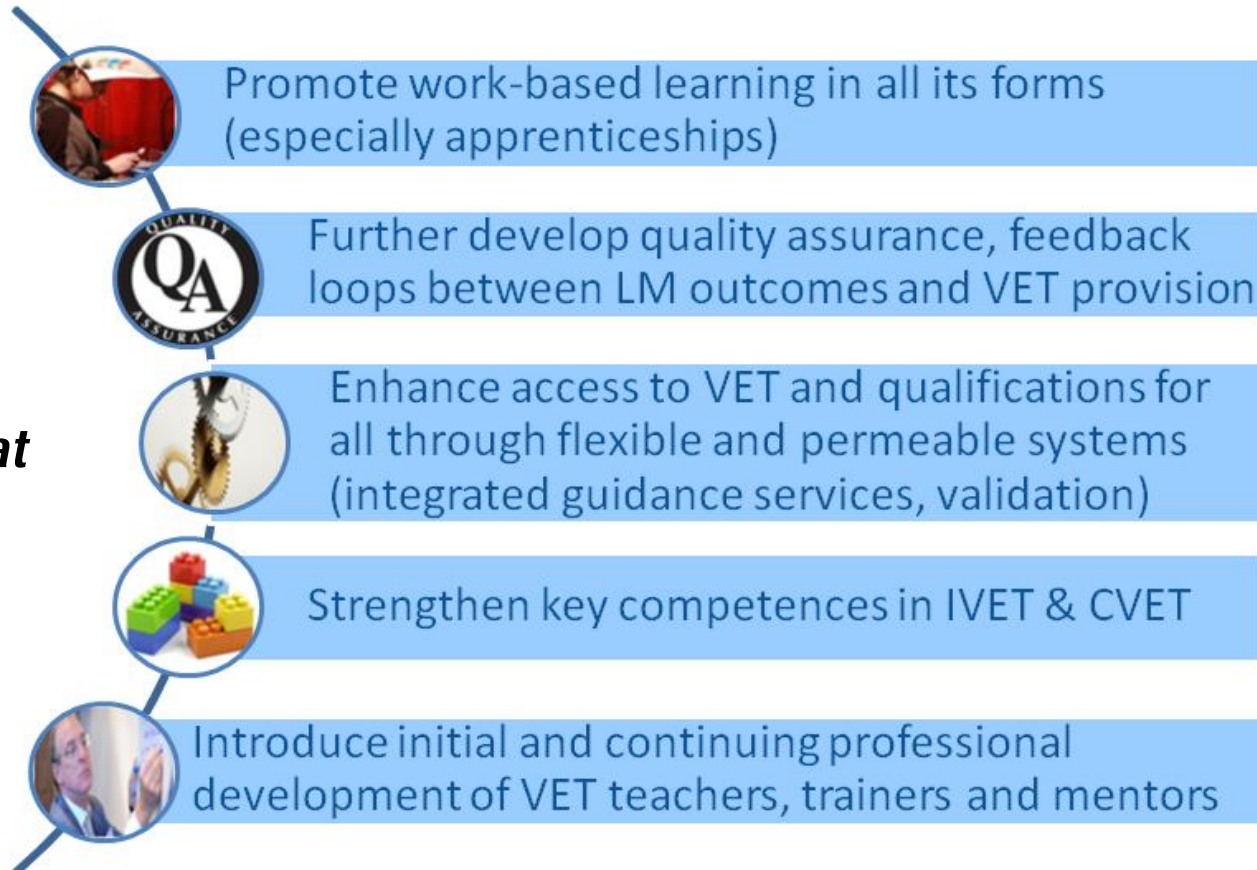
NQFs and quality assurance

✓ NQFs influence **quality assurance** and strengthen focus on **learning outcomes.**

✓ Quality assurance may be integrated in NQFs, or linked to them.

✓ Learning outcomes – **common conceptual basis of almost all NQFs**.

More information: European inventory on NQFs

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QA in the 2015 Riga conclusions
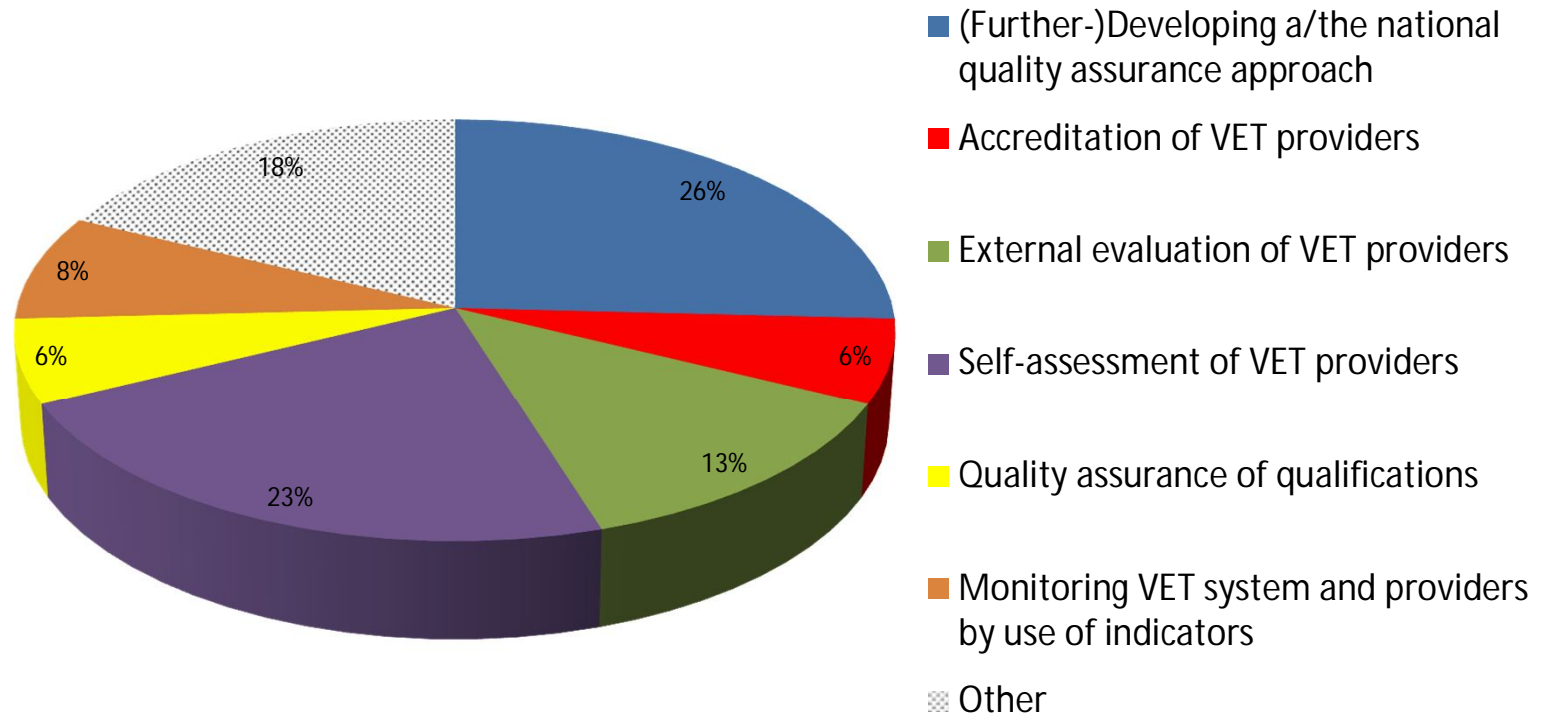# Member State action

VET deliverables

2015-2020

(Implementation at

national level)

Promote work-based learning in all its forms (especially apprenticeships)

Further develop quality assurance, feedback loops between LM outcomes and VET provision

Enhance access to VET and qualifications for all through flexible and permeable systems (integrated guidance services, validation)

Strengthen key competences in IVET & CVET

Introduce initial and continuing professional development of VET teachers, trainers and mentors

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Policy Developments per MTD in the candidate countries

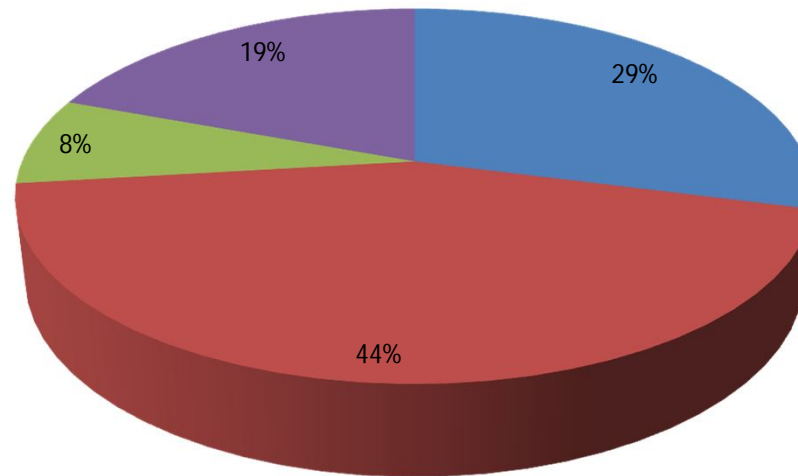|	Policy Developments 2015-2017
MTD1	Focus on apprenticeships: adopting legal provisions for the introduction of formal apprenticeships at system level (WB) or to make existing apprenticeships more attractive and accessible (TR)
MTD2	Developing/enhancing of national QA approaches compatible with EQAVET, creating tools and procedures for systematic collection of information on transitions and employability of VET graduates
MTD3	Designing programmes and learning modalities to meet the specific needs of vulnerable groups of learners and measures developed to address dropping-out and early leaving from education and training; legislation adopted in favour of better permeability of VET systems/pathways and actions taken to ease transfer and flexibility of learning in VET
MTD4	Very few new developments reported in the area of key competences, most of them related to their promotion; gaps in monitoring
MTD5	Revising the models for initial training for teachers in VET 'schools' in the Western Balkans to address existing gaps, new regulations adopted and piloting new modalities for CPD for teachers in VET 'schools'

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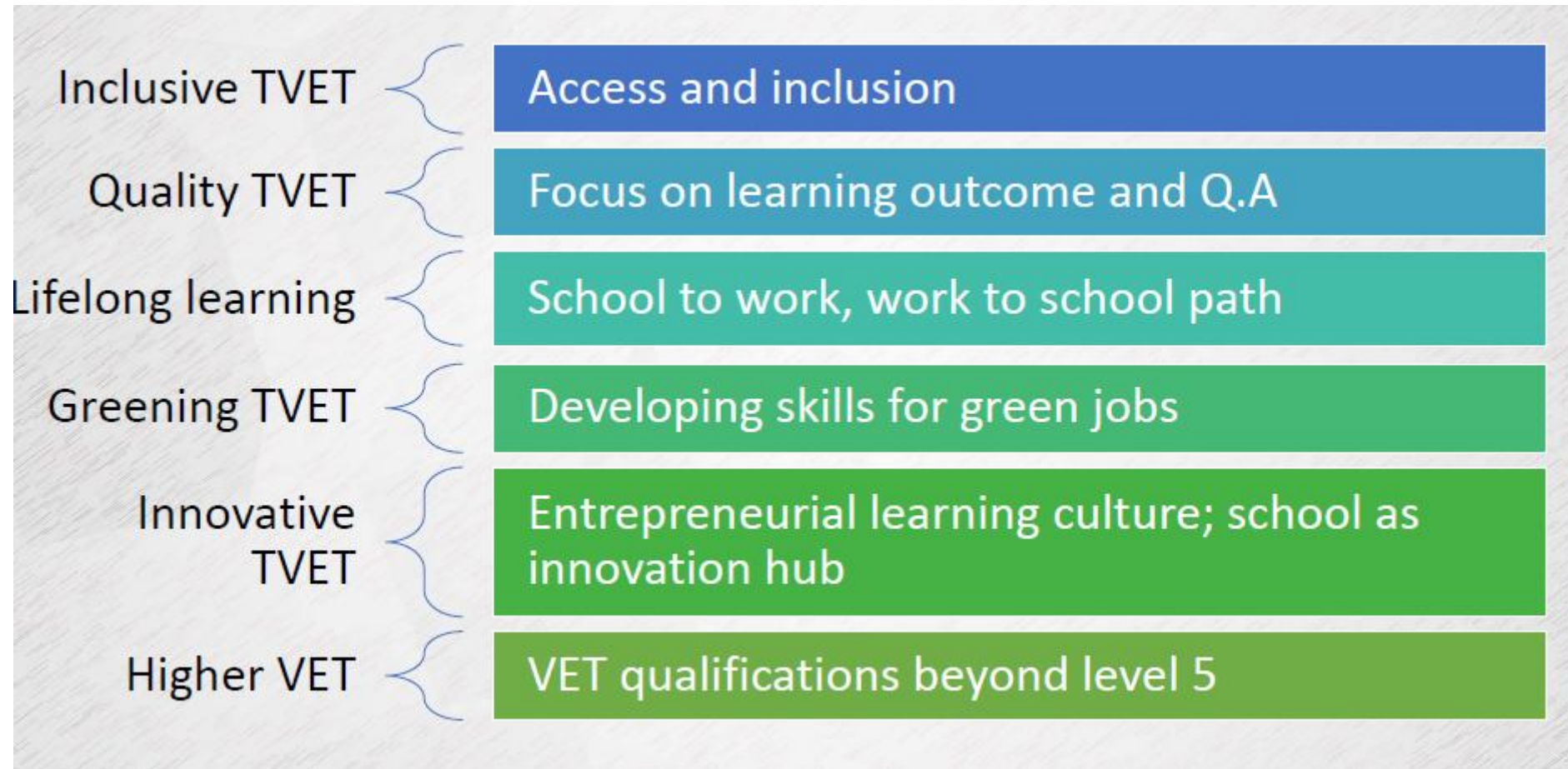# Major policies related to developing quality assurance mechanisms, EU-28+

- (Further-)Developing a/the national quality assurance approach
- Accreditation of VET providers
- External evaluation of VET providers
- Self-assessment of VET providers
- Quality assurance of qualifications
- Monitoring VET system and providers by use of indicators
- Other

26%
6%
13%
23%
6%
8%
18%

Major policies related to continuous information and feedback loops, EU-28+

- Information on transition and employability of VET graduates

- Anticipating training needs

- Formal Advisory, Sector, Trade committees / councils / groups to establish feedback loops in VET
- Other

Major Dimensions of Transformation

Inclusive TVET	Access and inclusion
Quality TVET	Focus on learning outcome and Q.A
Lifelong learning	School to work, work to school path
Greening TVET	Developing skills for green jobs
Innovative TVET	Entrepreneurial learning culture; school as innovation hub
Higher VET	VET qualifications beyond level 5

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The way forward

New skills agenda/Upskilling Pathways/The future of VET

Europe's changing face
- Skills anticipation
- Employability and Lifelong Learning
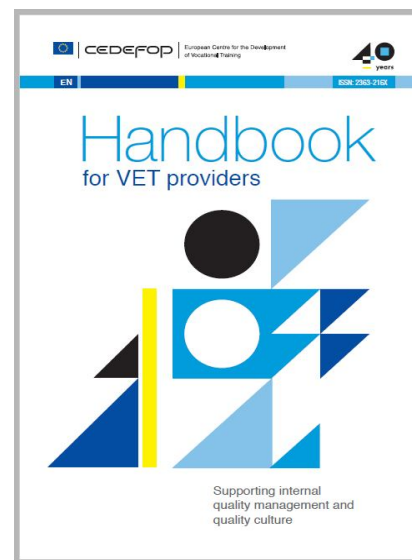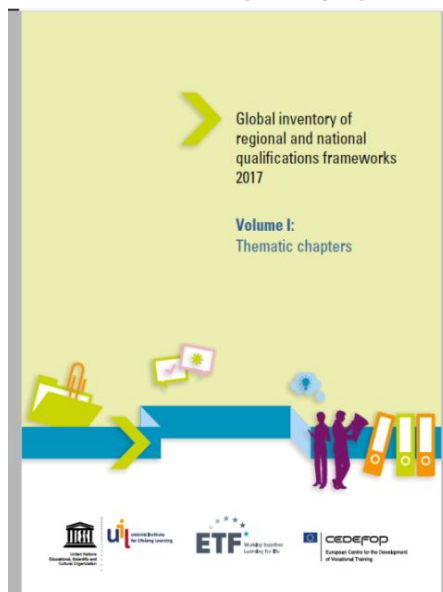- Digital credentials

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European Centre for the Development of Vocational Training

Cedefop's recent work

✓ **Provide knowledge and evidence**

✓ **Act as a knowledge broker for countries**

Thank you for your attention!

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