The European dimension of Quality Assurance in Cedefop’s work

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<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tr>
<td>EQF</td>
<td>European qualifications framework</td>
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<td>QF-EHEA</td>
<td>Qualifications framework for the European Higher Education Area</td>
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<td>EQAVET</td>
<td>European quality assurance reference framework for VET</td>
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<td>ESG</td>
<td>Standards and guidelines for quality assurance in the European Higher Education Area</td>
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<td>Europass</td>
<td>CV, Language Passport, Certificate Supplement, Diploma Supplement, Mobility</td>
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<td>ECVET</td>
<td>European credit system for VET</td>
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<td>ECTS</td>
<td>European credit transfer and accumulation system for HE</td>
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<td>Validation principles</td>
<td>Common European principles on validation of non-formal and informal learning</td>
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<td>ESCO</td>
<td>European terminology on skills, competences, occupations and qualifications</td>
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The common EU tools
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 **formal** outcome of an **assessment** and **validation process**, obtained when a **competent** body determines that an individual has achieved **learning outcomes** to **given standards**. (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

Common pathways
Common language

- Qualifications Frameworks
- Quality Assurance
- Credit System
- Certification
- Learning Outcomes
- Mobility
- Permeability
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
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
## Policy Developments per MTD in the candidate countries

<table>
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<tr>
<th>MTD</th>
<th>Policy Developments 2015-2017</th>
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<tr>
<td>MTD1</td>
<td>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)</td>
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<tr>
<td>MTD2</td>
<td>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</td>
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<tr>
<td>MTD3</td>
<td>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</td>
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<tr>
<td>MTD4</td>
<td>Very few new developments reported in the area of key competences, most of them related to their promotion; gaps in monitoring</td>
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<td>MTD5</td>
<td>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’</td>
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Major policies related to developing quality assurance mechanisms, EU-28+

- (Further-)Developing a/the national quality assurance approach: 26%
- Accreditation of VET providers: 18%
- External evaluation of VET providers: 23%
- Self-assessment of VET providers: 6%
- Quality assurance of qualifications: 6%
- Monitoring VET system and providers by use of indicators: 13%
- Other: 8%
Major policies related to continuous information and feedback loops, EU-28+

- Information on transition and employability of VET graduates: 19%
- Anticipating training needs: 29%
- Formal Advisory, Sector, Trade committees / councils / groups to establish feedback loops in VET: 8%
- Other: 44%
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

Source: The future of VET: Looking beyond Europe, Shyamal Majumdar
Head, UNESCO-UNEVOC, International Centre, Vienna 8 November 2018
The way forward

New skills agenda/Upskilling Pathways/The future of VET

Europe's changing face
- Skills anticipation
- Employability and Lifelong Learning
- Digital credentials
Cedefop’s recent work

✓ Provide knowledge and evidence

✓ Act as a knowledge broker for countries
Thank you for your attention!

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